

Sam Houston State University
Department of Educational Leadership and Counseling
M.A. in Clinical Mental Health Counseling
M.Ed. in School Counseling
Ph.D. in Counselor Education and Supervision

July 2013 CACREP Self-Study under the 2009 Standards

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Department of Educational Leadership and Counseling
Clinical Mental Health Counseling (Currently accredited as Community Counseling)
Counselor Education and Supervision
School Counseling (Seeking Accreditation)

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SECTION I

THE LEARNING ENVIRONMENT: STRUCTURE AND EVALUATION

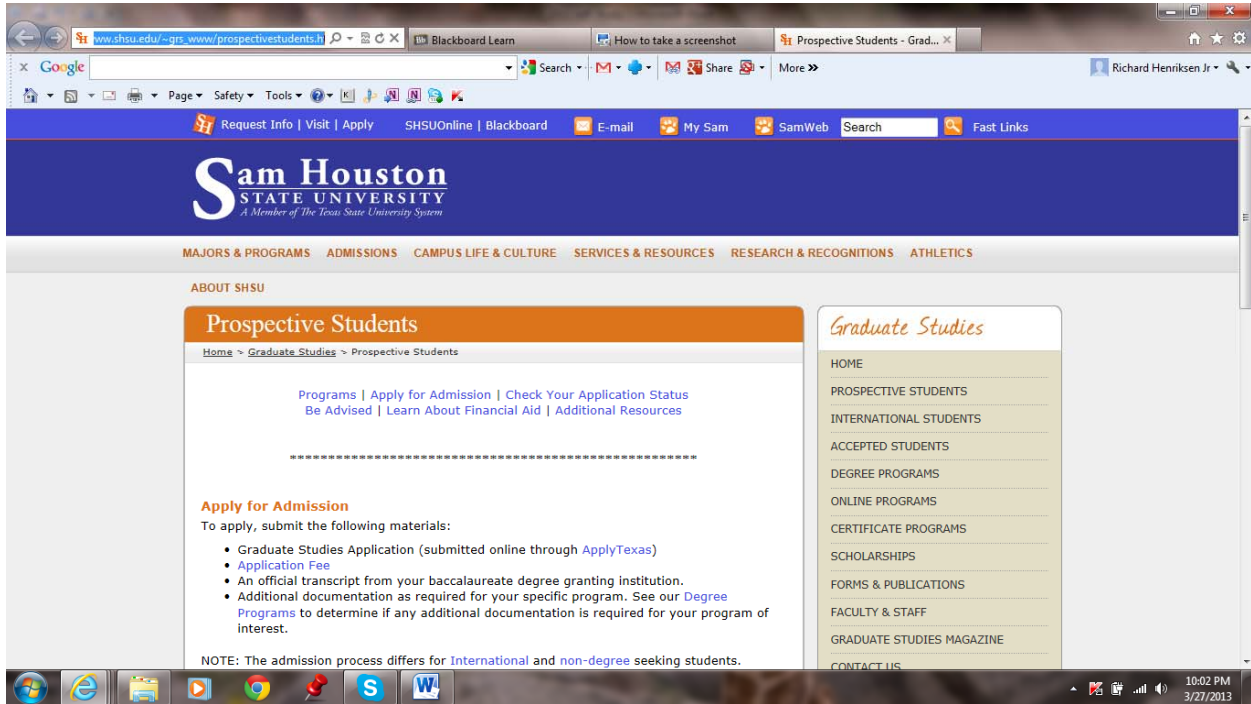
THE INSTITUTION

A. The institutional media accurately describe the academic unit and each program offered, including admissions criteria, accreditation status, delivery systems used for instruction, minimum program requirements, matriculation requirements (e.g., examinations, academic-standing policies), and financial aid information.

The Department's website provides accurate information about the three counseling programs offered in our Department. This information is available to the public at the following link: http://www.shsu.edu/~edu_elc/ All master's degree programs and the doctoral program require identical curricular requirements, culminate in the same degree title, and provide identical entries on student transcripts. All information concerning students is housed on the Huntsville campus and all activities except teaching occur on the Huntsville campus.

The screenshot shows a web browser window displaying the website for the Department of Educational Leadership & Counseling at Sam Houston State University. The browser's address bar shows the URL http://www.shsu.edu/~edu_elc/. The website header features the Sam Houston State University logo and the text "COLLEGE OF EDUCATION". Below the header is a navigation menu with links for MAJORS & PROGRAMS, ADMISSIONS, CAMPUS LIFE & CULTURE, SERVICES & RESOURCES, RESEARCH & RECOGNITIONS, and ATHLETICS. The main content area includes a large image of students in a classroom with the text "Educational Leadership & Counseling" overlaid. To the right of the image is a sidebar menu with the following items: HOME, FUTURE STUDENTS, CURRENT STUDENTS, DEGREE PROGRAMS, CERTIFICATION PROGRAMS, FORMS & PUBLICATIONS, FACULTY & STAFF, NEWS & EVENTS, and MARKETPLACE. The browser's taskbar at the bottom shows various application icons and the system clock indicating 9:58 PM on 3/27/2013.

Sam Houston State University’s Admissions Guidelines are located at the following website: http://www.shsu.edu/~grs_www/prospectivestudents.html A screen shot of this webpage follows:



A description of academic unit and programs offered, the programs’ accreditation status, and delivery systems are available on our websites and in student manuals: Master’s Handbook (Appendix A), Doctoral Handbook (Appendix B) and linked to websites. These links are provided below.

http://www.shsu.edu/~edu_elc/lpc.html



http://www.shsu.edu/~edu_elc/schoolcounseling.html

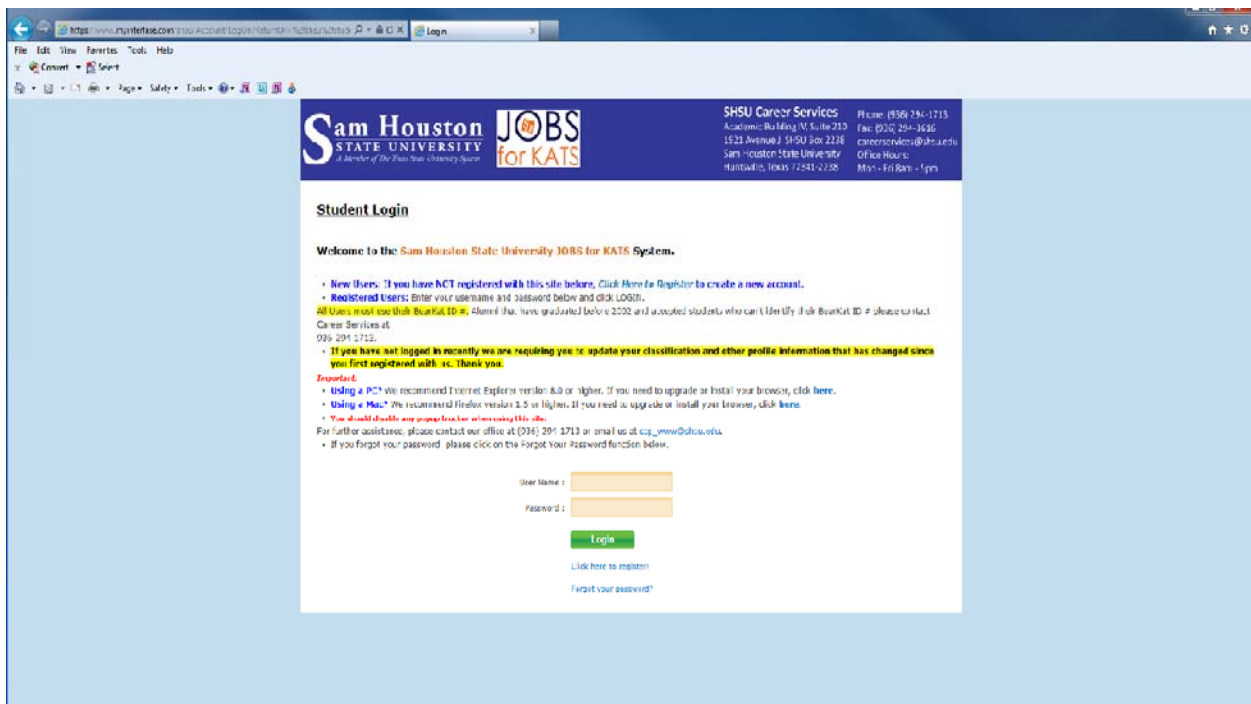


http://www.shsu.edu/~edu_elc/counseloreducationphd.html



Information

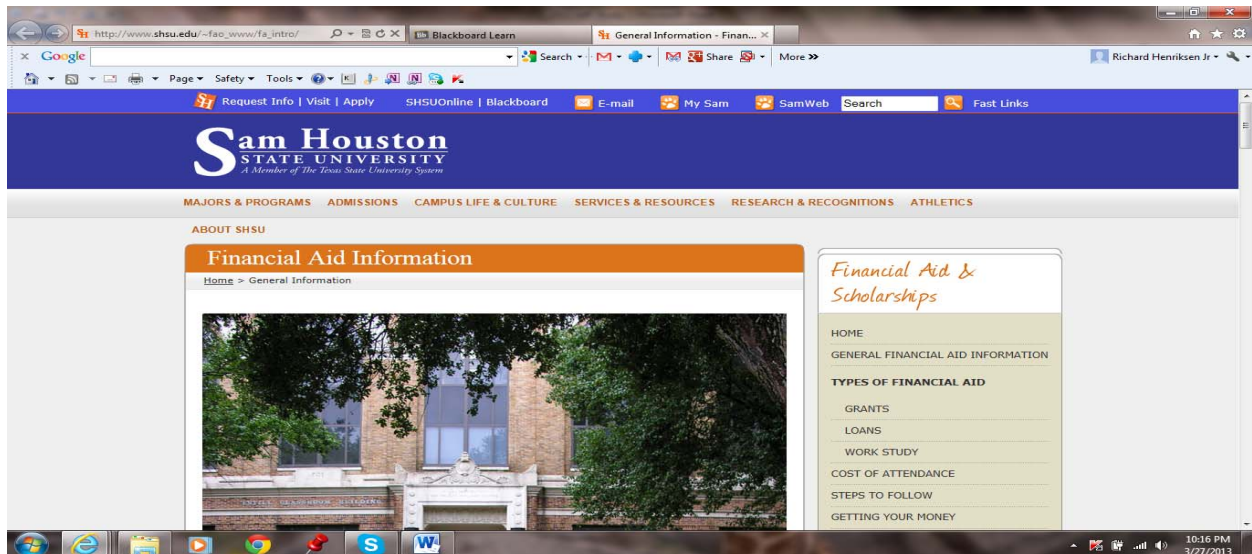
Information concerning graduate assistantships can be found at SHSU JOBS for KATS. Prospective students can discuss graduate assistantships with the director of the masters' counseling programs and with the director of counselor education doctoral studies.



Scholarships, Awards, Research and Fellowship Opportunities.
http://www.shsu.edu/~grs_www/scholarships.html

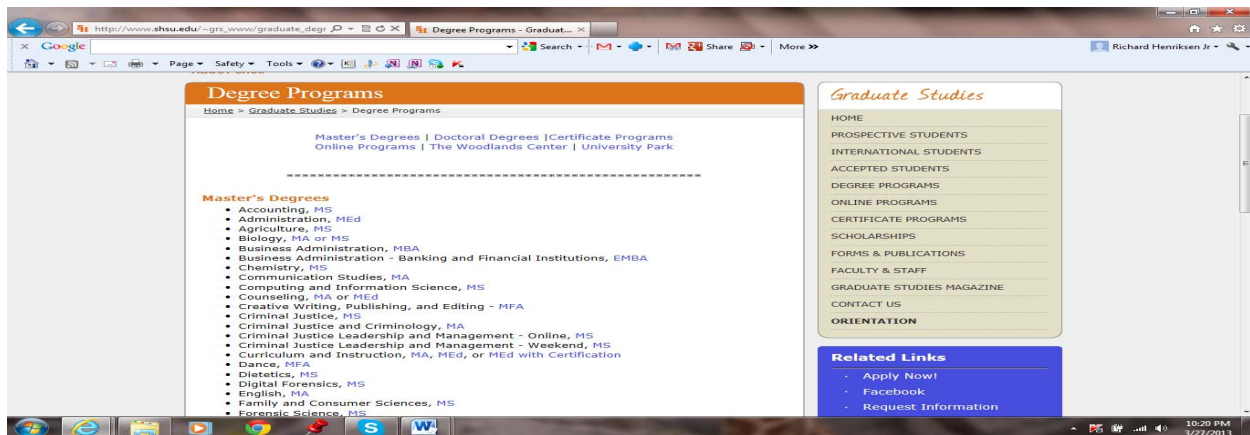


The University's Office of Student Financial Aid provides information to students relative to the process of obtaining financial assistance (http://www.shsu.edu/~fao_www/fa_intro/).



B. The academic unit is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.

The counseling programs in the Department of Educational Leadership and counseling are clearly identified as part of the institution's graduate degree offerings as evidenced by their indexing at the following websites: www.utoledo.edu (the University's main web page) and http://www.shsu.edu/~grs_www/graduate_degrees.html



→ The Department of Educational Leadership and Counseling has sole responsibility for preparation of students in the Clinical Mental Health Counseling and School Counseling programs and the Doctoral Program in Counseling. One member of the program faculty is designated as the Master's Program Director and serves as the School Counseling Program Coordinator and Clinical Mental Health Counseling Program Coordinator, and there is a program faculty member who serves as the Doctoral Program in Counselor Education and Supervision Coordinator. The Department has an internal Curriculum Review Committee through which curriculum and program changes and proposals are processed. Finally, Program faculty provides all the advising of master's and doctoral students as evidenced by the Master's Handbook ([Appendix 2](#)) and Doctoral Handbook ([Appendix 1](#)). The Department Responsibility Assignment Document is available for review in Appendix 5.

**MASTER DEGREE
COUNSELING PROGRAMS**

STUDENT HANDBOOK



Department of Educational Leadership and Counseling

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The screenshot shows a Microsoft Word document with two pages. Page 1 (left) is the title page for the 'Doctoral Program Handbook' at Sam Houston State University, CACREP Accredited, for the Doctor of Philosophy Degree in Counselor Education. It features the SH logo and the text 'Department of Educational Leadership and Counseling'. Page 2 (right) is a letter from Stacey Edmonson, Ed.D., Department Chairperson, welcoming doctoral students to the CACREP accredited program. The letter mentions the first cohort of doctoral students matriculated in Summer 2003 classes and describes the program's focus on preparing professionals for work settings including public schools, colleges, and universities. It also mentions that the handbook is designed as a program introduction and a guide to help progress through the program.

Department Faculty Assignments

Dr. Rick Bruhn	Clinic Coordinator, Jack Staggs Counseling Clinic; chair of DPTAC		
Dr. Rebecca Bustamante	Recruitment coordinator, Educational Leadership doc program		
Dr. Jamiyah Y. Butler			
Dr. Julie Combs	Doctoral Director, Educational Leadership		
Dr. Stacey Edmonson	Department Chair		
Dr. Matthew Fuller	Program Coordinator, Higher Education Administration		
Dr. Yvonne Garza	Program Coordinator, Counseling Master's programs		
Dr. Richard Henriksen	CACREP coordinator; Chi Sigma Iota sponsor		
Dr. Mack Hines			
Dr. Peggy Holzweiss			
Dr. D. Sue Horne	Program Coordinator, Educational Administration and Superintendent programs		
Dr. Timothy Jones	TExES coordinator, EDAD		
Dr. Sheila Joyner			
Dr. Amanda La Guardia	Chi Sigma Iota co-sponsor		
Dr. Chi-Sing Li			
Dr. Fred Lunenburg			
Dr. Cynthia Martinez-Garcia	Internship coordinator, EDAD		
Dr. George Moore			
Dr. Judy Nelson	Clinic Coordinator, The Woodlands Center		

C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program’s learning environments.

The departmental budget is sufficient to ensure program continuity. The 2012-2013 Department budgets have been summarized in the table below.

Table 1: Educational Leadership and Counseling
AY2012-2013 Budget

- Full Department salaries (includes faculty and staff) - \$2,370,522
- Counseling salaries only (includes faculty and staff) - \$907,568
- (those figures do NOT include fringe benefits, which are paid outside of department accounts)
- Full Department budget exclusive of salaries (includes supplies, communication, etc. – those are not itemized in our line item budget; also includes student workers and graduate assistants) - \$578,430
- Counseling PhD budget exclusive of salaries (included within full department budget)- \$184,599
- Full Distance Learning budget (in addition to full department budget)- \$316,054
- Additional dedicated doctoral scholarships - \$150,000 (\$50,000 for each department program – Counselor Education, Educational Leadership, Developmental Education Administration)
- Department Travel funds (included in the full budget amounts above) - \$115,692.55

Counseling PhD Travel funds (included in the full budget amounts above) - \$12,000
Distance Learning Travel funds (in addition to the full budget amounts above) - \$25,060.50

FY 13 Budget information (exclusive of faculty salaries):

Department - \$578,430

Counseling PhD - \$184,599

Distance Learning - \$316,054

Plus \$150,000 in dedicated doctoral scholarships (\$50,000 for each department program – Counselor Education, Educational Leadership, Developmental Education Administration)

Faculty Salaries:

Low - \$52,002 (12 month \$69,336)

High - \$122,034 (12 month \$162,712)

Mean - \$73,785 (12 month \$98,134)

Median - \$72,326 (12 month \$96,194)

Based on 9 month salaries, 64% of counseling faculty are above the national average (discipline and rank-specific) based on College and University Professional Association [CUPA] data; 52% of department faculty exceed this average. Likewise, 45% of counseling faculty exceed the SHSU average by rank; 45% of department faculty also exceed the SHSU average 9-month salary.

Additional budget information can be found in [Appendix 29](#) and [Appendix 30](#).

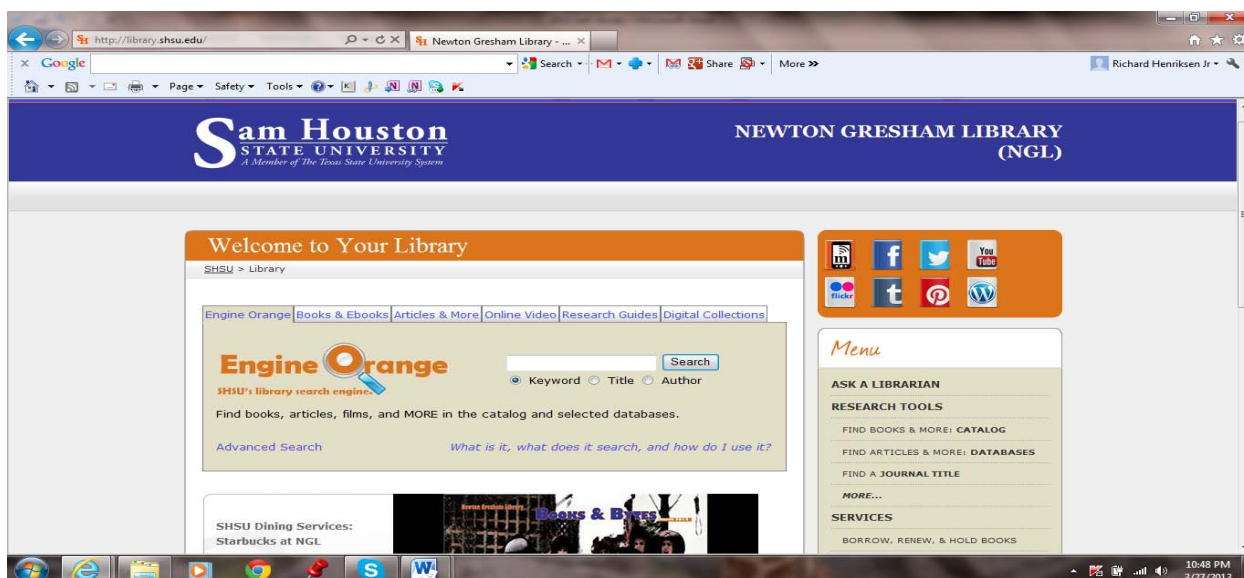
D. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions).

Travel plans are discussed at the Annual Department Meeting in August of each year. The Department Chair advises the faculty of the total amount of money in the budget for travel. This amount is spread evenly across each faculty member. Faculty secure hotel and travel arrangements directly and then seek reimbursement upon return from travel. This process is consistent across the university. Other costs, such as conference registration, are paid for out of a separate fund directly to the conference when the registration is completed in advance or the registration fee is reimbursed as part of the travel when the travel reimbursement is requested..

Faculty in the Department are afforded a travel budget to attend and present at professional organizations and activities. Each faculty member receives a travel budget of \$2500. Please refer to line 3 from Table 1 above. There are a total of 30 faculty members in the department (11 in Counselor Education).

E. Access to learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.

Newton Gresham Library (NGL) (<http://library.shsu.edu/>) is accessible through numerous computer centers throughout the university, through any Internet connected computer, and through the Sam Houston State University Wi-Fi system. Books and periodicals are sufficient for scholarly inquiry. Materials not available through NGL can be obtained through the various interlibrary loan programs. All services offered by the library can be accessed via the on-line link and at the physical location. University students have access to a wide range of counseling and counseling related electronic versions of journals.



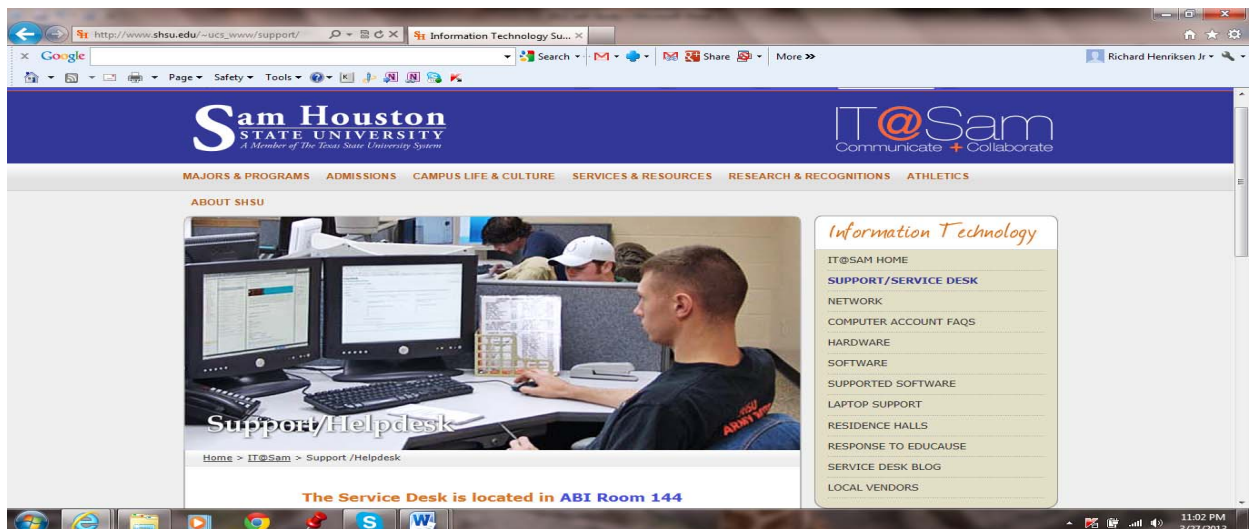
Students have access to the Writing Center (<http://shsu.edu/~wctr/>) located in the Farrington Building. This resource provides students with opportunities to develop and improve their writing skills and their ability to employ the writing style of the American Psychological Association. The Writing Center works with current SHSU undergraduate and graduate students, faculty, and staff on a variety of writing projects in any subject. Experienced, polished writers read, review, and respond to papers in order to assist other writers individually at any stage of academic or personal writing. Writers meet with Writing Center tutors in order to generate ideas, organize notes and thoughts, and receive feedback on drafts or completed papers. Trained tutors whose focus is on masters and doctoral level students are available in person and on-line via Skype.



F. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.

Computerized searches are available through all on-campus computer centers as well as from students' home via the Internet. Newton Gresham Library provides interlibrary loans, a reserved reading room, a microform reading room, and online copies of articles in Adobe Acrobat format. Photocopiers are available on every floor.

The University has its own IT support team and support personnel are assigned to each college to assist faculty with technology assistance. All faculty, staff, and students have access to the Helpdesk for an extensive number of hours so that assistance can be obtained seven days a week. (http://www.shsu.edu/~ucs_www/support/)



The University has its own Blackboard support team and support personnel are assigned to each college to assist faculty with developing Blackboard teaching resources. All faculty, staff, and students have access to the Blackboard Learn Helpdesk for an extensive number of hours so that assistance can be obtained six days a week. (<http://distance.shsu.edu/blackboard/>)

Blackboard learn+

As of August 15, 2012, Blackboard has been upgraded.

Blackboard Learn has replaced the previous Blackboard System for face-to-face classes this fall as recommended by the Faculty Senate.

Students

The upgrade will have no negative impact on you. In fact, you'll notice improvements in how Blackboard works for your face-to-face classes. Please feel free to give us a call at 936-294-2780 if you have questions.

Get Help

We're happy to help in whatever way works best for you.

- Call us at 936-294-2780
- E-mail us at blackboard@shsu.edu
- Attend a 'How-To Session'

New Functionality for Faculty & Staff

Blackboard has gone through some changes that look like they were made with faculty and students in mind.

SHSU Online

LOG IN

- LOGIN TO SHSU ONLINE
- LOGIN TO BLACKBOARD
- GUEST LOGIN TO BLACKBOARD

BLACKBOARD

- PROJECT HOME
- WHAT'S NEW
- ANNOUNCEMENTS
- MIGRATION FORM

PROSPECTIVE STUDENTS

- APPLY TODAY!
- REQUEST INFORMATION
- ONLINE PROGRAMS & DEGREES
- ONLINE UNDERGRADUATE COURSES
- CORRESPONDENCE COURSES
- CONTINUING EDUCATION COURSES
- U.S. MILITARY PROGRAMS

SHSU ONLINE

- SHSU ONLINE NEWSLETTER

All parts of the Sam Houston State University campus are Wi-Fi accessible.

Sam Houston STATE UNIVERSITY
A Member of The Texas State University System

INFORMATION TECHNOLOGY

SamNet Wireless

Home > Services & Resources > Information Technology > Network Access > SamNet Wireless

SamNet Wireless at SHSU

SHSU's wireless network is a connectionless computing network that allows authorized users, when equipped with a compatible network device, to access University computing resources and the Internet without a physical connection to any campus wiring. For example a user with a laptop wireless connection may walk from the Newton Gresham Library to the LSC and never lose connection to the Internet.

SamNet Wireless now provides guest access to the Internet for campus visitors. Whether people are here for a professional conference, Orientation, or camps, they can bring their PDAs or laptops and login to the Internet free of charge without having to register for an account.

Network Access

- UCS HOME
- WIRELESS HOME
- REQUIREMENTS

Find Us On Facebook

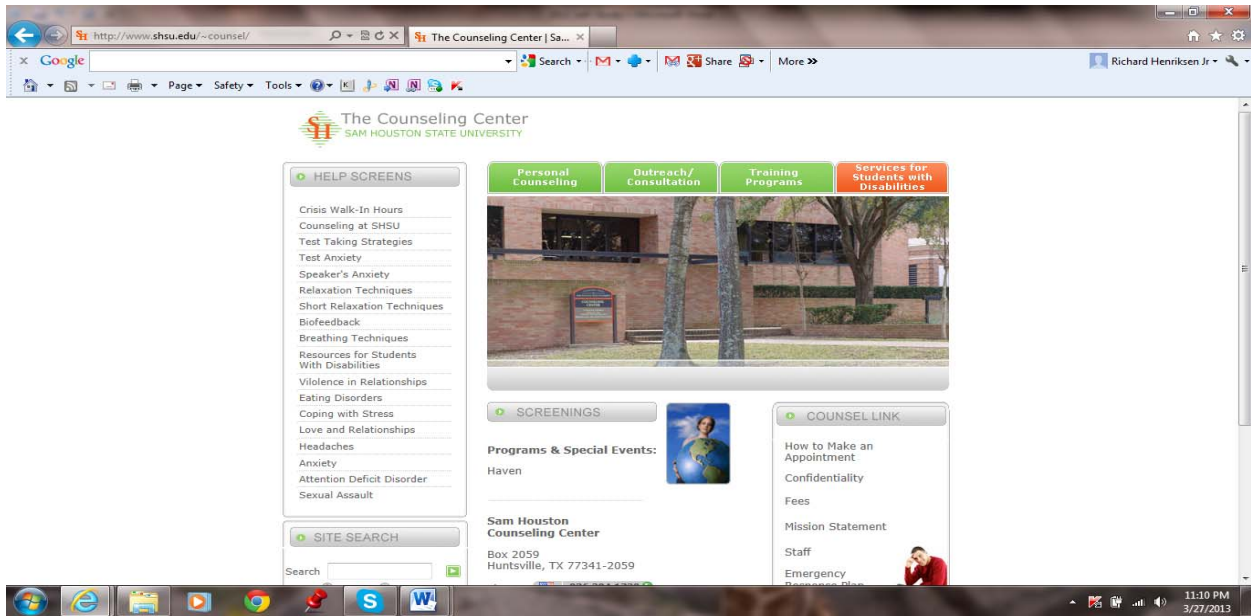
Follow Us On Twitter

Ask Sammy

Campus Events

G. The institution provides information to students in the program about personal counseling services provided by professionals other than program faculty and students.

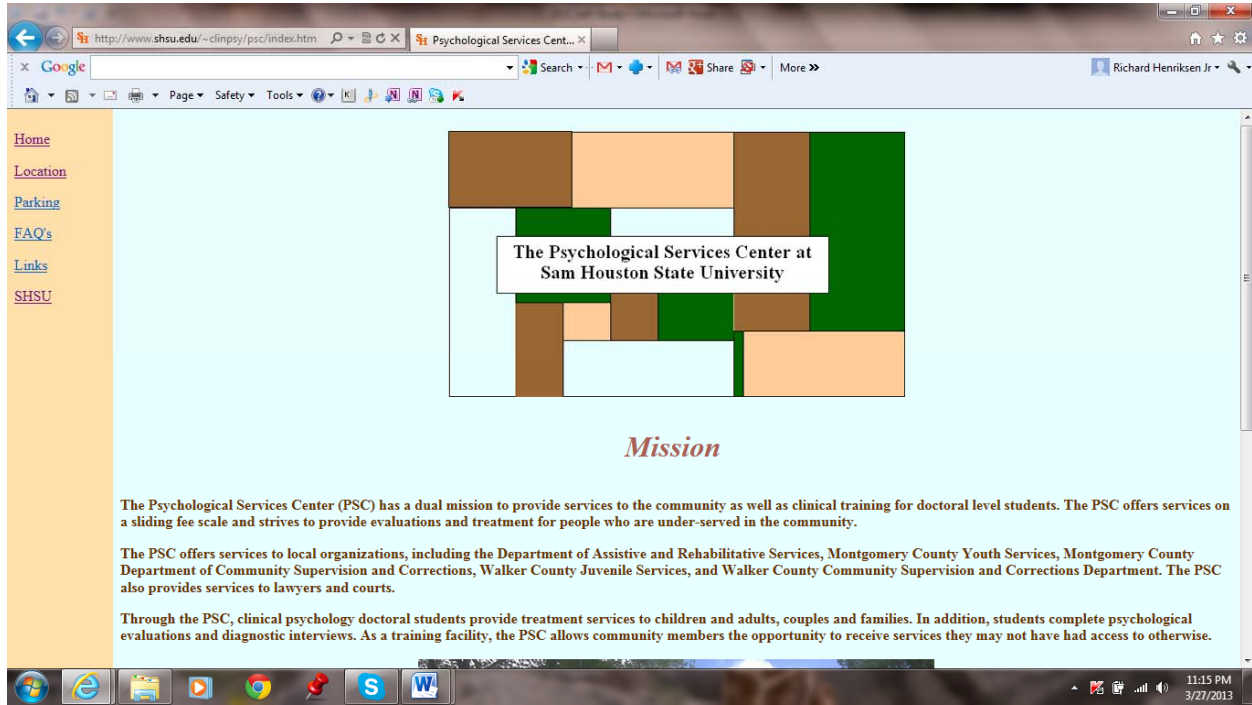
The Student Counseling Center (<http://www.shsu.edu/~counsel/>) is available to all SHSU students regardless of where they take classes,



the Medical and Allied Health Programs (<http://www.shsu.edu/~medicalprograms/>) are available to all SHSU students regardless of where they take classes,



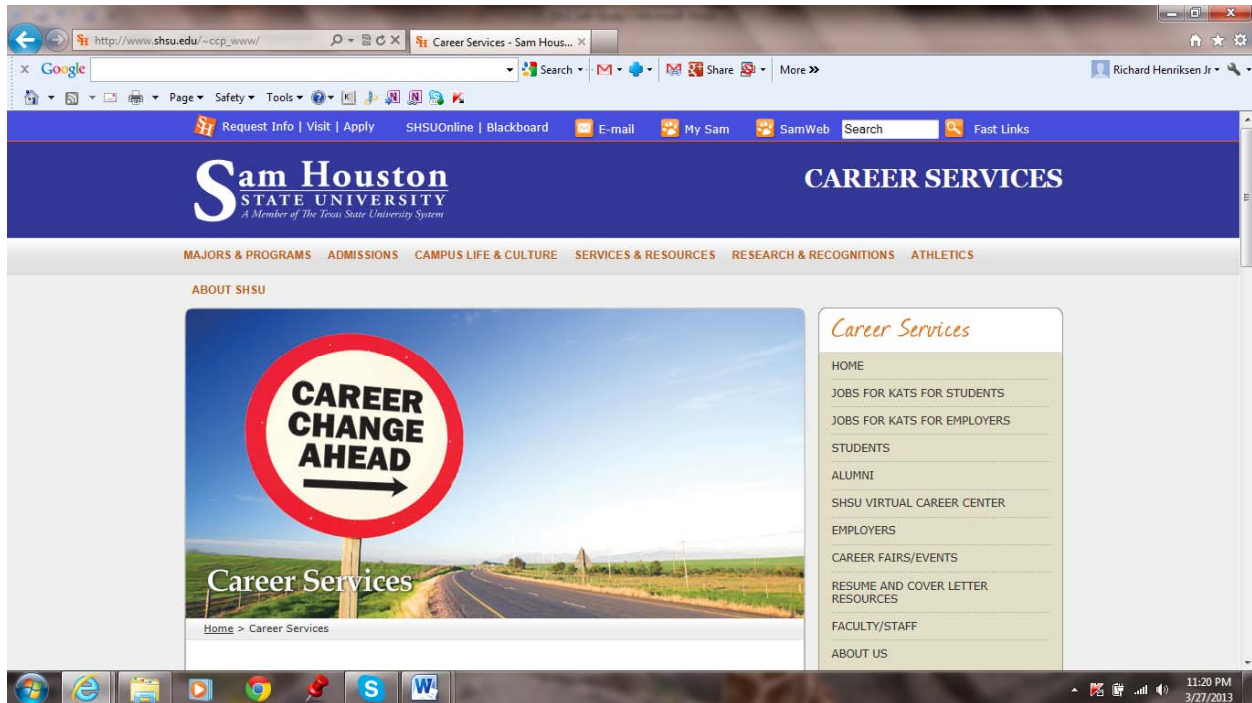
The Psychological Services Center at Sam Houston State University (<http://www.shsu.edu/~clinpsy/psc/index.htm>) is available to all SHSU students regardless of where they take classes,



The Dr. Jack S. Staggs Clinic (http://www.shsu.edu/~edu_elc/jackstagsclinic.html) is available to all SHSU students regardless of where they take classes,



and the Sam Houston State University Career Center (http://www.shsu.edu/~ccp_www/) provide educational, vocational, and personal counseling services for all students attending SHSU regardless of location.



H. A counseling instruction environment (on or off campus) is conducive to modeling, demonstration, supervision, and training, and is available and used by the program. Administrative control of the counseling instruction environment ensures adequate and appropriate access by faculty and students. The counseling instruction environment includes all of the following:

The counseling program offers academic classes at three different locations and on-line in order to meet the travel needs of students. Clinical classes are only offered at the Huntsville campus and the Woodlands Center because they both have counseling clinics designed for training.

1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.

The Dr. Jack S. Staggs Clinic has 9 counseling rooms that are dedicated spaces for the training and supervision of individual counseling training. This space is assigned to our program, dedicated to the Department, and under our control. It has four individual counseling rooms, two individual counseling rooms that contain sand trays that can be used during individual counseling, one family room that is also used for individual

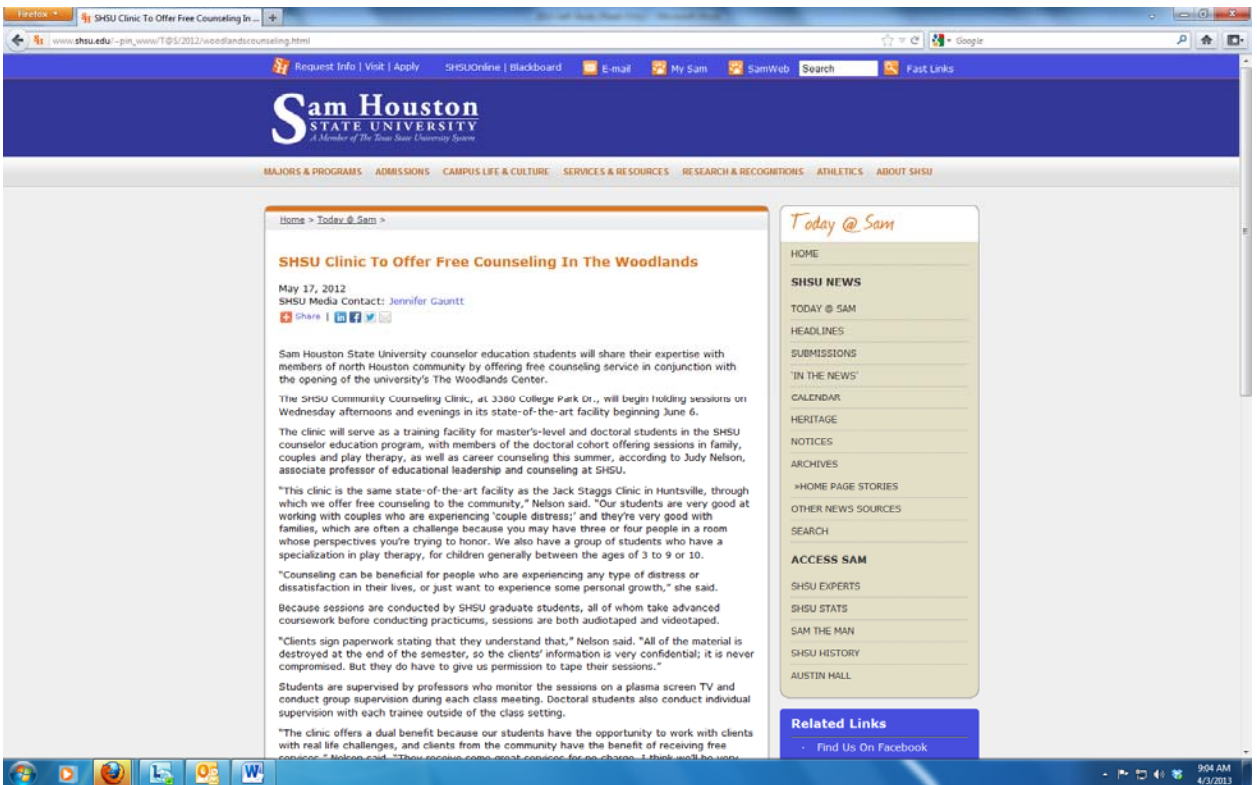
counseling, one group room that is also used for individual counseling, and one fully equipped play therapy room that is used for individual counseling with children.





The Woodlands Counseling Center has seven counseling rooms large enough for individuals, couples, families, and small groups. One fully equipped play therapy room. One large family or group room, also can be used for student group supervision.





2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.

The Dr. Jack S. Staggs Clinic has two rooms that are large enough to hold group sessions. Both rooms are equipped with cameras and microphones for recording, are sound proofed for privacy, have two way windows for observation, and are connected to a control room for appropriate supervision and monitoring.





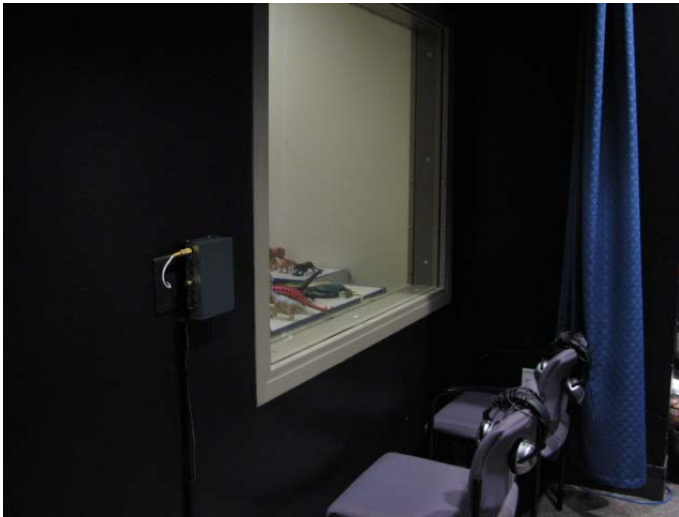
The Woodlands Center Community Counseling Center has one room that is large enough to hold group sessions. The room is equipped with cameras and microphones for recording, is sound proofed for privacy, and is connected to a control room for appropriate supervision and monitoring.



3. Necessary and appropriate technologies and other observational capabilities that assist learning.

All of the Dr. Jack Staggs Clinic counseling rooms are equipped with cameras and microphones for recording sessions. The Control room has a large flat screen TV that is used to observe counseling sessions live and/or record sessions for later review. All rooms are also equipped with two way mirrors and headphones so that faculty and students can engage in live observations.





All of the Woodlands Center Community Counseling Center counseling rooms are equipped with cameras and microphones for recording sessions. The Control room has a large flat screen TV that is used to observe counseling sessions live and/or record sessions for later review. All rooms also have bug-in-the-ear available for supervision.





4. Procedures that ensure that the client's confidentiality and legal rights are protected.

All masters' students accepted into the Clinical Mental Health Counseling Program and the School counseling program complete a Temporary plan of study that includes the following statement:

Additionally, on page 45 of the Master's Handbook (see [Appendix 2](#)), there thee is a description of the program Codes of Ethics/Confidentiality requirements that each student is expected to abide by. Each student agrees to abide by these requirements when they sign the plan of study (See [Appendix 9](#) and [Appendix 10](#)).

THE ACADEMIC UNIT

I. Entry-level degree programs in Career Counseling, School Counseling, and Student Affairs and College Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and in Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.

Beginning July 1, 2009, all applicant programs in Clinical Mental Health Counseling must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

The [School Counseling Program](http://www.shsu.edu/~edu_elc/lpc.html) is 49 hours. The [Clinical Mental Health Counseling Program](http://www.shsu.edu/~edu_elc/schoolcounseling.html) (currently accredited as Community Counseling) is 60 hours. These credit hour requirements are clearly delineated in our Master's Handbook ([Appendix 2](#)) and mentioned on our websites http://www.shsu.edu/~edu_elc/lpc.html and http://www.shsu.edu/~edu_elc/schoolcounseling.html.

The screenshot shows the website for the Department of Educational Leadership & Counseling at Sam Houston State University. The page is titled "Counseling, M.A." and provides information about the Clinical Mental Health Counseling, M.A. program. The navigation bar includes links for Request Info, Visit, Apply, SHSUOnline, Blackboard, E-mail, My Sam, SamWeb, Search, and Fast Links. The main content area is divided into sections for Program Length, Program Description, and Application Requirements. The Application Requirements section lists: Apply Texas Application, Application fee, Official transcripts of all college-level work, Official GRE or MAT score, and Three reference evaluation forms. A note states: "Due at time of interview. We will contact you to schedule and interview once graduate studies has forwarded your complete file to us." Below this, it lists "Essay answering 4 questions" and "Pre-admission interview". On the right side, there is a sidebar with a list of links: HOME, FUTURE STUDENTS, CURRENT STUDENTS, DEGREE PROGRAMS, CERTIFICATION PROGRAMS, FORMS & PUBLICATIONS, FACULTY & STAFF, NEWS & EVENTS, MARKETPLACE, and CONTACT US. At the bottom right, there is a "Related Links" section with links to "Find Us On Facebook", "Follow Us On Twitter", and "Ask Sammy".

The screenshot shows the website for the School Counseling, M.Ed. program. At the top, there is a navigation bar with links for Request Info, Visit, Apply, SHSUOnline, Blackboard, E-mail, My Sam, SamWeb, a search bar, and Fast Links. Below this is the Sam Houston State University logo and a secondary navigation menu with categories like MAJORS & PROGRAMS, ADMISSIONS, CAMPUS LIFE & CULTURE, SERVICES & RESOURCES, RESEARCH & RECOGNITIONS, ATHLETICS, and ABOUT SHSU.

The main content area is titled "School Counseling, M.Ed." and includes a breadcrumb trail: Home > Department of Educational Leadership and Counseling > Degree Programs > School Counseling. The page is divided into several sections:

- Degree Type:** Master of Education (M.Ed.)
- Program Length:** 48 Credit Hours
- Program Description:** This degree is designed specifically for students who wish to work toward a degree in School Counseling. It requires completion of forty-eight hours of graduate credit and may meet academic requirements for Licensed Professional Counselor (LPC). The program must comply with existing standards for professional certification. A supervised practicum (COUN 6376) is held in both the Dr. Jack S. Staggs Clinic on the campus of SHSU as well as the clinic of the Woodlands campus. **Students may be assigned to either practicum location based on space availability, not student preference.** Enrollment Semester - Fall, Spring, & Summer
- Application Requirements:** Send these to graduate studies:
 - Apply Texas Application
 - Application fee
 - Official transcripts of all college-level work
 - Official GRE or MAT score
 - Three reference evaluation forms
 You will complete the essay when we call you for an interview.
 - Essay answering 4 questions
 - Pre-admission interview
- Counselor Program Coordinator:** Dr. Yvonne Garza (936) 294-3106, ygarza@shsu.edu. Questions on setting up an appointment for masters interview: 294-4148
- Department of Educational Leadership & Counseling:** A sidebar menu with links to HOME, FUTURE STUDENTS, CURRENT STUDENTS, DEGREE PROGRAMS, CERTIFICATION PROGRAMS, FORMS & PUBLICATIONS, FACULTY & STAFF, NEWS & EVENTS, MARKETPLACE, and CONTACT US.
- Related Links:** Find Us On Facebook, Follow Us On Twitter, Ask Sammy

The school counseling program of study is located in [Appendix 3](#). The clinical mental health counseling program of study is located in Appendix 4. The doctoral program of study is located in Appendix 5.

J. The counselor education academic unit has made systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

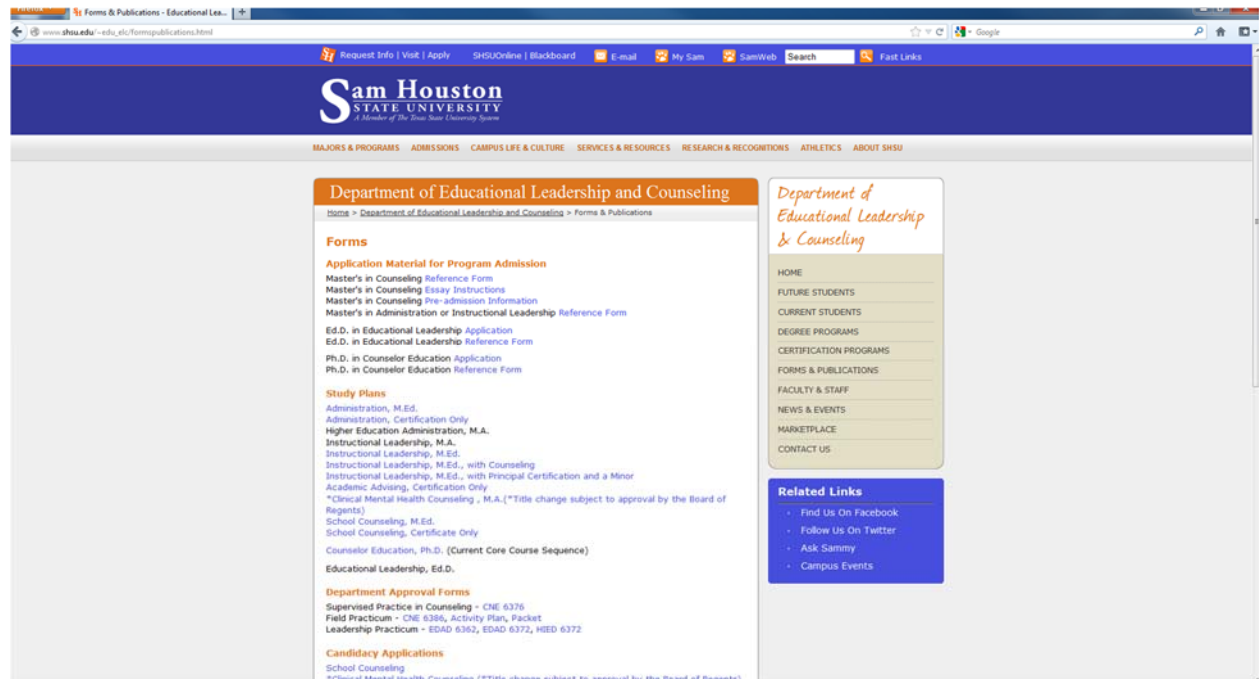
The counseling faculty regularly seeks out opportunities to increase the diversity of students attending the counseling programs at SHSU. To accomplish this we participate in the following activities:

Attract/Recruit/enroll: 1) We have representatives from a diverse faculty attending university wide recruitment events. 2) We use inclusive language in our mission statement. 3) We feature Male as well as ethnic diversity in our recruitment flyers and posters. 4) As part of recruitment efforts we encourage students of diverse family backgrounds and abilities to consider a field in counseling and/or a minor in human services.

Retain: 1) Our instructors have active involvement with the ADA office to accommodate the needs of our students with disabilities. Within the last year the ADA office has worked with our faculty to translate movie clips and videos into readable material for the hearing impaired. 2) Our faculty is conscious of the needs of diverse learners when advising, teaching and mentoring. 3) Our employers are asked-in an exit survey- whether our graduates were prepared to work with diverse learners. This way we can use the feedback to adjust our training. 4) Our university offers campus wide technology assistance to our students to aid them in being successful.

K. Admission decision recommendations are made by the academic unit’s selection committee and include consideration of the following:

Information about how to successfully apply to our programs is available to interested persons on our Department’s website at http://www.shsu.edu/~edu_elc/formspublications.html



Admission to the Masters’ Degree Counseling Program

A committee made up of full-time core counseling faculty will make admission decisions based upon a holistic review of the following elements:

1. The degree-seeking student will submit a complete online application (pay the required fee) at apply Texas on the Graduate Admissions web page. We offer two degrees in our program, you will select one:

- Select whether the degree sought is a Master's in Education (M.Ed.) in School Counseling
- Select whether the degree sought is a Masters of Arts (M.A.) in Clinical Mental Health Counseling

2. The application for graduate studies is sent to the Coordinator (admissions specialist Cynthia Jacobson) of Graduate Studies.

2. Official transcripts of all college/ university coursework, sent directly from the respective registrars of the institution (s) to the Coordinator of Graduate Studies.

3. A grade point average of 2.6 overall (undergraduate) or 2.8 for the last 60 semester hours of undergraduate coursework is required.

4. Scores from either the Graduate Record Exam (GRE) general test or the Miller Analogies Test (MAT) must be submitted to graduate studies.

5. Three confidential (closed) reference evaluation forms from references that can validate your potential for graduate study in counseling, as well as your appropriateness for the counseling profession. Copies of the reference forms are available online at www.shsu.edu/~edu_elc/pdf/cnreference.pdf. One reference must be from a current or former employer/supervisor. One must be from a former professor; a Certified School Counselor; or a Licensed Counselor, Marriage and Family Therapist, MSW or Psychologist. A third must be from someone other than a family member. References must be mailed directly to the program from the individual making the reference. Coordinator of Graduate Studies: P.O. Box 2478, Sam Houston State University, Huntsville, TX 77341-2478.

6. Three semester hours of background coursework in both Abnormal Psychology and Human Development, with a grade of "C" or better. Students may complete this requirement during their first semester of coursework.

7. Satisfactory response to the following essay questions in no more than two typewritten, double spaced pages total:

- a. What is your experience related to the counseling field, either paid or volunteer?
- b. What are your aspirations related to the field of counseling?
- c. Describe one or more significant life event (s) that contributed to the development of these aspirations.
- d. What is the one personal characteristic or quality that you most need to modify, improve or change in order to realize your aspirations?

8. **A pre-admission on-campus-screening interview.** Applicants should contact the Jack Staggs Secretary at 936-294-1121, to make an appointment for a pre admission on-campus-screening interview. During the interview, applications will respond to a set of structured questions. For example, the interviewee would be asked to respond to the questions:

Question regarding diversity: *“What does it mean to have a commitment to diversity and how would you develop and apply our commitment tin counseling clients who are different from you?”*

Questions regarding career goals: *“What are your motivations for becoming a counselor?” and “What are your long-term career goals in this field?”*

A supervised Counseling doc fellow will interview the applicant. Each interview will be videotaped. Other Practicum Interns and the faculty member supervising Practicum may observe through a one-way mirror. After the session is completed, the Interviewer will write a summary of the interview. The Faculty Supervisor will forward the summary of the interview and the videotape to the Counseling Program Admissions Committee for final disposition. Interviews must be completed by July 30 for Fall admission, November 30 for Spring admission and April 30 for Summer admission.

The following **essay questions** will be written immediately following the interview (300 words or less.)

“What is one personal characteristic or quality that you most need to modify, improve, or change in order to realize your aspirations?”

An additional **writing prompt, responding to a vignette**, will be completed at the same time. You will want to have read the current American Counseling Association Code of Ethics prior to coming for your interview.

Applications are accepted for all semesters within these deadlines: July 15 for Fall, November 15 for Spring, and April 15 for Summer. The Graduate Studies Application form, official transcripts and GRE/MAT test scores must be sent to: Coordinator of Graduate Studies, P.O. Box 2478, Sam Houston State University, Huntsville, Texas 77341-2119.

Applicants interested in transferring previous graduate work for SHSU credit must submit graduate transcripts for evaluation by the Counseling Program faculty. Only courses which are substantially equivalent to those at SHSU will be approved for transfer. Courses are approved only when comparable courses are offered at SHSU. Twelve semester hours maximum may be accepted toward requirements for the M.Ed. or M.A.

All courses for transfer will be closely scrutinized by the assigned Academic Advisor. Additional input may be required such as description from the graduate catalog of transferable courses. The student must provide course syllabus demonstrating the course has substantial equivalence to SHSU courses.

The Graduate Catalogue states that a student is required to complete graduate work within a six-year period, measured from the date of initial enrollment for graduate credit in a particular degree program.

After the 12th class day, nonregistered applicants are denied admittance and encouraged to apply for the next semester. Additionally, students with incomplete packets are encouraged to re-apply next semester.

Admission for Certificate Only

A school counselor certificate only plan (24 credit hours) is available to post master's students. Students who hold a master's degree and teacher certification and seek an additional certification should apply to graduate studies as a non-degree seeking student. Note: Students can complete our certificate plan and take the TExES examination but awarding certificate is deferred until the applicant has submitted evidence of 2 years teaching experience as per the TEA requirement. After completion of the certificate plan requirements, the student must apply for and pass the TExES examination and file for the certificate at the Certification Office.

1. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.

The applicant's potential in forming effective and culturally relevant interpersonal relationships in individual and small group contexts is evaluated in two ways. The first being that the recommendation rating form contains one item that address the candidates communication skills with others, and another item that addresses the candidates willingness to accept diversity. Secondly, the applicant's response to a structured question regarding diversity is examined. The way applicants respond says a great deal about how they define diversity and how they may proceed in working with clients different than themselves.

Question regarding diversity: *“What does it mean to have a commitment to diversity and how would you develop and apply our commitment tin counseling clients who are different from you?”*

2. Each applicant's aptitude for graduate-level study.

Each applicant must satisfy the general criteria for admission to the School of Graduate Studies which includes the following:

1. Have an overall undergraduate grade point average of 2.6 or 2.8 in the last 60 hours.

2. Have scores on the General Tests of the Graduate Record Examination (GRE), or Miller Analogies Test (MAT). Favorable scores are approximately 45 or above for MAT and near or above 800 total on the GRE.
3. Have taken or be willing to take in the first semester in conjunction with counseling course enrollment, Abnormal Psychology and Human Development Across the Lifespan.
4. Admissions are made on a selective basis. Meeting the above requirements does not ensure admittance to the program. Additional criteria for evaluation includes:
 - a. Professional Recommendations (examining: professionalism, aptitude, dispositions, character)
 - b. Writing sample (examining: awareness of strengths and weaknesses as a helper)
 - c. Interview questions (examining: potential counselor identity, self-awareness and views on helping)

3. Each applicant's career goals and their relevance to the program.

Career goals related to the profession are evaluated when they responds to a written question about their career goals (below). The applicants are also asked, during their interview, to share information regarding their work/volunteer work that reflect an interest in and commitment towards the helping profession.

Question regarding Career Goals: *“What are your motivations for becoming a counselor?” and “What are your long-term career goals in this field?”*

L. Before or at the beginning of the first term of enrollment in the academic unit, the following should occur for all new students:

1. A new student orientation is conducted.

Faculty members conduct an orientation one week prior to the beginning of each semester for all students. All students are provided with a copy of the Master's Handbook, the Practicum Manual, and the Internship Manual. Students also complete a Temporary Plan of Study that indicates all of the courses they will take as they complete the requirements for their degrees and the semester that they are scheduled to complete those classes. The faculty advisors review these documents with the students and answer questions as they arise.

Once admitted, students meet with their academic advisors during the orientation, which is, in all cases, a program faculty member, to review the students' academic and career goals. This first advising session also includes a review of the requirements for candidacy, practicum, and internship. A Temporary Program of Study Plan is completed during this meeting (see [Appendix 9](#) and [Appendix 10](#)).

2. A student handbook is disseminated that includes the following:

a. mission statement of the academic unit and program objectives;

The mission statement of the SHSU Counseling Program is to facilitate the development of professional counseling generalists, at the master's level, who play an active role in enhancing individual, family, and community wellness in a diverse and changing world.

The Master's Handbook ([Appendix 2](#)) contains this information on page 7.

The mission statement of the SHSU Counseling Program is to facilitate the development of professional counseling generalists, at the master's level, who play an active role in enhancing individual, family, and community wellness in a diverse and changing world.

b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students;

Master's and doctoral students are introduced to the many professional counseling organizations including the American Counseling Association, the Texas Counseling Association, the International Association of Play Therapy, and the American Association of Marriage and Family Therapy along with many other specialty counseling

associations. Students are encouraged to become members of the many different organizations and to attend their conferences as both attendees and presenters.

The counseling program at Sam Houston State University also maintains a chapter of Chi Sigma Iota, the counseling academic and professional honor society international. Through this organization, students are able to further learn about leadership in the counseling profession.

c. written endorsement policy explaining the procedures for recommending students for credentialing and employment;

The Master's Handbook ([Appendix 2](#)) states the following on page 34:

“Counselor Education faculty members welcome the opportunity to assist students in obtaining employment in a field for which the student is trained and qualified. Students will only be endorsed for employment and/or licensure commensurate with their program of study. Most faculty members support students’ efforts to obtain employment through writing letters of recommendation, endorsements, and the like. Students are encouraged to approach faculty members to solicit an endorsement; however, faculty members reserve the right to decline a student’s request. Faculty members may also withhold endorsement if they feel a student is not adequately trained or qualified for the position they are seeking.”

d. student retention policy explaining procedures for student remediation and/or dismissal from the program; and

The Master's Student Handbook (page 35, See [Appendix 2](#)) contains the Master's students Exclusion Policy and Remediation Policy and the Doctoral Student Handbook (page 23, See [Appendix 1](#)) contains the Doctoral student retention policy. All students regardless of where courses are taken are held to the exact same standards and will meet with faculty when necessary on the main campus.

e. academic appeal policy.

The Academic Appeal procedures are contained in the Graduate Catalogue.

Grade	Grade Point
C	0
D	-1
F	-2

Academic actions are based on the total Sam Houston State University record and are implemented at the close of the fall semester, the spring semester, and summer semester (summer semester ends at the completion of the second summer session). The appropriate academic dean may place on probation, retain on probation, or suspend any student deficient in grade points without regard to the regulations previously stated.

Removal of Academic Probation

The student will be removed from probation at the close of the semester in which the cumulative SHSU and overall grade point averages both meet or exceed 2.0 unless the student is on remedial deficiency.

Remedial Deficiency

Students who earn less than a grade of C in any developmental course (0310/0320) will automatically be placed on remedial deficiency. Students on remedial deficiency must be re-advised prior to the start of the subsequent semester or summer session.

Readmission to Undergraduate Studies after Suspension

The period of academic suspension and the subsequent readmission of a student on academic probation are based on the entire Sam Houston State University academic record. Readmission from suspension must be approved by the academic dean of the college in which the student was majoring at the time of his/her suspension. The petition for readmission must be made in writing.

If a student fails to enroll in a Fall or Spring semester they must seek readmission through the Office of Undergraduate Admissions.

Students who are subject to suspension under the stated terms of the Academic Probation, Suspension, and Termination policy and register for enrollment at the University do so at their own risk and monies paid for fees and tuition are subject to the refund regulations as stated in the current catalog.

Academic Grievance Procedures for Students

Academic grievances include disputes over academic standards, course grades, unauthorized class absences or tardiness, suspension from the University for Academic Deficiency, and/or alleged unprofessional conduct by a course instructor. A copy of Academic Policy Statement 900823, Academic Grievance Procedures for Students, can be obtained from the office of the student's academic dean, departmental chair, or the Newton Gresham Library. This academic policy statement is available online at www.shsu.edu/~vaf_www/aps/stualpha.html.

Accreditations | Directory | A-Z Index | Contacts | Policies | Emergency Policies & Procedures | Texas Homeland Security
 TRAIL | Risk & Misconduct Hotline | The Texas State Auditor's Office Hotline | State of Texas | Online Institutional Resumes
 Governor's Committee on People with Disabilities | Open Records | Where the Money Goes | Compact with Texans | College Portrait
 HB 2504 compliance | Web Site Accessibility

Sam Houston State University | Huntsville, Texas 77341 | (936) 794-1111 | (866) 8F48KAT

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Academic Policy Statement 90023

www.sshu.edu/~of_wps/90023.html

Sam Houston State University
Academic Policy Statement 90023
Academic Grievance Procedures for Students
Revised April 7, 1999

1. PURPOSE

1.01 To provide for the resolution of student academic grievances in a prompt and equitable manner.

2. GENERAL

2.01 Under the provisions of this policy academic grievances include disputes over:

- Course grades
- Unauthorized class absences or tardiness
- Suspension for academic deficiency
- An instructor's alleged unprofessional conduct related to academic matters
- Graduate comprehensive and oral examinations
- Theses and dissertations

2.02 If, in turn, the department chair, College Academic Review Panel, academic dean or Vice President for Academic Affairs finds that a disputed action conflicts with federal or state law, university, college, or department policy, or with an instructor's stated class policy, a decision should be rendered in favor of the aggrieved student.

2.03 If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and, in turn, the department chair, College Academic Review Panel, Academic Dean, and Vice President for Academic Affairs form an opinion about the dispute and so advise the individuals involved. After considering the advice provided by any or all of the administrators participating in hearing the grievance, the individual(s) involved in the dispute shall retain the academic freedom to decline to change the original judgment in the matter.

2.04 Allegations of student misconduct, as defined in paragraph 5.2, Chapter VI of the Rules and Regulations, Board of Regents, Texas State University System and Sam Houston State University student Guidelines published by the Office of the Associate Vice President for Student Services and Dean of Student Life will be referred to the Office of the Associate Vice President for Student Services and Dean of Student Life for necessary action.

2.05 Allegations, questions or appeals involving academic dishonesty, i.e., cheating, plagiarism, collusion, and/or abuse of resource materials will be processed in accordance with the procedures set forth in Academic Policy Statement 810213, "Procedures in Cases of Academic Dishonesty."

3. COLLEGE ACADEMIC REVIEW PANEL

3.01 There shall be in each college a Standing College Academic Review Panel. The members of the panel shall be chosen by procedures established by the college dean. The panel will consist of not more than four faculty members and will include at least one student member. The chair of the panel will be selected from the panel members by the appointees to the panel. A department chair or any party to the appeal being heard may not serve on the panel.

3.02 The Academic Review Panel will be involved in an alleged grievance only after the normal procedures outlined in paragraph 4.01a, and b below have been exhausted.

3.03 The Academic Review Panel will hear only appeals involving disputes over those matters set forth in paragraph 2.01 'a' through 'f' of this policy. Appeals regarding university/college degree requirements, student misconduct or academic dishonesty will not be addressed by the panel.

4. PROCEDURES

4.01 The following steps are to be followed in pursuing an academic grievance or an appeal of suspension for academic deficiency:

- In the event of an academic grievance, the student must first appeal to his or her instructor or committee chair for a resolution of the matter and must do so in writing and within sixty days following the end of the semester or summer session during which the dispute arises. (If the grievance involves a suspension for academic deficiency, the student appeals directly to the appropriate academic dean.)
- If an academic grievance is not satisfactorily resolved with the instructor or committee chair, the student may appeal to the chair of the academic department in which the complaint or dispute is centered. A written summary of the pertinent issues of the grievance must form part of the appeal. In addition, a student may include other faculty or staff members or any other informed individual who might act as advocates in support of his or her appeal.
- If the academic grievance is still unresolved, after an appeal to the chair of the department, the student may forward the written appeal (plus any other additional material) to the appropriate college dean with a request to have the case heard by the College Academic Review Panel. Within 15 days of receiving the appeal the Panel will investigate the alleged grievance and present such findings and recommendations as the Panel finds appropriate as soon as possible to the grieving student and to other relevant parties, including the departmental chair and the faculty member(s) against

M. For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.

Of the 60 semester hours required in the Clinical Mental Health Counseling program, students will at all times receive a minimum of 51% of their courses from the core faculty. The number of credit hours delivered by noncore faculty does not exceed the number delivered by core faculty.

Of the 49 semester hours required in the School Counseling program, students will at all times receive a minimum of 51% of their courses from the core faculty. The number of credit hours delivered by noncore faculty does not exceed the number delivered by core faculty.

Of the 69 semester credit hours required in the doctoral program, 12 hours of research and statistics are taught by noncore faculty. All other required courses are taught by core faculty. The number of credit hours delivered by noncore faculty does not exceed the number delivered by core faculty.

Credit hour production overall and by campus can be found in the following standard.

N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.

Year/Semester	FTE Faculty/Core	Credit Hours Core	FTE Faculty/Adjunct	Credit Hours Non-Core	FTE Students	Ratio
Spring 2013	11	81	8.33	78	208	10.76
Main	3.67	33	1.33	12	62	12.4
Northwest	1.33	12	.33	3	16	9.58
Woodlands	3	27	2.33	21	63	11.82
Fall 2012	11	81	8	72	210	11.05
Main	4	36	.33	3	55	12.70
Northwest	1.33	12	1	9	26	11.16
Woodlands	2.67	24	2.33	21	63	12.6
Summer 2012	11	111	6.67	72	191	10.81
Main	4	36	.67	6	50	10.7
Northwest	1.33	12	1.66	15	27	9.00
Woodlands	4.33	39	2	18	57	9.00
Spring 2012	11	84	9	81	215	10.75
Fall 2011	10	69	9	87	203	10.68
Summer 2011	11	60	2.33	45	198	14.85
Spring 2011	11	75	8.33	81	202	10.45
Fall 2010	11	78	6.33	60	212	12.23
Summer 2010	10	105	2	33	183	15.25

The Counselor Education program is currently in the process of hiring two additional tenure track faculty members so that we can continue to move toward continuous compliance in this area. Student data used to determine FTEs can be found in [Appendix 37](#) (total enrollment by semester) and [Appendix 38](#) total enrollment by campus.

O. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study within the first 12 months of graduate study.

Master's Students

Upon admission to a Counselor Education Master's Degree program, students will be assigned an advisor from among one of the faculty members within the department. This faculty member will be their advisor for the duration of the degree unless the student requests a change of advisor in writing. Students are expected to schedule annual meetings with their advisor to receive feedback and advice on program progress. Newly admitted students should seek out their advisors immediately upon receipt of their acceptance notice from the College of Education (See [Appendix 11](#)). Information related to courses of study, sequencing of courses, scheduling, candidacy, supervised practicum information, internships, and other pertinent information is available through the advisors. Faculty advisors will assist students in submitting their Master's Degree Plan of Study by the end of the first semester of enrollment.

Doctoral Students

Once admitted, doctoral students should meet with the doctoral program advisor (See page 15 in [Appendix 1](#), Doctoral Student Handbook).

P. The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Every master's and doctoral student meets for a formal advising session at least once per academic year. Students are formally evaluated on a regular basis. The evaluation points in time are at the end of the first block of study, which includes the first five courses in the master's students study plan, prior to their registration for supervised practicum, and prior to their registration for internship. We use the Counselor Potential Scale (see page 51 of [Appendix 2](#)) for the master's school and clinical mental health counseling students on which we document the student's progress towards mastery of our program objectives as well as academic performance, professional development, personal

development, and professional identity. In addition, time is allotted for discussion of individual students' progress at each monthly department meeting. Finally, significant time is set aside at the last department meeting of the fall and spring semesters during which each doctoral student's progress is discussed. Doctoral students meet with their advisor for formal evaluation at least once per year. Doctoral students are evaluated on progress towards mastery of our program objectives as well as academic performance, professional development, personal development and professional identity.

Q. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of six students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.

Clinical supervision is provided by site supervisors during internship, not by program faculty. Under the supervision of the supervised practicum instructor, clinical supervision for supervised practicum is conducted by doctoral students who are currently undergoing supervision training or have completed their supervision training. In the case of internship students, the site supervisor is a currently employed school counselor who has been licensed as such by the State of Texas for a minimum of two years. The school counseling site supervisor documents their credentials using the "Supervisor Qualification Form" found, respectively, on page 7 of the Internship Manual located in [Appendix 28](#). In the case of clinical mental health internship students, the site supervisor is a currently employed Licensed Professional Counselor, Licensed Clinical Social Worker, Licensed Psychologist, or Licensed Psychiatrist who has been licensed as such by the State of Texas, many of the supervisors are Licensed Professional Counselor Supervisors as endorsed by the State of Texas. The clinical mental health counseling site supervisor documents their credentials using the "Supervisor Qualification Form" found, respectively, on page 7 of the Internship Manual located in [Appendix 28](#). All supervisor credentials and documentation forms are stored in their respective students' internship clinical files. Internship instructors maintain regular contact with site supervisors including phone calls, emails, and a minimum of one site visit during practicum and one site visit during internship. Practicum instructors provide mid-term and final documented feedback regarding students' performance using the Supervised Practice in Counseling Proficiencies (page 53 of [Appendix 2](#)). Internship site supervisors provide mid-term and final documented feedback regarding students' performance using the forms found in the Internship Handbook ([Appendix 28](#)) on pages 24-36. The Department invites site supervisors on campus once a year for continuing education training.

R. Group supervision for practicum and internship should not exceed 12 students.

Each supervised practicum section has one program faculty member and at least one doctoral graduate assistant. We do not exceed the ratio of 12 students to one core faculty instructor. The Master's Internship is scheduled as one three semester hour course, which students must take twice to meet the hours requirements. Each supervised practicum class meets on campus for 1.5 to 2.0 hours of group supervision a week. In this way, we do not exceed the ratio of 12 students to 1 core faculty instructor. [Appendix 35](#) lists the Fall 2012 Current Class Roster for Active Sections of supervised practicum and internship sections. [Appendix 35](#) lists the Spring 2013 Current Class Roster for Active Sections practicum and internship sections.

Doctoral students completing the clinical component of their internship receive group supervision from a core faculty instructor during the regularly scheduled internship class. Doctoral students completing their teaching component of their internship are supervised by the instructor of the assigned course. Doctoral students completing their supervision component of their internship meet with the instructor of record for the course(s) for which they are assisting in the supervision. These parameters are specified in the doctoral internship syllabus ([COUN 7339-Clinical](#)).

S. Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

We state that this is a requirement in the practicum and internship syllabi ([COUN 6376](#) and [COUN 6386](#)) and in the Student Handbook [Appendix 2](#). We record compliance with this requirement on an agreement form. Proof of insurance is available in each student's permanent folder.

T. Opportunities for graduate assistantships for program students are commensurate with graduate assistantship opportunities in other clinical training programs in the institution.

The Counseling program typically receives 3 graduate assistantships per year. This number is commensurate of graduate assistantships received by other programs in the College. These graduate assistantships are typically allocated to first or second year doctoral students. Graduate

assistants typically perform one or more of three different roles and functions: research assistants and/or supervision assistants in practicum/group courses.

Master's students and doctoral students have also received graduate assistantships on campus through Housing and Residence Life, The Recreation Center, The Student Counseling Center, Greek Life, and other Student Service offices.

FACULTY AND STAFF

U. The academic unit has made systematic efforts to recruit, employ, and retain a diverse faculty.

Since 2006, we have hired six counseling faculty to replace five faculty who departed the University and to add one additional tenure-track faculty for a clinical position that was converted to a tenure track position. One faculty position was filled twice. In order to fill these positions we advertised in The Chronicle of Higher Education, the ACES website, ACES list serve, and through the Counseling Today. The advertisement included: A concerted effort is underway to ensure and enhance culturally diverse representation among our faculty, students, and staff. Interest from underrepresented groups is strongly encouraged. The Sam Houston State University is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator. Women and persons of color are encouraged to apply. We were able to add two African Americans out of the five available positions. Currently, our faculty is made up of six women and five men with seven Caucasians, two African Americans, one Asian American, and one Hispanic American.

V. The teaching loads of program faculty members are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation, and incorporate time for supervising student research using formulae consistent with institutional policies and practices.

The normal teaching load for graduate programs is 3 courses per semester. Our faculty teaches between 2 and 3 courses per semester. Release time is provided for program administration and supervision of student dissertations. The Fall 2012 and Spring 2013 in-load course assignments are provided in the following table.

Table. In-Load Teaching Assignments Counselor Education Faculty 2012- 2013

Fall Semester 2012

Rick Bruhn, Professor		
COUN 6333	Techniques of Marriage and Family Therapy	3 Sem Hrs
COUN 6376	Supervised Practice in Counseling	3 Sem Hrs
COUN 6386	Field Practicum	3 Sem Hrs
Mel Butler, Assistant Professor		
COUN 5333	Introduction to Counseling and Guidance	3 Sem Hrs
COUN 5392	Cross Cultural Issues in Counseling	3 Sem Hrs
COUN 5392	Cross Cultural Issues in Counseling	3 Sem Hrs
Yvonne Garza, Associate Professor & Program Director		
COUN 5111 (3-1 hr sections)	Counseling Program Orientation	3 Sem Hrs
COUN 5364	Theories of Counseling	3 Sem Hrs
COUN 5399	Play Therapy Basics	3 Sem Hrs
Richard Henriksen Jr., Associate Professor		
COUN 5334	Effective Human Behavior	3 Sem Hrs
COUN 5334	Effective Human Behavior	3 Sem Hrs
Amanda La Guardia, Assistant Professor		
COUN 5364	Theories of Counseling	3 Sem Hrs
COUN 5385	Pre-Practicum Techniques of Counseling	3 Sem Hrs
COUN 6374	Practicum in Group Counseling	3 Sem Hrs
Chi-sing Li, Associate Professor		
COUN 5393	Community Counseling	3 Sem Hrs
COUN 7335	Practice of Counselor Supervision	3 Sem Hrs
Judy Nelson, Associate Professor		
COUN 6337	Counseling for Sexual Concerns	3 Sem Hrs
COUN 7362	Methods of Counseling Research	3 Sem Hrs
Mary Nichter, Professor & Assistant Chair		
COUN 5387	Workshop in Counseling	3 Sem Hrs
COUN 6332	Theories of Marriage and Family Therapy	3 Sem Hrs
COUN 6376	Supervised Practice in Counseling	3 Sem Hrs
Sheryl Serres, Associate Professor		
COUN 6363	Assessment in Guidance and Counseling	3 Sem Hrs
COUN 6374	Practicum in Group Counseling	3 Sem Hrs

COUN 6386	Field Practicum	3 Sem Hrs
Jeff Sullivan, Assistant Professor		
COUN 5110	Workshop in Counseling	1 Sem Hr
COUN 5379	Methods of Research	3 Sem Hrs
COUN 6376	Supervised Practice in Counseling	3 Sem Hrs
Richard Watts, Professor & Doctoral Program director		
COUN 7110	Doctoral Seminar	1 Sem Hr
COUN 7387	Workshop in Counselor Education	3 Sem Hrs

Spring Semester 2013

Rick Bruhn, Professor		
COUN 5114	Family Therapy Applications	1 Sem Hr
COUN 6333	Techniques of Marriage and Family Therapy	3 Sem Hrs
COUN 7339	Doctoral Internship in Counseling	3 Sem Hrs
Mel Butler, Assistant Professor		
COUN 5392	Cross Cultural Issues in Counseling	3 Sem Hrs
COUN 5392	Cross Cultural Issues in Counseling	3 Sem Hrs
COUN 6376	Supervised Practice in Counseling	3 Sem Hrs
Yvonne Garza, Associate Professor & Program Director		
COUN 5364	Theories of Counseling	3 Sem Hrs
COUN 6331	Advanced Play Therapy	3 Sem Hrs
Richard Henriksen Jr., Associate Professor		
COUN 5334	Effective Human Behavior	3 Sem Hrs
COUN 5334	Effective Human Behavior	3 Sem Hrs
COUN 5334	Effective Human Behavior	3 Sem Hrs
Amanda La Guardia, Assistant Professor		
COUN 5364	Theories of Counseling	3 Sem Hrs
COUN 6374	Practicum in Group Counseling	3 Sem Hrs
COUN 6374	Practicum in Group Counseling	3 Sem Hrs
Chi-sing Li, Associate Professor		
COUN 5393	Community Counseling	3 Sem Hrs
COUN 5393	Community Counseling	3 Sem Hrs
COUN 6376	Supervised Practice in Counseling	3 Sem Hrs
Judy Nelson, Associate Professor		
COUN 6332	Theories of Marriage and Family Therapy	3 Sem Hrs
COUN 6337	Counseling for Sexual Concerns	3 Sem Hrs

COUN 6386	Field Practicum	3 Sem Hrs
Mary Nichter, Professor & Assistant Chair		
COUN 5387	Workshop in Counseling	3 Sem Hrs
COUN 7334	Theories of Counselor Supervision	3 Sem Hrs
Sheryl Serres., Associate Professor		
COUN 5111 (3-1 hr sections)	Counseling Workshop Orientation	3 Sem Hrs
COUN 5391	Child and Adolescent Counseling	3 Sem Hrs
COUN 6386	Field Practicum	3 Sem Hrs
Jeff Sullivan, Assistant Professor		
COUN 5379	Methods of Research	3 Sem Hrs
COUN 5379	Methods of Research	3 Sem Hrs
COUN 6376	Supervised Practice in Counseling	3 Sem Hrs
Richard Watts, Professor & Doctoral Program director		
COUN 7387	Workshop in Counselor Education	3 Sem Hrs
COUN 7363	Application of Educational Research	3 Sem Hrs

W. The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable core faculty who meet the following requirements:

- 1. Number at least three persons whose full-time academic appointments are in counselor education.**

At present we have 11 full-time counselor educators whose full-time academic appointments are in counselor education. We are currently conducting searches to add two additional core faculty members. These faculty members are:

[Dr. Rick Bruhn](#)
[Dr. Mel Butler](#)
[Dr. Yvonne Garza](#)
[Dr. Richard Henriksen Jr](#)
[Dr. Amanda La Guardia](#)
[Dr. Chi-sing Li](#)
[Dr. Judy Nelson](#)
[Dr. Mary Nichter](#)

[Dr. Sheryl Serres](#)
[Dr. Jeff Sullivan](#)
[Dr. Richard Watts](#)

The current vitas for each faculty member can be found in [Appendix 3](#).

- 2. Have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.**

All of the 11 current full-time faculty members have doctoral degrees in counseling, counselor education, counseling and guidance or marriage and family counseling. The core full-time faculty has been employed as counselor educators for two or more years.

- 3. Have relevant preparation and experience in the assigned program area.**

The faculty has relevant preparation and experience in our assigned program areas. Please refer to [Appendix 3](#) to review the faculty vitae.

- 4. Identify with the counseling profession through memberships in professional organizations (i.e., ACA and/or its divisions), and through appropriate certifications and/or licenses pertinent to the profession.**

All faculty members are active members of professional counseling associations including the American Counseling Association, the Association for Counselor Education and Supervision, the Association of Play Therapy and related national, regional, and state level organizations. We regularly present at conferences and have held leadership positions in professional organizations at the national and state levels. Please refer to [Appendix 3](#) to review the faculty vitae

5. Engage in activities of the counseling profession and its professional organizations, including all of the following:

a. development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars);

Faculty members are frequent presenters and attendees at the ACA and TCA professional conferences along with a wide variety of specialty conferences and local events. Please refer to [Appendix 3](#) to review the faculty vitae.

b. research and scholarly activity; and

Faculty members consistently engage in and produce peer-reviewed publications. [Appendix 3](#) lists the faculty vitae wherein their history of publications is provided for review.

c. service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service).

Faculty members in these programs frequently make presentations at local, state, and national conferences and workshops. We receive and respond to requests from local schools and agencies for consultation regarding programmatic and case development. Dr. Henriksen and Dr. La Guardia are actively advising the Beta Kappa Tau chapter of Chi Sigma Iota. One of the core counseling faculty is a CACREP-trained site team leader. Dr. Watts is a member of the ACA ethics revision committee. Dr. Bruhn is an appointed member of the Texas State Board of Examiners of Marriage and Family Therapists. Please refer to [Appendix 3](#) to review the faculty vitae.

6. Have the authority to determine program curricula within the structure of the institution's policies and to establish the operational policies and procedures of the program.

The Department has a Curriculum Committee. The counseling program has a Clinical Mental Health Counseling committee, a School Counseling Committee, and a Doctoral Counselor Education committee each of which makes recommendations concerning curricular issues. Any changes must go through the respective committee and be approved by the Chair. Membership on program committees consists of all core counseling faculty. All final decisions concerning curriculum development are approved at the counseling program level before being submitted to the curriculum review process and all core faculty members are involved in the approval.

X. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions:

The Department is currently chaired by a member of the educational leadership and counseling faculty. Dr. Stacey Edmonson chairs the entire department that includes programs in educational leadership and counseling. Dr. Edmonson also oversees the budget for the department. There is one master budget for the department that includes both counseling programs and educational leadership programs. There are no budgets for the Woodlands Center or the Tomball center because they are not individual campuses or programs.

1. A faculty member is clearly designated as the academic unit leader for counselor education who

a. is responsible for the coordination of the counseling program(s);

b. receives inquiries regarding the overall academic unit;

Dr. Yvonne Garza is the Coordinator of the School Counseling and Clinical Mental Health Counseling programs in our department and teaches two classes each semester. Her vitae can be found in [Appendix 3](#).

Dr. Richard Watts is the director of the doctoral program in Counselor Education and Supervision and teaches one course each semester. His vita can be found in [Appendix 3](#).

c. makes recommendations regarding the development of and expenditures from the budget;

d. provides or delegates year-round leadership to the operation of the program(s); and

e. has release time from faculty member responsibilities to administer the academic unit.

Dr. Stacey Edmonson is the Chair of the Department of Educational Leadership and Counseling. As such, she is responsible for the coordination of the counseling programs. She has delegated the coordination of the clinical mental health program and the school counseling program to Dr. Yvonne Garza and the counselor education and supervision doctoral program to Dr. Richard Watts. Dr. Edmonson fields inquiries regarding the overall academic unit and has responsibility for the development of the budget and expenditures made against the budget. Dr. Edmonson is provided courses releases commensurate with her position, to serve as the Department Chair and is on a twelve month contract.

2. A faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who

a. is responsible for the coordination of all practicum and internship experiences in each counselor education program for which accreditation is sought;

b. is the person to whom inquiries regarding practicum and internship experiences are referred; and

c. has clearly defined responsibilities.

There are three faculty members designated as clinical coordinators. Dr. Rick Bruhn is the faculty member who is the counseling program's Jack Staggs Counseling Center clinical coordinator. In that role, Dr. Bruhn is responsible for the coordination of all supervised practicum experiences in the school counseling, clinical mental health counseling, and counselor education and supervision programs that are scheduled in the Dr. Jack Staggs Counseling Center and is the coordinator of the doctoral clinical internships. Dr. Bruhn fields student, site supervisor, and other inquiries about the supervised practicum and doctoral internship. Dr. Bruhn coordinates and facilitates a supervised practicum orientation each semester and an internship orientation when needed. Dr. Bruhn does not receive a course release to serve as the Dr. Jack Staggs Counseling Center nor doctoral internship Clinical Coordinator.

1. Dr. Judy Nelson is the faculty member who is the counseling program's Woodlands Center Counseling Center clinical coordinator. In that role, Dr. Nelson is responsible for the coordination of all supervised practicum experiences in the school counseling and clinical mental health counseling programs that are scheduled in the Woodlands Center Counseling Center. Dr. Nelson fields student, and other inquiries about the supervised practicum. Dr. Nelson coordinates and facilitates a supervised practicum orientation each semester. Dr. Nelson does not receive a course release to serve as the Woodlands Center Counseling Center Clinical Coordinator.

Dr. Sheryl Serres is the faculty member who is the counseling program's Master's Internship Clinical Coordinator. In that role, Dr. Serres is responsible for the coordination of all internship experiences in the school counseling and clinical mental health counseling. Dr. Serres fields student, site supervisor, and other inquiries about the internship placements. Dr. Serres coordinates and facilitates a information meetings concerning internship each semester. Dr. Serres does not receive a course release to serve as the Master's Internship Clinical Coordinator.

Y. The academic unit may employ noncore faculty (e.g., adjunct, affiliate, clinical) who support the mission, goals, and curriculum of the program and meet the following requirements:

1. Hold graduate degrees, preferably in counselor education from a CACREP- accredited program.

2. Have relevant preparation and experience in the assigned area of teaching.

3. Identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

The master's counseling programs and the doctoral counselor education program employ a number of noncore faculty to assist in the teaching of a wide variety of courses including those specific to counseling and those that are research oriented. Each noncore faculty member holds either an Ed.D. or a Ph.D. in counseling or a field related to the specific courses taught. In all cases, when a person educated in the field of counselor education can be employed that is accomplished. The following noncore faculty members currently teach in our master's and doctoral programs:

[Dr. Tina Ainsworth](#)

[Dr. Jo Ann Beken](#)

[Dr. Emily DeFrance](#)

[Dr. Glenda Johnson](#)

[Dr. Sarah Kinsworthy](#)

[Dr. Kathy McDonald](#)

[Dr. Sarah Monakes](#)

[Dr. Marlene Moriarity](#)

[Dr. Monica Polonyi](#)

[Dr. Rebecca Robles-Pina](#)

[Dr. Chad Rose](#)

[Dr. Susan Skidmore](#)

[Dr. John Slate](#)

[Dr. Le'Ann Solmonson](#)

[Dr. Cedric Stewart](#)

Vitas for the adjunct faculty can be found in [Appendix 4](#).

Z. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.

The Department of Educational Leadership and Counseling employs several clerical assistance staff members to support the faculty/program activities related to the master's and doctoral counseling programs and the number of staff members employed is commensurate with that

provided for similar graduate programs at SHSU. The following list is illustrative of the clerical support team:

Department Secretary:	Janie Joyce
Counseling Program Secretary:	Dee Dee Dirk
Jack Staggs Clinic Secretary:	Miriam Tricoche
Doctoral Graduate Assistants:	Shannon Williams
	Melissa Liang
	Sherry Rosenblad
Student Assistants:	Mergan Paskett
	Ashanti Rouse
	Kamilah Washington

EVALUATION

AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:

- 1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.**

Programs & Curricular Offerings:

Review of Programs and Curricular Offerings

Program faculty review programs, curricular offerings, and characteristics of students during monthly faculty meetings. The Counselor Education Faculty meet at an annual advisory retreat each Spring semester to review each facet of these three programs: Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision.

At the annual Advisory Board meeting, a review of the mission and objectives, in addition to curricular offerings is completed. Program faculty survey school, clinical mental health, and counselor education and supervision graduates and their site supervisors at three points during the year: spring graduation, fall graduation, and summer graduation. These surveys were designed to receive feedback regarding the programs' effectiveness in preparing students for the roles and functions of a practicing counselor or counselor educator. Data collected from graduates and supervisors, and employers from the past 3 years are provided in our program evaluation found in [Appendix 13](#). The results of these surveys are discussed at the Department's annual Department Advisory Board with the purpose of modifying and improving our programs and curricular offerings.

The results of our evaluations are compiled in a comprehensive report and distributed to our stakeholders. The evaluation is also posted on our department website at http://www.shsu.edu/~edu_elc/ so that any member of the public can access the assessment.

- Higher Education Administrator
- Academic Advisor
- Doctoral Student in Educational Leadership
- School Counselor
- Clinical Mental Health Counselor
- Doctoral Student in Counseling
- Doctoral Student in Developmental Education

How We Can Help

Courses are offered at the University Center in The Woodlands, TX, in surrounding school districts in a cohort setting, or on-campus in Huntsville, TX. Many degrees are offered online.

New Student Orientation

[Online Graduate Orientation](#)

FREE GRE Review Session

The SAM Center is now registering for upcoming FREE GRE Review sessions. Hurry in—slots are filling quickly! For information on dates, registration process, and more, please view:

http://www.shsu.edu/~sam_www/mentoring/gre_review.html.

Contact: Candi Harris (4-4628, ceh021@shsu.edu)

Department Mission Statement

The Department of Educational Leadership and Counseling prepares culturally responsive educational leaders and professional counselors who promote meaningful societal change.

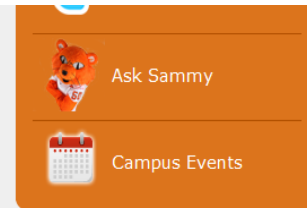
Counseling Program Mission Statement-Master's Level

The Counseling Program facilitates the development of professional counseling generalists, at the master's level, who play an active role in enhancing individual, family, and community wellness in a diverse and changing world.

Counseling Program Evaluations

Evaluations of the Counselor Education Programs-Reports submitted to the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

[Program Evaluation: 2010-2013](#)



Characteristics of Applicants:

The Counseling programs have an Admissions Coordinator who oversees the admissions process. This duty is assigned to the Master's Program Director and the Doctoral Program Director. The admissions process involves work from our Applicant Screening Committee. Applicants to the Master's Degree Programs are required to provide and are evaluated across the following data points.

A committee made up of full-time counseling faculty will make admission decisions based upon a holistic review of the following elements:

1. The degree-seeking student will submit a complete online application (pay the required fee) at apply Texas on the Graduate Admissions web page. We offer two degrees in our program, you will select one:
 - Select whether the degree sought is a Master's in Education (M.Ed.) in School Counseling
 - Select whether the degree sought is a Masters of Arts (M.A.) in Clinical Mental Health Counseling

2. The application for graduate studies is sent to the Coordinator (admissions specialist Cynthia Jacobson) of Graduate Studies.
3. Official transcripts of all college/ university coursework, sent directly from the respective registrars of the institution (s) to the Coordinator of Graduate Studies.
4. A grade point average of 2.6 overall (undergraduate) or 2.8 for the last 60 semester hours of undergraduate coursework is required.
5. Scores from either the Graduate Record Exam (GRE) general test or the Miller Analogies Test (MAT) must be submitted to graduate studies.
6. Three confidential (closed) reference evaluation forms from references that can validate your potential for graduate study in counseling, as well as your appropriateness for the counseling profession. Copies of the reference forms are available online at www.shsu.edu/~edu_elc/pdf/cnreference.pdf. One reference must be from a current or former employer/supervisor. One must be from a former professor; a Certified School Counselor; or a Licensed Counselor, Marriage and Family Therapist, MSW or Psychologist. A third must be from someone other than a family member. References must be mailed directly to the program from the individual making the reference. Coordinator of Graduate Studies: P.O. Box 2478, Sam Houston State University, Huntsville, TX 77341-2478.
7. Three semester hours of background coursework in both Abnormal Psychology and Human Development, with a grade of “C” or better. Students may complete this requirement during their first semester of coursework.
8. Satisfactory response to the following essay questions in no more than two typewritten, double spaced pages total:
 - a. What is your experience related to the counseling field, either paid or volunteer?
 - b. What are your aspirations related to the field of counseling?
 - c. Describe one or more significant life event (s) that contributed to the development of these aspirations.
 - d. What is the one personal characteristic or quality that you most need to modify, improve or change in order to realize your aspirations?
9. **A pre-admission on-campus-screening interview.** Applicants should contact the Jack Staggs Secretary at 936-294-1121, to make an appointment for a pre admission on-campus-screening interview. During the interview, applicants will respond to a set of structured questions. For example, the interviewee would be asked to respond to the questions:
Question regarding diversity: “*What does it mean to have a commitment to diversity and how would you develop and apply our commitment tin counseling clients who are different from you?*”
Questions regarding career goals: “*What are your motivations for becoming a counselor?*” and “*What are your long-term career goals in this field?*”

A supervised Counseling doc fellow will interview the applicant. Each interview will be videotaped. Other Practicum Interns and the faculty member supervising Practicum may observe through a one-way mirror. After the session is completed, the Interviewer will write a summary of the interview. The Faculty Supervisor will forward the summary of the interview and the videotape to the Counseling Program Admissions Committee for final disposition. Interviews must be completed by July 30 for Fall admission, November 30 for Spring admission and April 30 for Summer admission.

The following **essay questions** will be written immediately following the interview (300 words or less.)

“What is one personal characteristic or quality that you most need to modify, improve, or change in order to realize your aspirations?”

An additional **writing prompt, responding to a vignette**, will be completed at the same time. You will want to have read the current American Counseling Association Code of Ethics prior to coming for your interview.

Applications are accepted for all semesters within these deadlines: July 15 for Fall, November 15 for Spring, and April 15 for Summer. The Graduate Studies Application form, official transcripts and GRE/MAT test scores must be sent to: Coordinator of Graduate Studies, P.O. Box 2478, Sam Houston State University, Huntsville, Texas 77341-2119.

Applicants interested in transferring previous graduate work for SHSU credit must submit graduate transcripts for evaluation by the Counseling Program faculty. Only courses which are substantially equivalent to those at SHSU will be approved for transfer. Courses are approved only when comparable courses are offered at SHSU. Twelve semester hours maximum may be accepted toward requirements for the M.Ed. or M.A.

All courses for transfer will be closely scrutinized by the assigned Academic Advisor. Additional input may be required such as description from the graduate catalog of transferable courses. The student must provide course syllabus demonstrating the course has substantial equivalence to SHSU courses.

The Graduate Catalogue states that a student is required to complete graduate work within a six-year period, measured from the date of initial enrollment for graduate credit in a particular degree program.

After the 12th class day, nonregistered applicants are denied admittance and encouraged to apply for the next semester. Additionally, students with incomplete packets are encouraged to re-apply next semester.

Program faculty annually review the characteristics of program applicants to insure that our programs admit the most qualified applicants who represent a widely defined range of diversity. Composite rating sheet scores and evaluation criteria are examined to determine if modifications to the admission process and criteria are necessary.

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

Program faculty survey school, clinical mental health, and counselor education and supervision graduates at three points during the year: spring graduation, fall graduation, and summer graduation. These surveys were designed to receive feedback regarding the programs' effectiveness in preparing students for the roles and functions of a practicing counselor or counselor educator. Examples of these surveys are found in [Appendix 31](#), master's and [Appendix 15](#), doctoral.

3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

Program faculty survey school, clinical mental health, and counselor education and supervision site supervisors at three points during the year: spring graduation, fall graduation, and summer graduation. These surveys were designed to receive feedback regarding the programs' effectiveness in preparing students for the roles and functions of a practicing counselor or counselor educator. Examples of these surveys can be found in [Appendix 28](#), master's and [Appendix 17](#), doctoral.

4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.

The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Every master's and doctoral student meets for a formal advising session at least once per academic year. Students are formally evaluated on a regular basis. The evaluation points in time are at the end of each student's first block (five specific courses for master's students as noted

in the plan of study for School/CMHC [Appendix 9](#) and [Appendix 10](#)) of academic study, prior to their registration for supervised practicum, and prior to their registration for internship. We use the Counselor Potential Scale found in the Master's Student Handbook, page 53 ([Appendix 2](#)) for the master's school and clinical mental health counseling and counselor education and supervision doctoral students on which we document the student's progress towards mastery of our program objectives as well as academic performance, professional development, personal development, and professional identity. These evaluation forms contain questions designed to assess students' professional identity, professional practice, and mastery of program area standards. In addition, student learning and performance on professional practice is assessed twice during students' practicum and twice (mid-term and final) during internship. Program area standards are interspersed through the entire curriculum and are assessed in courses throughout the educational process.

5. Evidence of the use of findings to inform program modifications.

Assessment and evaluation data obtained in 1.AA.1-4 (above) are compiled and reviewed during annual Spring faculty meeting and annual advisory board meetings to inform appropriate program modifications. Assessment information for the past three years can be found in Appendix 13.

During the past three years we surveyed recent graduates, internship supervisors, and employers in order to better understand the academic and training experience and preparedness of our graduates. The capstone course for the Clinical Mental Health Counselors Master's program is the internship class [COUN 6386](#). This course provides students with the opportunity to practice the role of professional counselor under supervision. Students in [COUN 6386](#) Field Internship are evaluated by their site supervisor at mid-term and at the end of the semester. A discussion of the evaluation responsibilities for site supervisors is offered at the supervisor workshop required for all new supervisors at the beginning of the first semester they supervise internship students. At the initial supervisor workshop, new supervisors are informed of their responsibilities and detailed information concerning the assessment of students' professional skills and behaviors are explained.

The Evaluation Form offers supervisors a Likert scale for recording responses to the 36 items. The six points on the Likert scale are subgroup by the following: for a score of 1 or 2 "Requires Assistance," for a score of 3 or 4 "Appropriate Acceptable Performance," and for a score of 5 or 6 "Exceptional Performance." The Evaluation is divided into three sections with six items in the section titled, General Supervision Issues, 23 items in the section titled, Counseling Process, and seven items in the section titled, Conceptualization Process.

Seventy students in the Clinical Mental Health Counselors Master's program were enrolled in COUN 6386 during fall, 2010, spring 2011, and summer 2011 school year. All of the students were rated at 4 or better for all 36 items on the Site Supervisor Evaluation Form. Students' performance in the role of professional counselor was

assessed by their site supervisor at the “appropriate acceptable” to “exceptional” level on all 36 items.

Graduates of the Counseling program and their current employer/supervisor are surveyed approximately six months after graduation. The surveys are sent electronically through Survey Monkey from the Center for Assessment and Accreditation for the College of Education. The graduate’s survey, *Counselor Graduate Survey*, consists of 30 items requesting the student evaluate how well the counseling program at SHSU prepared them to perform the tasks of their current counseling position, how they believe they compare to professionals prepared at other institutions, and their perceptions of strengths and areas in need of strengthening (weaknesses on survey). In addition, there are seven questions that focus on specific reflections and skills of the graduate/employee. These seven items are responded to using a Likert scale where 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Almost Always, and 5 = Always. Other items on the survey yield a percentage and some items offering multiple response selections.

The employer/supervisor’s survey, *Counselor Employer Survey*, consists of 12 questions and duplicates several questions on the graduate/employee’s survey. Responses from employee/graduate and employer/supervisor are presented each year, 2010, 2011, and 2012 are presented below.

Spring 2010

Fifteen graduates/employees and six employers/supervisors were completed and returned the two surveys to the Center for Assessment and Accreditation in the College of Education. In Table 1 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2010* responses to seven survey items focusing on reflection professional performance, technology, communication, respect for diversity, and ethical practice are presented. An analysis of Table 1 data indicates differences between items ranked the highest by graduates/employee when compared to items ranked by employers/supervisors. Graduates/employees ranked “practice of ethical behavior including intellectual honesty” with the highest scores (4.87) with “demonstrate the ability to be understanding, respectful, and inclusive of diverse learners”(4.53). To the same items concerning professional performance, employer/supervisors ranked “effectively incorporates technology to enhance professional performance (4.80).” For other average scores refer to Table 1 *Graduates of the Counseling Program – Employee/Employer – spring 2010*. Employers ranked students at 66.7% “among the top 10%” in terms of how the graduate/employee’s performance compared to the job performance of others in the counseling field with whom the employer had worked. Graduates ranked themselves slightly lower with 46.7% selecting the “among the top 10” option.

Survey item 16.9 (employee survey) and item 7.9 (employer survey) requested a response of comparing the graduate/employee to professionals prepared at other institutions. Employees’ highest score was 66.7% for “among the best prepared” while graduates/employers offered the highest percentage of responses to “better prepared than most.” Refer to the Assessment Report in Appendix 13 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2010* for more details concerning these items.

In Appendix 13 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2010* a display of percentages of responses to areas of strengths and areas in need of strengthening (weaknesses on survey) are presented. Graduates/employees identify their greatest strength as “assessment” and area in need of strengthening “communication.” Employers ranked “professional knowledge” and “diversity” as greatest areas in need of strengthening and curiously enough “professional knowledge,” “communication,” and “diversity” were ranged as areas of greatest strength. However, only two employers completed the question addressing areas in need of strengthening which limits the impact of the selected items.

Spring 2011

Six graduates/employees and six employer/supervisors completed and returned the two surveys to the Center for Assessment and Accreditation in the College of Education for spring 2011. In Table 1 of Appendix 13 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2011* responses to seven survey items focusing on reflection professional performance, technology, communication, respect for diversity, and ethical practice are presented. An analysis of Table 1 data reveals perfect scores of 5.00 offered by graduates/employees for item: “Practice ethical behavior including intellectual honesty.” Employers/supervisors agreed with graduates/employees by selecting a rank of 5.00 for this item addressing ethical behavior. In addition, employers/supervisors ranked two items with a perfect score of 5.00. These items: “Demonstrates an attitude of reflection and thoroughness about continued professional growth,” and “Demonstrate thoughtfulness in communication” reflect the perceptions of the employer/supervisor and provide support that our graduates are performing demonstrating professional skills and behaviors at an exemplary manner.

Concerning how well graduates/employees from our program perform when compared to the job performance of others in this field with whom they have worked both employers and employees agree on the ranking of options. Over sixty-six percent selected the highest option (score of 5) as our graduates ranking “among the top 10%,” with “among the top 30%” offered by 33.7% of the respondents of employees and employers. These data are presented in Table 2.

In addition, in Table 2 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2011* responses to the question of how well graduates/employees of our program compared to professional prepared at other institutions are displayed. The first three options for this item were selected by both groups with various percentages from each group. The scores for these three options are: first option, “among the best prepared” 33.3% offered by employees and 66.7% offered by employers second option, “better prepared than most” 33.3% offered by employees and 16.7% offered by employers; third option, “about as well-prepared as others” 33.3% offered by graduates and 16.7% offered by employers. The four remaining options to this question yield a response rate of “0.”

Identified strengths and areas in need of strengthening (labeled weaknesses on the survey) are presented in Table 3 along with response rates offered by graduates/employees and employers/supervisors of graduates. It is to be noted that respondents were instructed to select all that applied resulting in multiple selections of items. Clearly “professional knowledge” was the highest ranked item for

employers/supervisors with a score of 100%. Graduates surveyed in spring 2011 ranked “diversity” as their greatest strength with a score of 75%. An interesting discrepancy is to be noted in the reported areas in need of improvement. While employers ranked “professional knowledge” as the greatest area of strength, graduates ranked it as the area most in need of strengthening. “Assessment” was identified unanimously as the area in need of strengthened with 100% of the employer respondents selecting this option.

Spring 2012

As the previous year, only six graduates/employees and six employers/supervisors completed and returned the surveys for 2012. Concerning the seven specific professional skills and behaviors results are available in Table 1 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2012*. The item ranked with a perfect score of 5.00 “Practice ethical behavior including intellectual honesty” was selected by graduates/employees. While employers/supervisors did not select option “Always” or a 5, three items were ranked with relatively high scores. Employers offer the highest average score of 4.67 to “Practice ethical behavior including intellectual honesty,” followed with an average score of 4.50 to two items: “Demonstrate thoughtfulness in communication” and “Demonstrate the ability to understand, respectful, and inclusive of diverse learners.”

Fifty percent of the employers ranked our graduates as “among the top 10%” when responding to the item evaluating quality of job performance as compared to the job performance of others in this field with whom they have worked. Responses from graduates/employees are equally distributed with 33.3% for the top three options: “among the top 10%,” “among the top 30%,” and “among the top 41-70%.” The results for this item are available in Table 2 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2012*.

In addition, presented in Table 2 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2012* are results to survey item requesting respondents compare how well prepared SHSU Counseling program graduates are to counselors who were trained at other institutions. The rankings offered by the six graduate/employees who completed the survey vary considerably with the second option, “better prepared than most” ranking highest with 33.3%. Three options, “among the best prepared,” “about as well-prepared as others,” “less well-prepared than most others,” and “can’t compare” each received a response rate of 16.7%. Response rates for employers also reveals considerable variation with 50% selecting “about as well-prepared as other” and 16.7% for three other selections. See Table 2 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2012* for more specific data.

The final table for assessment data for spring 2012 are displayed in Table 3 2 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2012*. Survey items results presented in this table concern areas of strength and areas in need of strengthening. For identified strengths, both groups of respondents, graduate/employees and employers/supervisors, selected all five options: “professional knowledge,” “technology,” “communication,” “assessment,” and “diversity.” Both groups selected “diversity” as one of the greatest strengths with graduates offering a response rate of 66.7% and 83.3% of the employers ranked this as the greatest strength. In addition, employers ranked “professional knowledge” with a response rate of 83.3% while employees selected “communication” as an equally great strength with a response rate of

66.7%. In terms of areas in need of strengthening, only one employer of the six responded to this item by selecting “assessment” and “diversity” as the two areas needing the most improvement for the graduate/employee he supervises. “Professional knowledge” and “technology” both ranked the highest response rate of 40% for areas in need of strengthening by graduate/employees. See Table 3 *Graduates of the Counseling Program – Employee/Employer Survey – spring 2012* for the complete distribution of percentages offered by both groups.

The results of the data collected from students and employers are shared with the faculty and with our constituents during the annual faculty meeting and the advisory board meeting. Advisory Board meeting minutes (see [Appendix 14](#)) are used to help track changes made in the various programs. As a result of those meetings, recommendations for changes are made and implemented.

The ongoing program evaluations provide the faculty with the opportunity to continuously upgrade and update our programs to meet the needs of our current students, future students, and our stakeholders. During the past few years we have worked to develop our programs into state of the art counselor education opportunities for future counselors who will serve the needs of Texas and other communities. As a result of the program assessments we have completed, the Counseling Programs section of the Department of Educational leadership and Counseling has made the following changes:

Master’s Programs in Clinical Mental Health Counseling (CMHC)

- Moved the CMHC program from 48 to 54 to 60 hours
- Revised all course syllabi and improved the overall assessment process
- Strengthened the curriculum of the CMHC study plan by adding new courses and the inclusion of new subject matter to meet the need of community based agencies to include: Substance Abuse; Crisis, Trauma, and Disaster services; psychopharmacology; revised Diagnosis and Treatment Planning.
- Provided support for students who want to study faith-based counseling/internships
- Provided a cohesive faculty (e.g., humor, ease, humility)
- Provided support for supervisors (e.g., diversified experiences, hands-on field work)
- Crisis Training (i.e. suicidal, etc.): We are now using a standard protocol for assessing suicide risk and seeking appropriate referrals for clients. Every faculty has the book and copies are in the clinics:
 - Identifying signs of potential crisis: training in 6376
 - Addressing needs of clients in crisis: training in 6376

Master’s Programs in School Counseling (SC)

- The program has moved from 36 hours to 48 hours.
- The faculty is moving forward with CACREP accreditation for the school counseling program.

- The program will be very specific to the role of the school counselor as manager of the Comprehensive Developmental Guidance and Counseling Program.
- Students participate in two 300 hour internships to meet both the CACREP requirements and the Texas Education Agency requirements
- Greater emphasis is placed on training in the areas of Crisis, Trauma, and Disaster

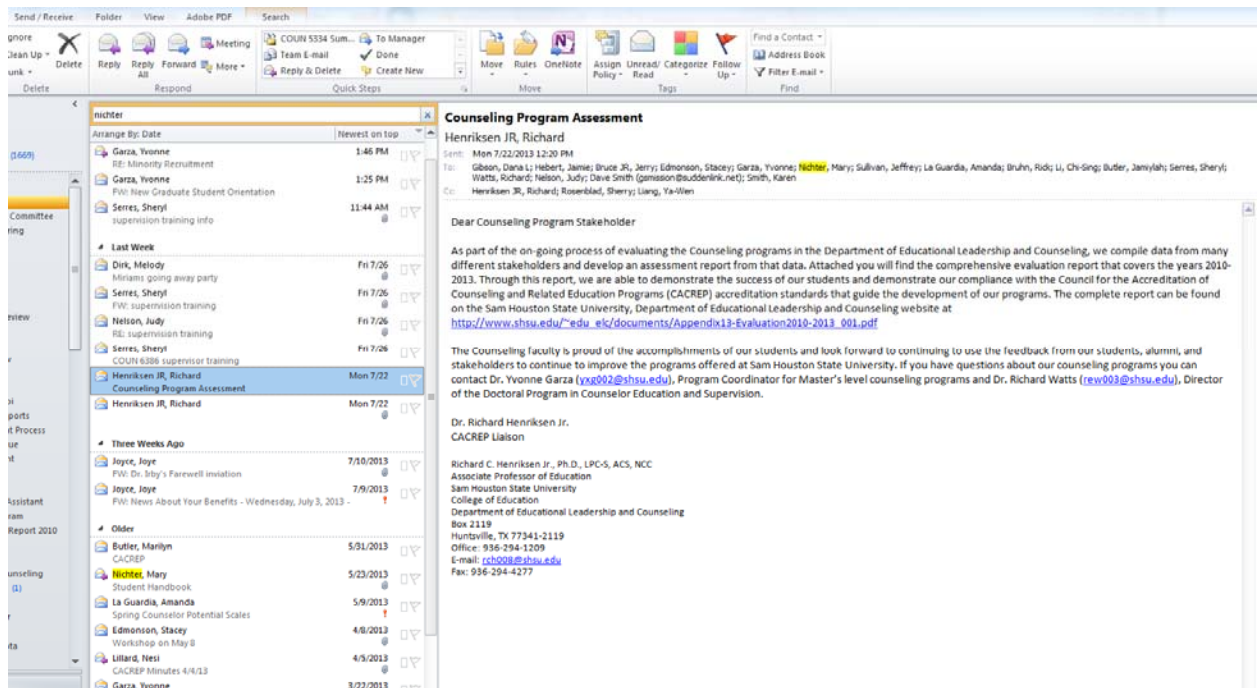
Doctoral Programs in Counselor Education and Supervision

- To enhance teaching opportunities: Students take the College Teaching Course and the Teaching Internship; they are also encouraged to volunteer to assist professors in courses that interest them
- To enhance clinical training, students take an intensive summer practicum
- Students take an Advanced Multicultural counseling course for increased preparation in this area
- Although many graduates affirmed the level of faculty mentoring provided, some expressed the desire for more mentoring from faculty, particularly regarding scholarship. Based on this feedback, we added several aspects to students' curricula experiences.
- Several students and advisory board members mentioned asked about more information regarding crisis training and leadership. Based on this feedback, we added discussion and application of crisis/trauma/disaster counseling in COUN 7331: Advanced Theories of Counseling. In addition, we added discussion and application of professional leadership and advocacy in counseling in COUN 7110: Ethics and Professional Orientation.
- Both graduates and advisory board members recommended that we offer more scholarship and assistantship support for doctoral students. Previously, we had three doctoral graduate assistantships that paid \$1,500 per month (but students were responsible for their tuition. Based on this feedback, we have expanded opportunities for doctoral students. Beginning Fall 2014 we will have three graduate assistantships that pay \$1,500 per month and provides a scholarship for tuition. In addition, doctoral students who are not graduate assistants can apply to teach in our undergraduate courses in our human services minor. Students who teach two courses will receive a scholarship for tuition in addition to the stipend they receive for teaching the courses. Our goal is to have three graduate assistantships and three teaching fellowships.

6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public

The official report summarizing our most recent survey results and resultant program modifications was posted on our departmental website. The entire report covers a period of several years from the Fall of 2010 until the Spring 2013 semester. The evaluation was sent to our stakeholders and posted on our website http://www.shsu.edu/~edu_elc/.

In addition, emails were sent to current students, faculty, administrators, personnel in cooperating agencies, and the Advisory Board members alerting them to the latest official report with the web address. What follows is the generic email sent to constituents:



Comprehensive Assessment Plan

The Counselor Education Program has in place a comprehensive assessment plan that addresses continuous systematic program evaluation and student learning outcomes. All students regardless of where they take classes are included in the comprehensive assessment plan.

Here is an overview of our continuous systematic student and program evaluation process with an explanation of each of the assessments. The grid shows when each assessment occurs throughout the year.

Sam Houston State University Continuous Systematic Evaluation Grid

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
1 Screening Applicants	X	X	X	X	X	X	X	X	X	X	X	X
2 Initial Advising	X					X				X		
3 Student Potential Scale	X				X					X		
4 Review & Retention		X	X	X	X	X	X	X	X	X		
5 SLOs	X				X					X		
6 Faculty Review								X	X			
7 Advisory Review									X			
8 Graduate Survey	X				X					X		
9 Supervisor Evaluation	X				X					X		
10 Employer Survey					X					X		

Systematic Developmental Assessment of Individual Students

1. **Screening of Applicants** involves initial paper review of academic, personal, and professional qualifications. Most qualified applicants are interviewed and are evaluated for suitability to program.
2. Initial Advising involves student and advisor reviewing expectations and completing a Temporary Plan of Study based on the students emphasis of School Counseling or Clinical Mental Health Counseling..
3. Student Potential Scales are used to evaluate the overall academic performance, professional, and personal development of each student and is completed by the instructor at completion of each class throughout the student's tenure in the master's and doctoral programs. The forms are kept electronically by the department.
4. Review and Retention of students occurs monthly at program faculty meetings where students with academic, personal, or professional concerns are discussed and action plans are devised. Summer reviews are conducted on an as needed basis.
5. Student Learning Outcomes are assessed and reviewed continuously throughout the year with the focus being on evaluations of student outcomes in each course.

Evaluation of Program Mission, Objectives and Student Learning Outcomes

6. Faculty members review curricular offerings in light of accreditation, licensure, and assessment of student learning outcomes on professional identity, professional practice, and program area standards at annual Spring semester meetings.
7. Advisory Board reviews of curricular offerings in light of accreditation, licensure, and assessment of student learning outcomes on professional identity, professional practice, and program area standards occur at the annual advisory board meeting during the Spring semester.
8. Surveys of program graduates in the different specialty areas are conducted by Andy Oswald in the Accreditation office of the College of education and by program faculty.
9. Formal studies of site supervisors' evaluations of the programs occur at the end of each semester.
10. Employers of counseling graduates surveys occur at six month intervals following the students graduation. This evaluation is currently conducted by Andy Oswald of the College of Education Accreditation office.

A grid indicating the courses in which the student learning outcomes are addressed for the school counseling and clinical mental health counseling master's programs is located in [Appendix 6](#). A similar grid indicating the courses in which the doctoral student learning outcomes are addressed is located in [Appendix 6](#).

BB. Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.

Students are presented with the opportunity to formally and anonymously provide quantitative and qualitative feedback to faculty at the end of each semester. Students use the IDEA evaluation system that is purchased and administered by SHSU. These evaluations are reviewed by the Department Chair and discussed during individual faculty meetings with the chair annually or more often if needed.

Internship Students are required, as stated in the Internship Handbook, to formally and in writing, evaluate their site supervisor(s). Students provide a copy of the formal evaluation to the internship instructor. A copy of the form used to evaluate the site supervisor is located in the Internship handbook in [Appendix 28](#).

CC. Annual results of student course evaluations are provided to faculty.

The faculty are provided with summed course evaluations and written comments for each course they teach. These evaluations are reviewed by the Department Chair and discussed during faculty meetings annually or as needed. The university uses the IDEA student evaluation system to facilitate student evaluation process.

DD. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.

Faculty are evaluated per the current policy of the Texas State University system and each faculty member is provided with a printed copy of all of the guidelines.

All students enrolled in practicum and internship is required to meet their supervisors to discuss the expectations and requirements of their clinical training. Students and site supervisors review the practicum and internship manuals and procedures. The manual and procedures include information regarding the mid-term and final evaluation processes. Students and supervisors have access to the mid-term and final evaluation rating forms. The practicum rating forms are incorporated into the Practicum Syllabus ([COUN 6376](#)). Separate school and clinical mental health masters and doctoral internship Mid-term ([Appendix 28](#)) and Final Evaluation forms ([Appendix 28](#)) are available. Students and supervisors complete a supervisory contract form on which they document that they have read and reviewed the practicum and internship manuals and procedures.

SECTION II

PROFESSIONAL IDENTITY

FOUNDATION

- A. A comprehensive mission statement has been developed that brings the counseling program into focus and concisely describes the program's intent and purpose. The mission statement is publicly available and systematically reviewed.**

A comprehensive mission statement appears on the program homepage, and in the Master's Handbook ([Appendix 2](#)). The mission statement is systematically reviewed annually at the program Spring Advisory meeting. It is also reviewed based upon current knowledge and projected needs concerning counseling practice and as a reflection of input from all persons in the conduct of the program, which typically occurs during one of the monthly counseling program meetings.

- B. The program area objectives meet the following requirements:**

- 1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.**
- 2. Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.**
- 3. Are directly related to program activities.**
- 4. Are written so they can be evaluated.**

Separate program objectives were developed for the School Counseling, Clinical Mental Health Counseling, and Counselor Education and Supervision Programs. These are listed in the respective program handbooks. These program objectives were developed based on input from students, site supervisors, and program graduates. The objectives were designed to meet the projected needs and changes in the respective disciplines related to our multicultural and pluralistic society. The objectives relate to program activities and are written in such a manner as to facilitate the evaluation of students' mastery thereof. Objectives are contained in each of the course syllabi and are aligned with outcome measures.

C. Students actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

The Program takes pride in the assistance given to our students to attend and present at state and national counseling workshops and conferences. Recent examples include funding students to attend the ACA conventions, ACES conventions, and the Texas Counseling Association Professional Growth Conference. The Program assists students in attending these by helping to underwrite registration and travel costs, by sharing rooms, and providing transportation. Master's and doctoral students often present, with faculty, and in groups, at these conferences. The Program has had an active chapter of Chi Sigma Iota, the counseling honor society, since the early 1990s. The Beta Kappa Tau chapter of CSI holds an annual career fair that assists students with finding internship sites and potential job placements. All but one counseling faculty member are members of ACA and all counseling faculty members are active in state, regional, and local professional counseling associations.

KNOWLEDGE

D. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:

1. Content areas.

2. Knowledge and skill outcomes.

3. Methods of instruction.

4. Required text(s) and/or reading(s).**5. Student performance evaluation criteria and procedures.**

Course syllabi are made available during the first meeting of each class in the program and are available in Blackboard. All syllabi specify content areas, knowledge and skill outcomes, required texts, methods of instruction, and student performance criteria. Each syllabus is keyed to specific CACREP standards where appropriate. [Appendix 27](#) includes recent copies of syllabi for all courses that are included in the School Counseling, Clinical Mental Health Counseling, and Counselor Education and Supervision doctoral program.)

E. Evidence exists of the use and infusion of current counseling-related research in teaching practice among program faculty and students.

All faculty use and infuse current counseling-related research in their courses as part of their teaching practice. Faculty members subscribe to relevant professional journals and incorporate research data from these journals in the instructional experiences students receive. Faculty members regularly attend local, regional, national, and international conferences and workshops to keep abreast of the latest research and developments in counseling. In addition, faculty members conduct original research and regularly present at conferences and workshops. The findings from faculty research are incorporated into the instructional experiences students receive.

Students produce papers in most classes that require that they review and summarize the relevant research literature from the counseling journals. Students are expected to conduct exhaustive literature reviews of the journals and appropriate websites. APA writing style is required for all papers submitted in all courses in all programs.

F. Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession.

All courses use and infuse technology in several ways. All courses are web-assisted using Blackboard and some courses are offered via distance learning (on-line). Topics covered in the courses include the use and impact of technology on the counseling profession.

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

This standard is met in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by a final exam, a discussion about the history and current practice of the counseling field, and an interview of a mental health professional and reflection.

a. history and philosophy of the counseling profession;

This standard is met in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by a final exam and a professionalism/ethics comprehensive case where students respond to questions about a case study and do a group presentation based on a decision-making model.

b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

This standard is met in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by an interview of a mental health professional and reflection summary, discussion about what to look for in selecting a counselor, and a TK20 multicultural competencies assessment and reflection.

c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

This standard is met in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by a final exam, a discussion about the history and current practice of the counseling field, and an interview of a mental health professional and reflection.

d. self-care strategies appropriate to the counselor role;

This standard is met in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by a final exam, attendance of a professional workshop and reflection, class discussions, and a professionalism/ethics comprehensive case where students respond to questions about a case study and do a group presentation based on a decision-making model.

e. counseling supervision models, practices, and processes;

This standard is met in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by an interview of a mental health professional and reflection summary, discussion about what to look for in selecting a counselor, and a TK20 multicultural competencies assessment and reflection.

f. professional organizations, including membership benefits, activities, services to members, and current issues;

This standard is met in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by a final exam, an interview of a mental health professional and reflection summary, class discussions, a professionalism/ethics comprehensive case where students respond to questions about a case study and do a group presentation based on a decision-making model, and a TK20 multicultural competencies assessment and reflection.

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

This standard is met in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by a final exam and a class discussion activity about licensing requirements.

- h. the role and process of the professional counselor advocating on behalf of the profession;**

This standard is met in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by an interview of a mental health professional and reflection summary, discussion about what to look for in selecting a counselor, and a TK20 multicultural competencies assessment and reflection.

- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and**

These standards are met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in class discussions, completing journal article reviews, doing a community interview, and completing a service learning project.

- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.**

This standard is met in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by a final exam and a professionalism/ethics comprehensive case where students respond to questions about a case study and do a group presentation based on a decision-making model.

- 2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:**

These standards are met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in class discussions, completing journal article reviews, doing a community interview, and completing objective quizzes.

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;**

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in class discussions, completing a journal article review from the Journal of Multicultural Counseling & Development, doing a community interview, completing objective quizzes, and immersing self in an activity that falls outside the boundaries of own culture and writing a reflection.

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;**

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in online discussions, by describing the student's personal cultural identity development, doing an activity to increase cultural knowledge and sensitivity and writing a paper about it, and immersing self in an activity that falls outside the boundaries of own culture and writing a reflection.

- c. theories of multicultural counseling, identity development, and social justice;**

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in online discussions, and completing a journal article review from the Journal of Multicultural Counseling & Development.

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in online discussions, completing a journal article review from the Journal of Multicultural Counseling & Development, doing an activity to increase cultural knowledge and sensitivity and writing a paper about it, and immersing self in an activity that falls outside the boundaries of own culture and writing a reflection.

e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in online discussions, by describing the student's personal cultural identity development, doing an activity to increase cultural knowledge and sensitivity and writing a paper about it, writing a letter to a state legislator advocating for the provision of mental health services, and immersing self in an activity that falls outside the boundaries of own culture and writing a reflection.

f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in online discussions, doing an activity to increase cultural knowledge and sensitivity and writing a paper about it, and immersing self in an activity that falls outside the boundaries of own culture and writing a reflection.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;

This standard is met in the required class [COUN 5397](#) Human Growth and Development Across the Lifespan. Knowledge is assessed using class activities, lectures, discussions, and discussion boards; writing a tribute to parents that describes the legacy received by them; special topics research concerning middle childhood, adolescence, or young adulthood development; exams; and completion of developmental interview of an adult over 60 years of age about their life influences.

b. theories of learning and personality development, including current understandings about neurobiological behavior;

This standard is met in the required class [COUN 5397](#) Human Growth and Development Across the Lifespan. Knowledge is assessed using class activities, lectures, discussions, and discussion boards; writing a tribute to parents that describes the legacy received by them; special topics research concerning middle childhood, adolescence, or young adulthood development; exams; and completion of developmental interview of an adult over 60 years of age about their life influences.

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

This standard is met in the required class [COUN 5397](#) Human Growth and Development Across the Lifespan. Knowledge is assessed using class activities, lectures, discussions, and discussion boards; writing a tribute to parents that describes the legacy received by them; special topics research concerning middle childhood, adolescence, or young adulthood development; exams; and completion of developmental interview of an adult over 60 years of age about their life influences.

d. theories and models of individual, cultural, couple, family, and community resilience;

This standard is met in the required class [COUN 5397](#) Human Growth and Development Across the Lifespan. Knowledge is assessed using class activities, lectures, discussions, and discussion boards; writing a tribute to parents that describes the legacy received by them; special topics research concerning middle childhood, adolescence, or young adulthood development; exams; and completion of developmental interview of an adult over 60 years of age about their life influences.

e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

This standard is met in the required class [COUN 5397](#) Human Growth and Development Across the Lifespan. Knowledge is assessed using class activities, lectures, discussions, and discussion boards; writing a tribute to parents that describes the legacy received by them; special topics research concerning middle childhood, adolescence, or young adulthood development; exams; and completion of developmental interview of an adult over 60 years of age about their life influences.

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

This standard is met in the required class [COUN 5397](#) Human Growth and Development Across the Lifespan. Knowledge is assessed using class activities, lectures, discussions, and discussion boards; writing a tribute to parents that describes the legacy received by them; special topics research concerning middle childhood, adolescence, or young adulthood development; exams; and completion of developmental interview of an adult over 60 years of age about their life influences.

- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and**

This standard is met in the required class [COUN 6364](#) Counseling for Addictions. Knowledge is assessed using class lecture, discussion, mid-term exam, treatment plan project, and article review.

- h. theories for facilitating optimal development and wellness over the life span.**

This standard is met in the required class [COUN 5397](#) Human Growth and Development Across the Lifespan. Knowledge is assessed using class activities, lectures, discussions, and discussion boards; writing a tribute to parents that describes the legacy received by them; special topics research concerning middle childhood, adolescence, or young adulthood development; exams; and completion of developmental interview of an adult over 60 years of age about their life influences.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;**

This standard is met in the required class [COUN 5370](#) Career Counseling. Knowledge is assessed through completing textbook readings, participating in discussion boards about career development theories and decision-making models, and completing online examinations.

- b. career, a vocational, educational, occupational and labor market information resources, and career information systems;**

This standard is met in the required class [COUN 5370](#) Career Counseling. Knowledge is assessed through completing textbook readings, participating in discussion boards by submitting a personal response and responding to another class member, and using career information resources to complete a professional portfolio.

c. career development program planning, organization, implementation, administration, and evaluation;

This standard is met in the required class [COUN 5370](#) Career Counseling. Knowledge is assessed through completing electronic career guidance and counseling intervention strategies.

d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;

This standard is met in the required class [COUN 5370](#) Career Counseling. Knowledge is assessed through completing a vocational autobiography, participating in discussion boards by submitting a personal response and responding to another class member, and completing an autobiography in the professional portfolio.

e. career and educational planning, placement, follow-up, and evaluation;

This standard is met in the required class [COUN 5370](#) Career Counseling. Knowledge is assessed through completing an electronic notebook and development of a professional portfolio.

f. assessment instruments and techniques relevant to career planning and decision making; and

This standard is met in the required class [COUN 5370](#) Career Counseling. Knowledge is assessed through completing online career assessments and summarizing the results,

development of a professional portfolio, and completing a research project about theories of career development.

- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.**

This standard is met in the required class [COUN 5370](#) Career Counseling. Knowledge is assessed through completing textbook readings, participating in discussion boards by submitting a personal response and responding to another class member, completing a research project about theories of career development, and online examinations.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;**

This standard is met in the required class [COUN 5364](#) Theories of Counseling by participation in discussion, completion of a theory sorter, and presentation of the student's guiding theory development.

- b. counselor characteristics and behaviors that influence helping processes;**

This standard is met in the required class [COUN 5385](#) Pre-Practicum Techniques of Counseling by participation in and evaluation of role-plays and recorded sessions with classmates to demonstrate the establishment and facilitation of a constructive, safe, and ethical relationship with clients.

c. essential interviewing and counseling skills;

This standard is met in the required class [COUN 5385](#) Pre-Practicum Techniques of Counseling by participation in and evaluation of a role-play of a client intake interview to demonstrate the establishment and facilitation of a constructive, safe, and ethical relationship with clients.

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

This standard is met in the required class [COUN 5364](#) Theories of Counseling by an exam, the Stan Case Study, discussion forums, completion of a theory sorter, presentation of the student's guiding theory, and completion of a cognitive song assignment

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

This standard is met in the required class [COUN 5385](#) Pre-Practicum Techniques of Counseling by participation in and evaluation of an interview of a family and constructing a three generational genogram tracking intergenerational patterns.

f. a general framework for understanding and practicing consultation; and

This standard is met in the required class [COUN 5364](#) Theories of Counseling by an exam, the Stan Case Study, and discussion forums.

g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

This standard is met in the required class [COUN 5385](#) Pre-Practicum Techniques of Counseling by conducting a mock-crisis intervention and suicide prevention by applying models and methods to provide psychological emergency care.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by presentation, skills assessment, and an annotated bibliography.

- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;**

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by presentation and skills assessment.

- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;**

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by presentation, skills assessment, and an annotated bibliography.

- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and**

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by presentation, skills assessment, a mid-term exam, an annotated bibliography, and reaction papers.

- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.**

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by presentation and skills assessment.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

These standards are met in the required class [COUN 6363](#) Assessment in Guidance and Counseling by demonstrating the knowledge gained through textbook readings, class discussions, online assignments, interviews, test critiques, testing a volunteer, writing a summary report, and completing a midterm and final exam.

a. historical perspectives concerning the nature and meaning of assessment;

This standard is met in the required class [COUN 6363](#) Assessment in Guidance and Counseling by demonstrating the knowledge gained through textbook readings, class discussions, and online assignments; interviewing a professional counselor who conducts assessments, critique a current journal article related to assessment containing the purpose, procedures, findings, and student reaction; conducting an intake interview, giving two assessments, completing a write up of the results, and a personal reaction about the field experience; in groups, research and present an analysis of one test and present their findings to the class; and completing a midterm and final exam.

b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;

This standard is met in the required class [COUN 6363](#) Assessment in Guidance and Counseling by demonstrating the knowledge gained through textbook readings, class discussions, and online assignments; interviewing a professional counselor who conducts assessments, critique a current journal article related to assessment containing the purpose, procedures, findings, and student reaction; conducting an intake interview, giving two assessments, completing a write up of the results, and a personal reaction about the field experience; in groups, research and present an analysis of one test and present their findings to the class; and completing a midterm and final exam.

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

This standard is met in the required class [COUN 6363](#) Assessment in Guidance and Counseling by demonstrating the knowledge gained through textbook readings, class discussions, and online assignments; interviewing a professional counselor who conducts assessments, critique a current journal article related to assessment containing the purpose, procedures, findings, and student reaction; conducting an intake interview, giving two assessments, completing a write up of the results, and a personal reaction about the field experience; in groups, research and present an analysis of one test and present their findings to the class; and completing a midterm and final exam.

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

This standard is met in the required class [COUN 6363](#) Assessment in Guidance and Counseling by demonstrating the knowledge gained through textbook readings, class discussions, and online assignments; interviewing a professional counselor who conducts assessments, critique a current journal article related to assessment containing the purpose, procedures, findings, and student reaction; conducting an intake interview, giving two assessments, completing a write up of the results, and a personal reaction about the field experience; in groups, research and present an analysis of one test and present their findings to the class; and completing a midterm and final exam.

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

This standard is met in the required class [COUN 6363](#) Assessment in Guidance and Counseling by demonstrating the knowledge gained through textbook readings, class discussions, and online assignments; interviewing a professional counselor who conducts assessments, critique a current journal article related to assessment containing the purpose, procedures, findings, and student reaction; conducting an intake interview, giving two assessments, completing a write up of the results, and a personal reaction about the field experience; in groups, research and present an analysis of one test and present their findings to the class; and completing a midterm and final exam.

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

This standard is met in the required class [COUN 6363](#) Assessment in Guidance and Counseling by demonstrating the knowledge gained through textbook readings, class discussions, and online assignments; interviewing a professional counselor who conducts assessments, critique a current journal article related to assessment containing the purpose, procedures, findings, and student reaction; conducting an intake interview, giving two assessments, completing a write up of the results, and a personal reaction about the field experience; in groups, research and present an analysis of one test and present their findings to the class; and completing a midterm and final exam.

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

This standard is met in the required class [COUN 6363](#) Assessment in Guidance and Counseling by demonstrating the knowledge gained through textbook readings, class discussions, and online assignments; interviewing a professional counselor who conducts assessments, critique a current journal article related to assessment containing the purpose, procedures, findings, and student reaction; conducting an intake interview, giving two assessments, completing a write up of the results, and a personal reaction about the field experience; in groups, research and present an analysis of one test and present their findings to the class; and completing a midterm and final exam.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

These standards are met in the required class [COUN 5379](#) Methods of Research by demonstrating the knowledge gained through completing an end of the semester comprehensive final exam.

a. the importance of research in advancing the counseling profession;

This standard is met in the required class [COUN 5379](#) Methods of Research by demonstrating the knowledge gained through summarizing an article that describes the importance of research in the counseling profession.

b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

This standard is met in the required class [COUN 5379](#) Methods of Research by demonstrating the knowledge gained through completing two research papers emphasizing qualitative and quantitative research methodologies.

c. statistical methods used in conducting research and program evaluation;

This standard is met in the required class [COUN 5379](#) Methods of Research by demonstrating the knowledge gained through writing a quantitative research paper and doing a presentation of quantitative methods.

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

This standard is met in the required class [COUN 5379](#) Methods of Research by demonstrating the knowledge gained through conducting a mock-qualitative study related to a counseling issue, making recommendations relevant to the counseling profession based upon the findings of the study, and writing a research paper.

e. the use of research to inform evidence-based practice; and

This standard is met in the required class [COUN 5379](#) Methods of Research by demonstrating the knowledge gained through using related variables to conduct several quantitative analyses,

including chi-square, independent samples t-test, and correlation, make recommendations based upon their findings that demonstrate knowledge of applying findings to inform evidence-based practice in writing a research paper.

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

This standard is met in the required class [COUN 5379](#) Methods of Research by demonstrating the knowledge gained through participating in class discussions to evaluate research and make recommendations based upon culturally relevant strategies.

SECTION III

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:

- 1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.**
- 2. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.**
- 3. Relevant supervision training and experience.**

All program faculty have doctoral degrees in counselor education and/or psychology. In addition, all program faculty hold appropriate professional licenses and/or certificates. The requirements for both doctoral degrees and licensure specify competence in counseling, training, and supervision (See faculty vitas in [Appendix 3](#).) The majority of the faculty are also Licensed Professional Counselors with the Supervisor endorsement.

B. Students serving as individual or group practicum student supervisors must meet the following requirements:

- 1. Have completed a master's degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.**
- 2. Have completed or are receiving preparation in counseling supervision.**
- 3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.**

Doctoral counselor education and supervision students, under the supervision of the assigned faculty member of record, sometimes provide group supervision in practicum. To be accepted into the doctoral program, a CACREP-accredited master's degree in counseling or equivalent is required. All doctoral supervisors have completed or are receiving preparation in counseling supervision. There are never more than five students serving as supervisors per faculty member. Ratios of faculty to student supervisors are generally 1:1 or 1:2.

C. Site supervisors must have the following qualifications:

- 1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.**
- 2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.**
- 3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.**
- 4. Relevant training in counseling supervision.**

All site supervisors possess the minimum of a master's degree in counseling or a closely related field and appropriate certifications and/or licenses as well as a minimum of two (2) years of pertinent professional experience. This is documented and confirmed through the supervisor qualification form that is completed by every site supervisor (see Supervisor Qualification form found on page 15 of the Internship Manual in [Appendix 28](#)).

Site supervisors are informed of the program's expectations, requirements, and evaluation procedures for students through the Master's Internship Manual (see [Appendix 28](#)), internship syllabi, and site visits or phone contacts by the faculty (see the Master's Internship Manual [Appendix 28](#)), and [Internship School/CMHC internship](#) syllabi. All site supervisors are invited to an annual in-service program on campus. Individual contacts with supervisors are documented in the individual student's internship folder.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

All site supervisors are invited to attend an orientation program offered twice a year (Fall semester and Spring semester) by a faculty member. In addition, all site supervisors are invited to attend periodic in-service programs held on campus. The supervisor training can also be accessed on the internet via our You Tube video (<http://youtu.be/aKZ1mXo8LVw>). Throughout the year, practicum and internship faculty instructors contact site supervisors to inquire if assistance and consultation are needed, as documented in students' files. See [Appendix 34](#) for additional information.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

All supervised practicums are conducted on the SHSU campus at either the Huntsville location or the Woodlands Center location. The roles and responsibilities of the faculty supervisor (who also serves as the site supervisor) and the student are included in the practicum course syllabus.

All internship students must have a signed supervision contract. These contracts are maintained in students' practicum and internship files. A copy of the internship supervision contract is in the Internship Manual ([Appendix 28](#)).

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

- 1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.**

All master's students must complete [COUN 6376](#) Supervised Practicum which includes a minimum of 100 overall clock hours, of which a minimum of 40 hours of individual and group counseling is required. Students log sheets are maintained in their clinical files.

- 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 supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.**

Students receive a minimum of one hour per week of individual supervision provided by a trained and supervised doctoral student supervisor. Logs of supervision time are maintained in the students' clinical files.

- 3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.**

Students receive a minimum average of 1½ hours per week group supervision typically provided by a faculty member or a doctoral graduate assistant under the supervision of a faculty member. Logs of group supervision time are maintained in the student's clinical files.

- 4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.**

Per the course requirements found in the [COUN 6376](#) Supervised Practicum course syllabus, students are expected to make audio- and/or DVD recording of their interactions with clients and review them with their supervisors during individual and group supervision.

5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Students receive a formative mid-term evaluation from their supervisor approximately midway through the completion of their practicum, and receive a summative evaluation at the end of the practicum experience by the course instructor who is also the supervisor. Supervisors review all evaluations with their practicum student(s), and both the supervisor and the student sign off on the evaluation. Evaluations are reviews by the instructor who assigns a final grade. Copies of the mid-term and final evaluation forms are in [Appendix 2](#). Further, practicum faculty instructors monitor students' progress in practicum through their face-to-face, telephone, and/or extensive electronic consultation with the students.

G. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.

All students are required to complete a supervised internship of 600 hours (two internship courses of 300 hours each) after successful completion of practicum. Students are required to have at least 240 hours of direct service. Students are required to keep logs of their daily activities to document fulfillment of their requirements. These logs are reviewed and initialed by the students' onsite supervisor. The syllabus for [COUN 6386](#) Internship contains the requirements for this course. Students' log sheets are maintained in their clinical files.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

Guidelines for internship published in the Internship Manual and the supervision contract require that students receive and site supervisors provide a minimum of one hour per week of individual and/or triadic supervision throughout the internship.

- 3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.**

Students in the master's internship are required to attend regularly scheduled internship class meetings where they receive a minimum of 1½ hours of supervision weekly. Course instructors meet for a minimum of 1½ hours of group supervision weekly through biweekly meetings of three hours. Doctoral students enrolled in the supervision portion of their internship receive supervision from the faculty member teaching the course to which the doctoral student has been assigned to assist. Finally, doctoral students completing the teaching component of their internship are supervised by their faculty advisor.

- 4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).**

The Internship Manual ([Appendix 28](#)) states that students are expected to participate in a wide range of professional activities that reflect the typical work duties of a professional counselor. Student logs are used to document and track the professional activities of students during the internship.

- 5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.**

The Internship Manual ([Appendix 28](#)) states that students are expected to participate in a wide range of professional activities that reflect the typical work duties of a professional counselor and that appropriate taping should be conducted to facilitate the supervision process.

- 6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.**

The Internship Manual ([Appendix 28](#)) contains forms that are to be used by the site supervisor to complete both a mid-term and an end of semester evaluation. These evaluations are completed with and discussed with the internship student and signed by both the internship student and the site supervisor. Evidence of this evaluation is maintained in the student's permanent folder. The course instructor provides the student with an overall evaluation as part of the course evaluation.

SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.

The primary content for history, philosophy and trends is included in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. Students are tasked with conducting an interview with a professional school counselor and writing an APA formatted paper that covers the interview, philosophy, trends, and their conceptualizations of the professional school counseling identity and roles.

Students are required to interview one school counselor about his or her job and daily responsibilities. The following questions should be included in your interview. Additionally, you may ask questions of your own choosing.

- What is the school counselor's role?
- What is a typical day for him/her?
- How does s/he make decisions about allocating time with many demands?
- How does the counselor feel about his or her job?
- In the counselor's current school setting, which of the following activities are most and least frequently used? Why? (Large Group Guidance - Small Group Guidance - Individual Counseling - Group Counseling - Assessment of Students - Strategies for Career Development – Other)
- In the counselor's current school setting, which of the following problems are of greatest concern? (Academic Failure - Family Dysfunction – Pregnancies - Child Abuse - Anger Management - Peer Relationships - Racial and Ethnic Tension - Drugs and Alcohol – Gang Violence – Other)
- In what ways does the counselor promote the school counseling program to faculty, administration, and community?
- How is the program funded? Has the counselor sought external funding for guidance or counseling project? If so, what and how? What kinds of records about the program does the counselor keep?

Students are required to write a 5- 7 page paper (using APA format) describing the key points of the interview. Additionally, the paper should include an overview of the history, philosophy, and

trends in school counseling; the professional organizations, preparation standards, and credentials of the profession; and compare the roles and functions of a school counselor to those of the school counselor interviewed. Students should also discuss how the interview impacted their conceptualizations of what it means to be a school counselor. Recorded interview will be uploaded to Blackboard. Additionally, you should be prepared to share important aspects of your interview with the class.

2. Understands ethical and legal considerations specifically related to the practice of school counseling.

This standard is met in [COUN 5112](#): Workshop: Ethical & Professional Issues in School Counseling. Knowledge is assessed using an ethical pretest and discussion, and a group activity using the ASCA ethical standards. Students complete the ethical pretest prior to discussion, review of ASCA Ethical Standards; participate in a group activity reviewing ASCA Ethical Standards, and present information in class.

Ethics Pretest

After listening to the lecture and viewing the power point, respond to the following questions. You will take this quiz prior to reviewing ASCA Ethical Standards for School Counselors. Examples are helpful.

1. Define confidentiality as it pertains to minors and list the limits of confidentiality.
2. Explain “Duty to Warn” and how it does and does not apply in Texas.
3. Give an example of a dual relationship and why it is discouraged. Can you think of a situation where a dual relationship could be beneficial to a student?
4. Why are Professional Disclosure statements important for school counselors when working with all age students?
5. What is meant by competence in the counseling profession? Why is it important to practice within the boundaries of competence?

Review of ASCA Ethical Standards and Class Presentation

Group Activity Assignment and Grading Criteria

Group Activity: Students will divide into four groups and review assigned sections of ASCA Ethical Standard (ASCA, 2010). Group members will create a scenario that demonstrates the application of the assigned standards. See below for sections assigned to each group.

This standard is met in COUN 5333 Methods of Consultation, Coordination, & Counseling. Knowledge is assessed using the rubric for interview and paper.

3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

The primary content for roles, functions, settings and professional identity of school counselors and other support personnel in the school is included in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. Students are tasked with conducting an interview with a

professional school counselor and writing an APA formatted paper that covers the interview, philosophy, trends, and their conceptualizations of the professional school counseling identity and roles.

Students are required to interview one school counselor about his or her job and daily responsibilities. The following questions should be included in your interview. Additionally, you may ask questions of your own choosing.

- What is the school counselor's role?
- What is a typical day for him/her?
- How does s/he make decisions about allocating time with many demands?
- How does the counselor feel about his or her job?
- In the counselor's current school setting, which of the following activities are most and least frequently used? Why? (Large Group Guidance - Small Group Guidance - Individual Counseling - Group Counseling - Assessment of Students - Strategies for Career Development – Other)
- In the counselor's current school setting, which of the following problems are of greatest concern? (Academic Failure - Family Dysfunction – Pregnancies - Child Abuse - Anger Management - Peer Relationships - Racial and Ethnic Tension - Drugs and Alcohol – Gang Violence – Other)
- In what ways does the counselor promote the school counseling program to faculty, administration, and community?
- How is the program funded? Has the counselor sought external funding for guidance or counseling project? If so, what and how? What kinds of records about the program does the counselor keep?

Students are required to write a 5 - 7 page paper (using APA format) describing the key points of the interview. Additionally, the paper should include an overview of the history, philosophy, and trends in school counseling; the professional organizations, preparation standards, and credentials of the profession; and compare the roles and functions of a school counselor to those of the school counselor interviewed. Students should also discuss how the interview impacted their conceptualizations of what it means to be a school counselor. Recorded interview will be uploaded to Blackboard. Additionally, you should be prepared to share important aspects of your interview with the class.

4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

Information about professional organizations, preparation standards and credentials relevant to school counseling is included in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. Students are tasked with conducting an interview with a professional school counselor and writing an APA formatted paper that covers the interview, philosophy, trends, and their conceptualizations of the professional school counseling identity and roles.

Students are required to interview one school counselor about his or her job and daily responsibilities. The following questions should be included in your interview. Additionally, you may ask questions of your own choosing.

- What is the school counselor's role?
- What is a typical day for him/her?
- How does s/he make decisions about allocating time with many demands?
- How does the counselor feel about his or her job?
- In the counselor's current school setting, which of the following activities are most and least frequently used? Why? (Large Group Guidance - Small Group Guidance - Individual Counseling - Group Counseling - Assessment of Students - Strategies for Career Development – Other)
- In the counselor's current school setting, which of the following problems are of greatest concern? (Academic Failure - Family Dysfunction – Pregnancies - Child Abuse - Anger Management - Peer Relationships - Racial and Ethnic Tension - Drugs and Alcohol – Gang Violence – Other)
- In what ways does the counselor promote the school counseling program to faculty, administration, and community?
- How is the program funded? Has the counselor sought external funding for guidance or counseling project? If so, what and how? What kinds of records about the program does the counselor keep?

Students are required to write a 5- 7 page paper (using APA format) describing the key points of the interview. Additionally, the paper should include an overview of the history, philosophy, and trends in school counseling; the professional organizations, preparation standards, and credentials of the profession; and compare the roles and functions of a school counselor to those of the school counselor interviewed. Students should also discuss how the interview impacted their conceptualizations of what it means to be a school counselor. Recorded interview will be uploaded to Blackboard. Additionally, you should be prepared to share important aspects of your interview with the class.

5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

Information about current models of school counseling programs including the ASCA model and other planning models is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students create a mission, calendar and action plan for their comprehensive school counseling program. Students are required to use the national and state models.

Students develop a mission statement to help guide the conceptualization of a school counseling program. These statements are always written as a team, and all members of the department must agree with this statement. The mission statement will serve as a piece of the foundation for the comprehensive school counseling program; as such it should incorporate key elements from the school mission statement, the ASCA National Model and TEA's Model. Students review

existing school counseling program mission statements for inspiration. Students develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held; to identify and communicate school counseling program priorities; and increase visibility of the school counseling program. There must be a plan detailing how the school counselor (student) plans to achieve all desired results in order to assist the efficient and effective delivery of the school counseling program. Action plans are used in three areas of the school counseling program: school counseling curriculum, small groups, and closing-the-gap activities. All three types of action plans are similar and contain the following: goals to be addressed; domain(s), standard(s) and competencies, which are consistent with school and program goals; description of school counseling activities to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activities; name of person(s) responsible for each activity; methods of evaluating school success using process, perception and outcome data; expected results for students stated in terms of what will be demonstrated by the student.

6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

Personal issues such as the ones listed in 6 are addressed in in [COUN 6335](#): Leadership, Advocacy & Accountability. Students communicate their understanding of the above issues through discussions, a final exam, and a literature review of a school counseling topic.

Students are required to select a topic from their needs assessments results in COUN 5333 or from other school-based experiences and write an 8-10 page research paper (in APA format) that includes a description of the magnitude of the problem. Use data from peer-reviewed literature to show a need for the intervention, behavioral characteristics of the problem (full description of problem), possible evidence based interventions or strategies to address the problem, gaps in the literature, and recommendations. References should include a minimum of ten articles from peer-reviewed journals. In addition, students should prepare a one page summary with a bibliography for their peers' review. All topics must be pre-approved.

This standard is met in COUN 5397 Human Growth and Development Across the Lifespan. Knowledge is assessed using exams, instructor evaluation of developmental interview, and topics paper.

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

School emergency management plan, roles and responsibilities of the school counselor during crises, disasters, and other trauma causing events is covered in [COUN 5110](#): Workshop for School Counselors. Students will complete FEMA IS-100.SCa Introduction to Incident Command System for Schools. Students complete the online training program and turn in certificate of completion in class per due date. (See

<http://www.fema.gov/emergency/nims/NIMSTrainingCourses.shtm>). Students scroll about ½ way down to locate a list of courses they can take online. They locate the course on school incidents, click the hyperlink and follow the directions. They print their certificate when the course is completed and turn it in during class.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

The abilities to apply and adhere to ethical and legal considerations specific to school counseling are demonstrated in the successful completion of [COUN 5112: Professional and Ethical Issues in School Counseling](#) and COUN 6386: Internship I and Internship II.

In COUN 5112, students apply ASCA Ethical Standards and identify the section in the standards that pertain to each case study. Skills and Practice is assessed using a final exam and cases studies. Students will divide into four groups and review assigned sections of ASCA Ethical Standard (ASCA, 2010). Group members will create a scenario that demonstrates the application of the assigned standards. See below for sections assigned to each group.

Final Take Home Examination

Case Studies: Legal and Ethical Issues in Working with Minors in Schools (Adapted from presentation by Dr. Carolyn Stone, University of North Florida).

Case 1: Falsifying School Records



Ethical and Legal Dilemmas to Ponder

1. Did the end justify the means?
2. Your state Professional Practice Commission (TCA/TSCA) recommends that you not be fired. Can you be fired by your school district anyway?
3. Can you be sued and found guilty for giving Bert incorrect information regarding course selection for college preparation?

Points to Consider

1. Sane v. Cedar Rapids School District
2. Negligent Misrepresentation – If you know a student has a need for information and you supply that information knowing they are relying on it; however, it happens to be inaccurate.

ASCA Sections	Groups
<ul style="list-style-type: none"> • A.1. Responsibility to Students • A.2. Confidentiality 	1
<ul style="list-style-type: none"> • A.4. Dual Relationships • A.8. Student Records 	2
<ul style="list-style-type: none"> • B.2. Parents/Guardians and Confidentiality • C.2. Sharing Information with Other Professionals 	3
<ul style="list-style-type: none"> • D.1. Responsibilities to the School • E.2. Diversity 	4

In COUN 6386, students demonstrate application of ethical and legal standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable performance* range (rating of 3 or 4) or the *exceptional performance* range (rating of 5 or 6) by the end of the semester on the following: Domain: School Counseling Foundation. Item 37: demonstrates the ability to apply and adhere to ethical and legal standards.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

Student interns articulate, model, and advocate for school counseling in [COUN 6335](#): Leadership, Accountability & Advocacy and [COUN 6386](#): Internship I and Internship II

In COUN 6335, students create a comprehensive school counseling website that articulates, models, and advocates for an appropriate school counselor identity and program. For the first part of the assignment students visit the websites of three schools (not school districts – two at the level you intend to work and one at another level). Students identify at least three strengths and three weaknesses for each site. For the second part of the assignment, students create a school website using a website creation tool that mediates any weaknesses detected in any of the three school websites visited. Wix.com offers attractive templates that are easy to use. If students choose to use another tool besides Wix, please let the professor know in advance of the assignment. Be as creative as you would like. Remember that the website should be organized, visually appealing, and chock-full of information. Students use this website to position themselves as the school leaders they are becoming. The ASCA National Model and A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools inform the content choices. Remember that the website is a reflection of the school, the school counseling professional, and the profession of school counseling.

In COUN 6386, students demonstrate application of foundation standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional performance* range (rating of 5 or 6) by the end of the semester on the following: Domain: Foundation. Item 38 demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

Material related to the standard above is contained in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. Students are responsible for creating a group proposal which includes an evaluation of the group interventions.

An integral part of a comprehensive school counseling program is group counseling. Students will be put into groups and charged with writing a group proposal (using APA format). They are to include research information including outcomes on their topic (i.e. a group for adolescents with bipolar disorder would include extensive information regarding symptoms, prevalence, diagnosis, and evidence based interventions). Each paper should include a description of the issue including symptoms, prevalence, diagnosis, and any evidenced based interventions. A rationale for the group, description of the group, intended screening processes of group members, goals and objectives, and rights and expectations of group members should also be addressed. Consult the literature for this information. Outline the weekly lessons for the group (a minimum of 6) and any staff, personnel, and/or materials required to make your group successful (2-3 pages maximum). Also, if possible, what community agency in the community might the student collaborate with in order to make this group a reality and why? Create an evaluation to be given to students who attend your group. Provide a rationale for the type of evaluation you chose and your inclusion of content in the evaluation. Please be sure that any charts or graphs included are in APA format as well. Consult A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools and/or the ASCA National Model for possible topics. This paper must be 10-12 pages. Also include at least 10 articles from peer-reviewed journals. Topic must be preapproved by professor.

This standard is met in the required class [COUN 5364](#) Theories of Counseling by completion of a theory sorter and by a presentation of the student's guiding theory development as described below:

Individual Presentation – This is the beginning of your process of developing your own theory of counseling. This presentation is to be a result of your journal writing and synthesis of the course that explains your beliefs about the nature of humans, how we develop, change, grow, and how we form our view of the world. This power point is to be presented in light of how you would attempt to help yourself in the counseling process. This presentation should answer the

following questions and be creatively presented using power point. Choose one issue and present your issue through one theoretical lens. A large portion of your grade is based on how you integrate the narrative and key theoretical concepts. No less than 10 slides.

Questions to ask yourself in formulating your presentation:

- *What are humans born with? (structure/function of the psyche) Define human nature.*
- *How do we develop problems, challenges, or ineffective functioning? What role does environment play in mental illness?*
- *Are humans able to change; if so, how does change occur in counseling? Are there specific strategies or skills that will help the client overcome?*
- *What is the counselor’s role in session?*
- *How will you know when a client is improving? What will be there experience in session?*

Grading Rubric

Present one personal theory via function/structure of the psyche	25	
Demonstration of integration of key concepts With personal life issue	100	
Visual Aid (e.g., powerpoint, handout, presentation board)	25	
Integrated personal issue and discussed via maladaptive and adaptive Personality development	50	
Total possible points:	200	

This standard is also met in the required class COUN 5364 Theories of Counseling by class discussion as outlined below:

Discussion Forums – Your responses should include (1) your own reflections and ideas (I do not give grades for work that is unbecoming of a graduate student), (2) insightful responses to other peer responses, (3) attempts to create a flowing discussion with other students in the class, (4) please be respectful of your peers and be courteous and thoughtful when responding, (5) and be thorough in addressing the topic – as well as integrate information from readings. Abbreviations are not helpful, please spell out all words.

Grading Rubric

Demonstrates knowledge of professional roles, Responsibilities and strategies of helping	10	
Responded to other members of the group	10	
Tied their response to the lecture, text or other Class activity	5	
Total possible points:	25	

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students create a comprehensive school counseling website that is an articulation of their knowledge related to designing, implementing, and evaluating programs that enhance the academic, career, and personal/social development of students.

In COUN 6335, students create a comprehensive school counseling website that articulates, models, and advocates for an appropriate school counselor identity and program. For the first part of the assignment students visit the websites of three schools (not school districts – two at the level you intend to work and one at another level). Students identify at least three strengths and three weaknesses for each site. For the second part of the assignment, students create a school website using a website creation tool that mediates any weaknesses detected in any of the three school websites visited. Wix.com offers attractive templates that are easy to use. If students choose to use another tool besides Wix, please let the professor know in advance of the assignment. Be as creative as you would like. Remember that the website should be organized, visually appealing, and chockfull of information. Students use this website to position themselves as the school leaders they are becoming. The ASCA National Model and A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools inform the content choices. Remember that the website is a reflection of the school, the school counseling professional, and the profession of school counseling.

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the skills and practices gained through developing a treatment plan by assessing client needs and determining short-term and long-term goals.

Treatment Plans

Students will work independently and in groups to develop treatment plans for the case studies provided in class. The **treatment plans** are to be developmentally appropriate for identified client(s) and must include the following:

Refer to Chapter 10 (Erk) for treatment plan guidelines. Treatment plan must consider the following:

- Statement of the problem(s)
- Prioritized list
- Treatment Goals and Plan
- Short-term goals
- Long-term goals
- Cultural specific interventions (when applicable)
- Recommendations to parents, teachers, and others
- Consideration of ethical and legal perspectives for the client(s)
- Considerations of developmental perspectives (cognitive, social, emotional)
- Diagnosis based on DSM-IV-TR criteria
- Pharmacological considerations (when applicable)

Developmentally appropriate and case specific therapeutic techniques/interventions

Grading Rubric

Statement of the problem	2	
Prioritized list	3	
Treatment Goal	5	
Objectives	5	
Interventions <ul style="list-style-type: none"> ▪ Developmentally appropriate ▪ Culturally appropriate 	5	
Axis 1-5	5	
	Total possible 25	Earned

Material related to the standard above is contained in COUN 6335: Leadership, Advocacy & Accountability. Students demonstrate their knowledge of strategies for helping students identify strengths and cope with environmental and developmental problems through their professional review of the literature.

In COUN 6335, students are required to select a topic from their needs assessments results in COUN 5333 or from other school-based experiences and write an 8-10 page research paper (in APA format) that includes a description of the magnitude of the problem. Use data from peer-reviewed literature to show a need for the intervention, behavioral characteristics of the problem (full description of problem), possible evidence based interventions or strategies to address the problem, gaps in the literature, and recommendations. References should include a minimum of ten articles from peer-reviewed journals. In addition, students should prepare a one page summary with a bibliography for their peers' review. All topics must be pre-approved.

This standard is met in COUN 5397 Human Growth and Development Across the Lifespan. Knowledge is assessed using exams and instructor evaluation of developmental interview.

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

This standard is met in [COUN 5333](#) Methods of Consultation, Coordination, & Counseling. Knowledge is assessed using the rubric for Group Proposal.

Material related to the standard above is contained in COUN 6335: Leadership, Advocacy & Accountability. In addition to classroom activities, students create a comprehensive school counseling program mission, calendar, and action plan that includes transition programming.

Students develop a mission statement to help guide the conceptualization of a school counseling program. These statements are always written as a team, and all members of the department must agree with this statement. The mission statement will serve as a piece of the foundation for the comprehensive school counseling program; as such it should incorporate key elements from the

school mission statement, the ASCA National Model and TEA's Model. Students review existing school counseling program mission statements for inspiration. Students develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held; to identify and communicate school counseling program priorities; and increase visibility of the school counseling program. There must be a plan detailing how the school counselor (student) plans to achieve all desired results in order to assist the efficient and effective delivery of the school counseling program. Action plans are used in three areas of the school counseling program: school counseling curriculum, small groups, and closing-the-gap activities. All three types of action plans are similar and contain the following: goals to be addressed; domain(s), standard(s) and competencies, which are consistent with school and program goals; description of school counseling activities to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activities; name of person(s) responsible for each activity; methods of evaluating school success using process, perception and outcome data; expected results for students stated in terms of what will be demonstrated by the student.

This standard is met in COUN 5397 Human Growth and Development Across the Lifespan. Knowledge is assessed using exams and instructor evaluation of developmental interview.

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

Material related to the standard above is contained in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. Students write an APA formatted group proposal which includes an evaluation of the group interventions.

An integral part of a comprehensive school counseling program is group counseling. Students will be put into groups and charged with writing a group proposal (using APA format). They are to include research information including outcomes on your topic (i.e. a group for adolescents with bipolar disorder would include extensive information regarding symptoms, prevalence, diagnosis, and evidence based interventions). Each paper should include a description of the issue including symptoms, prevalence, diagnosis, and any evidenced based interventions. A rationale for the group, description of the group, intended screening processes of group members, goals and objectives, and rights and expectations of group members should also be addressed. Consult the literature for this information. Outline the weekly lessons for the group (a minimum of 6) and any staff, personnel, and/or materials required to make your group successful (2-3 pages maximum). Also, if possible, what community agency in the community might the student collaborate with in order to make this group a reality and why? Create an evaluation to be given to students who attend your group. Provide a rationale for the type of evaluation you chose and your inclusion of content in the evaluation. Please be sure that any charts or graphs included are in APA format as well. Consult A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools and/or the ASCA National Model for possible topics. This paper must be 10-12 pages. Also include at least 10 articles from peer-reviewed journals. Topic must be preapproved by professor.

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by presentation, skills assessment, and an annotated bibliography as outlined below:

Annotated Bibliography – The student is expected to read five journal articles related to group work published within the past ten years. Students will give the APA 6th edition citation followed by a brief paragraph (or annotation) summarizing key points and practice applications for the article. Annotations should be no more than a paragraph. ACA or APA journals are appropriate sources for articles. Be sure to proofread your paper for correct form, spelling, and usage. Use APA format. This is not a reflection/reaction paper. You will review 5 journal articles pertinent to the topic you plan to cover as part of your final proposal project. You will have an APA style cover page followed by APA style references to the articles you read. Following the APA references, you will provide a single-spaced description of each article. The description should include the purpose of the conceptual piece/research study, results, why you think the article is important, and any implications the article might have for your final project (provides a theoretical reasoning for what you plan to do, etc.). The description should be in your own words.

This standard is also met in the required class [COUN 6374](#) Practicum in Group Counseling by a mid-term exam. Following are the four essay questions used to assess student progress:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]

4.

Take each of the above statements and show how you might respond to each person. What are some ways you could help the members become more specific? What are some questions you might ask them?

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

Material related to the standard above is contained in [COUN 5110](#): Workshop for School Counselors. Students plan and implement a Crisis Intervention Demonstration Video and Handout (Group Assignment) by forming groups of 4; submitting names of the “crisis team” at the end of first class; creating a 15-20 minute crisis intervention demonstration video with a crisis scenario (selected from a list provided by the professor or another topic with approval of instructor) and an intervention script. They also create appropriate handouts for the students in the class.

This standard is met in COUN 5397 Human Growth and Development Across the Lifespan. Knowledge is assessed using exams, instructor evaluation of developmental interview, and topics paper.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by presentation, skills assessment, and a final paper.

Material related to the standard above is demonstrated in the successful completion of assignments in COUN 6376: Supervised Practice in Counseling and COUN 6386: Internship I and Internship II.

In COUN 6376- Supervised Practice in Counseling, students are rated at midterm and at the end of the course on the Counseling Proficiencies. In order to complete COUN 6376, all proficiencies must be met with a rating of average or better. Proficiencies for this standard are: is

interpersonally competent; able to develop rapport; able to establish a counseling relationship; and can respond to multicultural issues. Students also complete a transcription assignment to demonstrate proficiencies. Students choose a ten minute segment from one of their sessions to transcribe. They write out the exact words of the client(s) and the exact words of the counselor in the first column. In the second column, they identify the counseling skill that the counselor is using. In the third column, they write a “better response,” one that would have elicited more information from the client, challenged the client to think in new ways, or would have been an empathic response.

In [COUN 6386](#), midterm and final evaluations by off-campus supervisor and faculty evaluation of counseling session/recordings will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. The evaluation is collaboration between the off-campus supervisor and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable performance range* (rating of 3 or 4) or the *exceptional performance range* (rating of 5 or 6) by the end of the semester on the following: Domain: Counseling Process. Items 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22: Is relaxed and comfortable in the interviews process; Communicates interest in and acceptance of the client; Facilitates client expression of concerns and feelings; Focuses on the content of the client's problem; Recognizes and resists manipulation by the client; Recognizes and addresses positive affect of the client; Recognizes and addresses negative affect of the client; Is spontaneous in the interview; Uses silence effectively; Is aware of own feelings in the counseling session; communicates own feelings to the client when appropriate; Recognizes and skillfully interprets the client's covert messages. Additionally Domain: Diversity and Advocacy: Item 44: demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by presentation, skills assessment, and an annotated bibliography as outlined below:

Annotated Bibliography – The student is expected to read five journal articles related to group work published within the past ten years. Students will give the APA 6th edition citation followed by a brief paragraph (or annotation) summarizing key points and practice applications for the article. Annotations should be no more than a paragraph. ACA or APA journals are appropriate sources for articles. Be sure to proofread your paper for correct form, spelling, and usage. Use APA format. This is not a reflection/reaction paper. You will review 5 journal articles pertinent to the topic you plan to cover as part of your final proposal project. You will have an APA style cover page followed by APA style references to the articles you read. Following the APA references, you will provide a single-spaced description of each article. The description should include the purpose of the conceptual piece/research study, results, why you think the article is important, and any implications the article might have for your final project (provides a

theoretical reasoning for what you plan to do, etc.). The description should be in your own words. DO NOT PLAGIARIZE THE ABSTRACT!!!

Material related to the standard above is demonstrated in the successful completion of assignments in COUN 6376: Supervised Practice in Counseling and COUN 6386: Internship I and Internship II.

In [COUN 6376](#)- Supervised Practice in Counseling, students are rated at midterm and at the end of the course on the Counseling Proficiencies. In order to complete COUN 6376, all proficiencies must be met with a rating of average or better. Proficiencies relevant to this standard are: demonstrates mastery of intervention techniques; able to formulate treatment goals; and demonstrates use of good judgment in counseling skills.

In [COUN 6386](#), students demonstrate application of individual, group counseling, and classroom guidance at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional performance* range (rating of 5 or 6) by the end of the semester on the following: Domain: Counseling, Prevention, and Interventions. Item 40 and 41: provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students; designs and implements prevention and intervention plans 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. Faculty evaluation of counseling session/recordings and the counseling activity log documents that the student provides individual and group counseling and classroom guidance to promote academic career, and personal/social development of students.

3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the skills and practices gained through developing a treatment plan by assessing client needs and determining short-term and long-term goals.

Treatment Plans

Students will work independently and in groups to develop treatment plans for the case studies provided in class. The **treatment plans** are to be developmentally appropriate for identified client(s) and must include the following:

Refer to Chapter 10 (Erk) for treatment plan guidelines. Treatment plan must consider the following:

- Statement of the problem(s)
- Prioritized list

- Treatment Goals and Plan
- Short-term goals
- Long-term goals
- Cultural specific interventions (when applicable)
- Recommendations to parents, teachers, and others
- Consideration of ethical and legal perspectives for the client(s)
- Considerations of developmental perspectives (cognitive, social, emotional)
- Diagnosis based on DSM-IV-TR criteria
- Pharmacological considerations (when applicable)
- *Developmentally appropriate and case specific therapeutic techniques/interventions*

Grading Rubric

Statement of the problem	2	
Prioritized list	3	
Treatment Goal	5	
Objectives	5	
Interventions <ul style="list-style-type: none"> ▪ Developmentally appropriate ▪ Culturally appropriate 	5	
Axis 1-5	5	
	Total possible 25	Earned

Material related to the standard above is demonstrated in the successful completion of assignments in COUN 6376: Supervised Practice in Counseling and COUN 6386: Internship I and Internship II.

In [COUN 6376](#) students will complete process notes on each client relative to the client’s completion of homework, functionality, and current topics for each session. Based on information from the session and using the process notes, the student will assess the client’s current level of functioning and design an appropriate intervention plan.

In [COUN 6386](#), students perform activities including serving on referral committees, response to intervention teams, ARD/IEP committees, four year plan development, and input into curriculum development and school programming. In COUN 6386, students demonstrate application of prevention and intervention standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the School Counseling Internship Site Evaluation Form, students must rate in the appropriate/acceptable performance range (rating of 3 or 4) or the exceptional performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Counseling, Prevention, and Intervention. Item 41: designs and implements prevention and intervention plans 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. Faculty evaluation of counseling session/recordings and the counseling activity log documents that the student provides individual and group counseling and classroom guidance to promote academic career, and personal/social development of students.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

Material related to the standard above is contained demonstrated in the successful completion of assignments in [COUN 6376](#): Supervised Practice in Counseling and [COUN 5110](#): Workshop in School Counseling.

In [COUN 6376](#), all students are trained to assess and intervene with clients who present with suicidal ideas or intentions using the Collaborative Assessment and Management of Suicidality (CAMS) (Jobes, Moore, & O'Connor, 2007). Using the CAMS, students demonstrate through role-play the ability to assess, intervene, and manage clients at risk for suicide.

In [COUN 5110](#): Workshop in School Counseling, students Identify a potential situation in schools that may lead to a crisis and create a school-wide program to help students either avoid the crisis or deal effectively with a crisis once it happens. Topics might include, but are not limited to: bullying, dating violence in adolescent, **suicide ideation and attempts**, school violence, drug use and abuse, drinking and driving, texting and driving, sexting, cutting, etc. This should be a PREVENTION program, not a crisis response. These are problems that often lead to crises, so by providing information to students, school counselors can often help students avoid dangerous situations.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Material related to the standard above is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

Students refer K-12 clients and their families to appropriate community resources when necessary. To discuss limitations as a school counselor, students meet weekly in small group supervision and with site supervisors. Individual supervision on campus is scheduled monthly and available by the student's request. Therefore the student's peers, site and campus supervisors are helping them monitor his or her limits of competence. In COUN 6386, students demonstrate application of recognizing limitations as a school counselor and seeking supervision or referring clients when appropriate at their internship sites which is documented by the midterm and final evaluations, collaboration between the off-campus supervisors and the professor. In the School Counseling Internship Site Evaluation Form, students must rate in the appropriate/acceptable performance range (rating of 3 or 4) or the exceptional performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Counseling, Prevention, and Intervention. Item 43: demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

Material related to the standard above is contained in [COUN 5112](#): Workshop: Ethical & Professional Issues in School Counseling. Students will complete the ethical pretest prior to

discussion and review of ASCA Ethical Standards. They participate in a group activity reviewing ASCA Ethical Standards and present the information in class.

After listening to the lecture and viewing the power point, respond to the following questions. You will take this quiz prior to reviewing ASCA Ethical Standards for School Counselors. Examples are helpful.

1. Define confidentiality as it pertains to minors and list the limits of confidentiality.
2. Explain “Duty to Warn” and how it does and does not apply in Texas.
3. Give an example of a dual relationship and why it is discouraged. Can you think of a situation where a dual relationship could be beneficial to a student?
4. Why are Professional Disclosure statements important for school counselors when working with all age students?
5. What is meant by competence in the counseling profession? Why is it important to practice within the boundaries of competence?

Review of ASCA Ethical Standards, Class Presentation, and Group Activity Assignment

Group Activity

Students will divide into four groups and review assigned sections of ASCA Ethical Standard (ASCA, 2010). Group members will create a scenario that demonstrates the application of the assigned standards. See below for sections assigned to each group.

ASCA Ethical Standards sections assigned to Groups

ASCA Sections	Groups
<ul style="list-style-type: none"> • A.1. Responsibility to Students • A.2. Confidentiality 	1
<ul style="list-style-type: none"> • A.4. Dual Relationships • A.8. Student Records 	2
<ul style="list-style-type: none"> • B.2. Parents/Guardians and Confidentiality • C.2. Sharing Information with Other Professionals 	3
<ul style="list-style-type: none"> • D.1. Responsibilities to the School • E.2. Diversity 	4

- 2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.**

Material related to the standard above is contained in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. Students create a comprehensive resource guide for students and their families.

Connecting our students and their families with resources in the community is an important part of our job as professional school counselors. Students will be put into groups in order to identify and organize community resources in an assigned area that might ultimately improve student achievement. This resource guide must be comprehensive in that it provides information across the lifespan and addresses the academic, career, and personal/social development of students. Be sure that all of the information enclosed in your guide is complete; check phone numbers and website links to be sure that they are current and working. Examples of resources include, but are not limited to counseling/substance abuse services, after school child care, peer interventions, crisis, food, clothing, shelter, immigration, and employment services.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students will complete the *School-wide Cultural Competence Observation Checklist* alongside colleagues from their schools, prioritize their findings, and develop an action plan.

Students attend the training on the School-wide Cultural Competency Observation Checklist (SCCOC). Students enlist the support of their principal and staff. If possible, they conduct a mini-session on school-wide cultural competence. Students are transparent about what they are doing. Students form an assessment team of about 6 members. Some possible choices for team members are: an administrator, team leaders, department chairs, the nurse or librarian, a parent. Students meet with their teams and go over the instrument so teams understand how they are to conduct the assessment. Students emphasize the need to do this first step without consulting with each other; give them a time frame and a date for the next meeting when results will be compared. Two weeks would be an appropriate amount of time to complete the checklist. Students meet with the team to compare results. Each person provides their top three strengths and top three challenge areas from their assessments. Reach consensus on which challenges the team will focus. Ask team members to think about actions that might help create a better learning environment based on the challenges that were chosen and email their ideas to you. Using the feedback received from the team, students create an action plan (remember the examples provided in the training) that is consistent with the ASCA National and TEA Models. Students present the written action plan to the team for comments and refinement. Meet with the principal or leadership team to present the results.

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the knowledge gained through reading assigned materials and discussing in class and presenting cultural considerations in a case study.

1. Students will do a presentation/paper with the following components:

- a. **Prepare a case study** based on selected disorders usually first diagnosed in infancy, childhood, or adolescence. The case study presentation should include the following headings/info:
 Scenario of client (child, or adolescent) discuss major symptoms/behaviors
 Cultural considerations (ethnicity, language, nationality, gender)
 Family Considerations (parent-child, sibling, extended family relationships)
 Pharmacological considerations
 Academic achievement (IQ measures, grades, criterion tests, etc.as applicable)
 Social considerations (SES, parent occupation)
 Personal considerations (intra/interpersonal, stressors & coping mechanisms)

- b. **Create a treatment plan** for the child or adolescent in your case study. Use the criteria in item #1above. Be sure to Introduce or Demonstrate a Specific therapeutic techniques/interventions in your presentation. You can have a separate handout if you like for students with the instructions and rational for your technique.

- c. **A written research paper** of the selected disorder must be submitted on the date of the oral presentation. The written paper will present a discussion of current research of the disorder. Include the following: history and prevalence of the disorder, diagnostic criteria, symptoms of the disorder, assessment and diagnostic tools or frequently used screenings for evaluation, prevention and intervention treatment modalities, medications as treatment including side effects/risks of medications, therapeutic approach appropriate for this disorder, and implications for parents/family and clinicians. Paper must be prepared using APA format, SHSU writing standards, 8 to 10 pages in length (this length does not include the case study or treatment plan) with 8 current references (limit web references to 3).

- d. **Students will present** a 40 minute power point presentation highlighting the case study, discussing the treatment plan and discussing/demonstrating an intervention.

Grading Rubric

Research Paper <ul style="list-style-type: none"> ▪ - pts off for missing/weak categories ▪ -10 for lack of APA format ▪ -5 if page length is not met ▪ -5 if reference requirement is not met 	100	
Oral presentation of Case Study <ul style="list-style-type: none"> ▪ Introduce your child & diagnosis (5) ▪ Discuss symptoms (5) ▪ Hit all categories listed above (10) ▪ Met time requirement (5) 	25	
Treatment Plan <ul style="list-style-type: none"> ▪ -5 if a strategy is not demonstrated ▪ -10 format 	25	

<ul style="list-style-type: none"> ▪ -5 weak goal ▪ -5 minimal objectives 		
	150 possible	Earned

Material related to the standard above is contained in COUN 6335: Leadership, Advocacy & Accountability. Students will complete the *School-wide Cultural Competence Observation Checklist*.

Students attend the training on the School-wide Cultural Competency Observation Checklist (SCCOC). Students enlist the support of their principal and staff. If possible, they conduct a mini-session on school-wide cultural competence. Students are transparent about what they are doing. Students form an assessment team of about 6 members. Some possible choices for team members are: an administrator, team leaders, department chairs, the nurse or librarian, a parent. Students meet with their teams and go over the instrument so teams understand how they are to conduct the assessment. Students emphasize the need to do this first step without consulting with each other; give them a time frame and a date for the next meeting when results will be compared. Two weeks would be an appropriate amount of time to complete the checklist. Students meet with the team to compare results. Each person provides their top three strengths and top three challenge areas from their assessments. Reach consensus on which challenges the team will focus. Ask team members to think about actions that might help create a better learning environment based on the challenges that were chosen and email their ideas to you. Using the feedback received from the team, students create an action plan (remember the examples provided in the training) that is consistent with the ASCA National and TEA Models. Students present the written action plan to the team for comments and refinement. Meet with the principal or leadership team to present the results.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

Material related to the standard above is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386, sections of the internship syllabus provide the requirements for delivering these services to all students in school placements. Counseling students complete a school data profile, identify a group that may need additional help and plan with their site supervisor and school administration, ways to meet the needs. Some examples are tutoring groups, peer helper programs, counseling for repeat students in in-school suspension and groups for girls who are pregnant. Other activities include serving on referral committees, response to intervention teams, ARD/IEP committees, four year plan development, and input into curriculum development and school programming. COUN 6386, students demonstrate application of diversity and advocacy standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the School Counseling Internship Site Evaluation Form, students must rate in the appropriate/acceptable performance range (rating of 3 or 4) or the exceptional performance range (rating of 5 or 6) by the end of the

semester on the following: Domain: Diversity and Advocacy. Item 44: demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

Material related to the standard above is demonstrated in [COUN 6386](#): Internship I and Internship II.

In COUN 6386, sections of the internship syllabus provide the requirements for delivering these services in school placements. Counseling students participate in team planning with teachers and with student assistant team decisions. These activities include serving on referral committees, response to intervention teams, ARD/IEP committees, four year plan development, and input into curriculum development and school programming. In COUN 6386, students demonstrate application of diversity and advocacy standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the School Counseling Internship Site Evaluation Form, students must rate in the appropriate/acceptable performance range (rating of 3 or 4) or the exceptional performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Diversity and advocacy. Items 45: advocates for the learning and academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

Material related to the standard above is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386, sections of the internship syllabus provide the requirements for delivering these services in school placements. Counseling students do a climate survey, discuss their findings with their site supervisor and school administration and plan school-wide activities with their site supervisors and with permission of the school. In COUN 6386, students demonstrate application of diversity and advocacy standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the School Counseling Internship Site Evaluation Form, students must rate in the appropriate/acceptable performance range (rating of 3 or 4) or the exceptional performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Diversity and Advocacy. Item 46: advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations..

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Material related to the standard above is demonstrated in [COUN 6386](#): Internship I and Internship II.

In COUN 6386, sections of the internship syllabus provide the requirements for delivering these services in school placements. Counseling students plan parent education workshops, conduct parent conferences and in middle/high school deliver information about future planning. In addition, students include families in activities while serving on referral committees, response to intervention teams, ARD/IEP committees, and four year plan development. In COUN 6386, students demonstrate application of diversity and advocacy standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the School Counseling Internship Site Evaluation Form, students must rate in the appropriate/acceptable performance range (rating of 3 or 4) or the exceptional performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Diversity and Advocacy. Item 47: engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students demonstrate their knowledge in a final exam.

G.1. Understands the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

This standard is met in COUN 5333 Methods of Consultation, Coordination, & Counseling. Knowledge is assessed using the rubric for needs assessment.

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students demonstrate their knowledge in a final exam.

G.2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

- [REDACTED]

In [COUN 5110](#): Workshop in School Counseling, students Identify a potential situation in schools that may lead to a crisis and create a school-wide program to help students either avoid the crisis or deal effectively with a crisis once it happens. Topics might include, but are not limited to: bullying, dating violence in adolescent, suicide ideation and attempts, school violence, drug use and abuse, drinking and driving, texting and driving, sexting, cutting, etc. This should be a PREVENTION program, not a crisis response. These are problems that often lead to crises, so by providing information to students, school counselors can often help students avoid dangerous situations. .

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

Material related to the standard above is contained in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. Students are charged with choosing a needs assessment format, then creating, administering, collecting, and analyzing the needs assessment data.

Students develop and implement a needs assessment in their school buildings. They may assess the needs of their school by collecting data from students, parents, teachers, or all. This assignment requires students to construct a brief (but comprehensive) survey that uses survey design best practices. The design maximizes the effectiveness and efficiency of the survey by increasing reliability, minimizing response bias, reducing participant burden, increasing response rates, and eliciting actionable information. Most importantly, students design the needs assessment with a purpose (creating a comprehensive school counseling program). Needs assessments should cover all three domain areas of a comprehensive school counseling program: academic, career, and personal/social. The results from the needs assessment will be used to make programmatic decisions (i.e. guidance curriculum lesson, group proposal). After students have created the needs assessment (distributed it and garnered results), they analyze the results and present the process in the form of a paper (4-5 pages and an appendix that includes a copy of the actual survey). This paper must be in APA format and include at least one source that is not a required text for this course. In particular, this paper should address: the purpose/goal(s) of the

needs assessment; where and how administered, and to whom; survey design; survey results; results analysis (including any limitations of the survey and/or survey administration); and how the assessment specifically, connects with the ASCA National Model and the Texas Model for A Comprehensive, Developmental Guidance and Counseling Program.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 5333](#): Methods of Consultation, Coordination & Counseling and [COUN 6386](#): Internship I and Internship II.

In COUN 5333, students create, administer, collect and analyze needs assessment data. Students develop and implement a needs assessment in their school buildings. They may assess the needs of their school by collecting data from students, parents, teachers, or all. This assignment requires students to construct a brief (but comprehensive) survey that uses survey design best practices. The design maximizes the effectiveness and efficiency of the survey by increasing reliability, minimizing response bias, reducing participant burden, increasing response rates, and eliciting actionable information. Most importantly, students design the needs assessment with a purpose (creating a comprehensive school counseling program). Needs assessments should cover all three domain areas of a comprehensive school counseling program: academic, career, and personal/social. The results from the needs assessment will be used to make programmatic decisions (i.e. guidance curriculum lesson, group proposal). After students have created the needs assessment (distributed it and garnered results), they analyze the results and present the process in the form of a paper (4-5 pages and an appendix that includes a copy of the actual survey). This paper must be in APA format and include at least one source that is not a required text for this course. In particular, this paper should address: the purpose/goal(s) of the needs assessment; where and how administered, and to whom; survey design; survey results; results analysis (including any limitations of the survey and/or survey administration); and how the assessment specifically, connects with the ASCA National Model and the Texas Model for A Comprehensive, Developmental Guidance and Counseling Program.

In COUN 6386, students work with an entire school population in the internship. In COUN 6386, students demonstrate the ability to assess and interpret students' strengths and needs at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Assessment. Item 48: assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities.

2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the knowledge gained through participation in class discussions and researching various mental health disorders affecting children and adolescents, and critiquing a research article related to diagnosis and treatment of a child or adolescent disorder.

Article Critique

Students should follow the guide below in addressing important aspects of the article they are critiquing. Critiques should be no more than 5 pages. Professionalism is encouraged.

A. Background and Review of Literature

1. Why is this study/article important?
2. What theory does it use or discuss, if any?
3. What does this study/article mean for counselors?
4. What knowledge gap is it trying to fill or what type of question is it trying to answer?
5. What types of studies or other literature are cited?

B. Statement of the Problem

1. What is the “problem” or question according to the authors?
2. Is the question or problem worth answering or is it important to counseling and why?
3. Are there hypotheses or research questions? What are they? And how to the authors suggest to answer them?

C. Research Design** Some articles do not describe a study or an experiment. These are conceptual articles. If the article is conceptual, skip to part D.

1. Does the article describe an experimental design? (ie. Does it answer the research question(s) through tests?)
2. What type of methodology is proposed? Quantitative (using statistics) or qualitative (using thematic analysis of interviews or artifacts)?
3. If the design is experimental, briefly describe the study and how it was conducted. Include population (who was being studied) and what was done.
4. What were the results?

D. Overview of Concept

1. What points are being made?
2. Are the points being made valid or important for counselors? Why?
3. If there are suggestions or strategies for school counselors given what are they?

E. Results and Conclusions

1. What were the general conclusions drawn from either the overview of concepts or from the results of the study?
2. Do the conclusions answer the research questions?
3. How do the conclusions serve to inform counselors?
4. Would this article be useful for counselors in training? Why or why not?

5. What other research could be done based on this article?
6. What is your opinion of this article and its relevance?

Material related to the above standard is demonstrated in the successful completion of assignments in COUN 6386: Internship I and Internship II.

In COUN 6386 internship sections of the internship syllabus provide the requirements for delivering these services in school placements. These activities include serving on referral committees, response to intervention teams, ARD/IEP committees, and four year plan development. Students' case presentations in group supervision detail their use of assessment strategies. Midterm and final evaluations by off-campus supervisor, faculty evaluation of counseling session/recordings, and the case study document students' ability to select appropriate assessment strategies. In COUN 6386, students demonstrate application of assessment standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the School Counseling Internship Site Evaluation Form, students must rate in the appropriate/acceptable performance range (rating of 3 or 4) or the exceptional performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Assessment. Item 49: selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

This standard is met in [COUN 5333](#) Methods of Consultation, Coordination, & Counseling. Skills and practices are assessed using the rubric for group proposal.

Group Proposal (125 points)

An integral part of a comprehensive school counseling program is group counseling. You will be put into groups and charged with writing a group proposal (using APA format). Be sure to include research information including outcomes on your topic (i.e. a group for adolescents with bipolar disorder would include extensive information regarding symptoms, prevalence, diagnosis, and evidence based interventions). Each paper should include a description of the issue including symptoms, prevalence, diagnosis, and any evidenced based interventions. A rationale for the group, description of the group, intended screening processes of group members, goals and objectives, and rights and expectations of group members should also be addressed. Consult the literature for this information. Outline the weekly lessons for your group (a minimum of 6) and any staff, personnel, and/or materials required to make your group successful (2-3 pages maximum). Also, if possible, what community agency in the community might you collaborate with in order to make this group a reality and why? Create an evaluation to be given to students who attend your group. Provide a rationale for the type of evaluation you chose and your inclusion of content in the evaluation. Please be sure that any charts or graphs included are in APA format as well. Consult *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools* and/or the *ASCA National Model* for possible

topics. This paper must be 10-12 pages. You must also include *at least* 10 articles from peer-reviewed journals. Topic must be preapproved by professor.

Criteria	Points
Utilized APA format	15
Shaped rationale for proposal with the counseling literature (at least 10 peer-reviewed journal articles)	20
Evidence-based description of the issue and resulting interventions	20
Detailed each component of the group	20
Provided plan for collaboration with at least one community agency	10
Developed an evaluation tool that follows best practices	25
Ability to collaborate with peers	15

In COUN 6386 internship sections of the internship syllabus provide the requirements for delivering these services in school placements. These activities include serving on referral committees, response to intervention teams, ARD/IEP committees, and four year plan development. Students' case presentations in group supervision detail their use of assessment strategies. In COUN 6386, students demonstrate application of assessment standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the School Counseling Internship Site Evaluation Form, students must rate in the appropriate/acceptable performance range (rating of 3 or 4) or the exceptional performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Assessment. Item 50: analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs..

4. Makes appropriate referrals to school and/or community resources.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386 counseling students work with other professionals in their school site and sometimes in community agencies. For example, all counseling student interns work with the school social worker, psychologist, and school administrative team. Some work with the Department of Health and Human Services, in-patient and out-patient treatment centers, and private practitioners. Students' ability to make appropriate referrals to resources is documented by the site supervisor in the midterm and final evaluations and the students' case presentations in group supervision. In COUN 6386, students demonstrate application of assessment standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Assessment. Item 51: makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students' academic, career, and personal/social development.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386, sections of the internship syllabus provide the requirements for delivering these services in school placements. Activities include serving on referral committees, response to intervention teams, ARD/IEP committees, and four year plan development. The data analysis of the school site allows students to identify students who are not succeeding. Midterm and final evaluations by off-campus supervisor, faculty evaluation of counseling session/recordings, and the case study document students' ability to assess barriers. In COUN 6386, students demonstrate application of assessment standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Assessment. Item 52: assesses barriers that impede students' academic, career, and personal/social development.

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the knowledge gained through identifying appropriate interventions that fit a specific diagnosis for a child or adolescent client from a book or video.

Critique of Therapy Book or Video or Game

In this assignment you will read or watch a book or video or study a game that could be used by counselors in working with K-12 age clients. Critical analysis of an the book or video relies on a careful examination of the relevance of the topic (material) and how it can be applied to counseling issues demonstrated by school-age clients. These critiques will be copied for your classmates so that each of you retain a variety of possible resources to use when you become counselors. Critiques should be no more than 2 pages.

PART ONE

Title:

Author:

Intended Audience: (Include age/developmental range of students)

Topic:

Justification of your choice as an evidence-based strategy for helping:

PART TWO

Rate the following and provide any needed comments:

1. The quality of the product:
(very poor)1 2 3 4 5 (very good)
2. The likelihood that I would use this with a student:
(not very likely)1 2 3 4 5 (very likely)
3. I would recommend this to another counselor:
(not very likely)1 2 3 4 5(very likely)

PART THREE

Please address the following in your critique:

1. Basic structure/information addressed in the video or plot and themes in the book or game.
2. Counseling issues or concerns that the book or video or game could address with K-12 clients.
3. Your perception of appropriateness of the material.
4. Your desired implementation (individual, small group etc.)
5. Three to five ideas of how you would use this book or video or game with clients.
6. Two ideas for extensions of the book or video or game via partnerships with parents, teachers, community leaders or others.

(To find sources: check your library-local and university, video rentals, bookstores etc.)

Material related to the standard above is contained in COUN 6335: Leadership, Advocacy & Accountability. Students critically evaluate research relevant to the practice of school counseling by completing the Professional Review of the Literature assignment.

Students are required to select a topic from their needs assessments results in COUN 5333 or from other school-based experiences and write an 8-10 page research paper (in APA format) that includes a description of the magnitude of the problem. Use data from peer-reviewed literature to show a need for the intervention, behavioral characteristics of the problem (full description of problem), possible evidence based interventions or strategies to address the problem, gaps in the literature, and recommendations. References should include a minimum of ten articles from peer-reviewed journals. In addition, students should prepare a one page summary with a bibliography for their peers' review. All topics must be pre-approved.

2. Knows models of program evaluation for school counseling programs.

This standard is met in [COUN 5333](#) Methods of Consultation, Coordination, & Counseling. Knowledge is assessed using the rubric for group proposal, rubric for guidance lesson, presentation, and evaluation.

Material related to the standard above is contained in COUN 5333: Methods of Consultation, Coordination, and Counseling. Students demonstrate this knowledge in both the group proposal, and guidance lesson, presentation, and evaluation assignments.

An integral part of a comprehensive school counseling program is group counseling. Students will be put into groups and charged with writing a group proposal (using APA format). They are to include research information including outcomes on your topic (i.e. a group for adolescents with bipolar disorder would include extensive information regarding symptoms, prevalence, diagnosis, and evidence based interventions). Each paper should include a description of the issue including symptoms, prevalence, diagnosis, and any evidenced based interventions. A rationale for the group, description of the group, intended screening processes of group members, goals and objectives, and rights and expectations of group members should also be addressed. Consult the literature for this information. Outline the weekly lessons for the group (a minimum of 6) and any staff, personnel, and/or materials required to make your group successful (2-3 pages maximum). Also, if possible, what community agency in the community might the student collaborate with in order to make this group a reality and why? Create an evaluation to be given to students who attend your group. Provide a rationale for the type of evaluation you chose and your inclusion of content in the evaluation. Please be sure that any charts or graphs included are in APA format as well. Consult A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools and/or the ASCA National Model for possible topics. This paper must be 10-12 pages. Also include at least 10 articles from peer-reviewed journals. Topic must be preapproved by professor.

Lessons serve as an important delivery mode for encouraging student competence. Students utilize a needs assessment results to identify a need around which they will develop a guidance curriculum lesson. Use the Lesson Plan Template in the ASCA National Model text to begin developing the lesson plan (this template must be shared with peers). As a school counselors, they will be expected to deliver curriculum through a formal presentation, typically in a classroom or assembly forum. In class (and later in the school) presentations should be 10-15 minutes. Additionally, it should adhere to the guidelines set forth by the Texas Education Agency (TEA) and the American School Counselor Association (ASCA) around guidance curricula. Evaluations are an important measure of how students have been impacted through the developed and delivered curriculum. Students ask questions about what students have learned as a result of the curriculum and how they felt about the actual experience. Guidance lesson topics must be preapproved.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students complete a professional review of the literature to meet this standard. They will provide data to support interventions. Students are required to select a topic from their needs assessments results in COUN 5333 or from other school-based experiences and write an 8-10 page research paper (in APA format) that includes a description of the magnitude of the problem. Use data from peer-reviewed literature to show a need for the intervention, behavioral characteristics of the problem (full description of problem), possible evidence based interventions or strategies to address the problem, gaps in the literature, and recommendations. References should include a minimum of ten articles from peer-reviewed journals. In addition,

students should prepare a one page summary with a bibliography for their peers' review. All topics must be pre-approved.

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students demonstrate their knowledge of this standard through the mission, calendar, and action plan assignment.

Students develop a mission statement to help guide the conceptualization of a school counseling program. These statements are always written as a team, and all members of the department must agree with this statement. The mission statement will serve as a piece of the foundation for the comprehensive school counseling program; as such it should incorporate key elements from the school mission statement, the ASCA National Model and TEA's Model. Students review existing school counseling program mission statements for inspiration. Students develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held; to identify and communicate school counseling program priorities; and increase visibility of the school counseling program. There must be a plan detailing how the school counselor (student) plans to achieve all desired results in order to assist the efficient and effective delivery of the school counseling program. Action plans are used in three areas of the school counseling program: school counseling curriculum, small groups, and closing-the-gap activities. All three types of action plans are similar and contain the following: goals to be addressed; domain(s), standard(s) and competencies, which are consistent with school and program goals; description of school counseling activities to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activities; name of person(s) responsible for each activity; methods of evaluating school success using process, perception and outcome data; expected results for students stated in terms of what will be demonstrated by the student.

5. Understands the outcome research data and best practices identified in the school counseling research literature.

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students meet this standard by completing a professional review of the literature around a specific school counseling topic.

Students are required to select a topic from their needs assessments results in COUN 5333 or from other school-based experiences and write an 8-10 page research paper (in APA format) that includes a description of the magnitude of the problem. Use data from peer-reviewed literature to show a need for the intervention, behavioral characteristics of the problem (full description of problem), possible evidence based interventions or strategies to address the problem, gaps in the literature, and recommendations. References should include a minimum of ten articles from peer-

reviewed journals. In addition, students should prepare a one page summary with a bibliography for their peers' review. All topics must be pre-approved.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 5333](#): Methods of Consultation, Coordination & Counseling, [COUN 6335](#): Leadership, Advocacy, & Accountability and [6386](#): Internship I and Internship II.

In COUN 5333, students use the research literature to inform their group counseling proposal decisions.

An integral part of a comprehensive school counseling program is group counseling. Students will be put into groups and charged with writing a group proposal (using APA format). They are to include research information including outcomes on your topic (i.e. a group for adolescents with bipolar disorder would include extensive information regarding symptoms, prevalence, diagnosis, and evidence based interventions). Each paper should include a description of the issue including symptoms, prevalence, diagnosis, and any evidenced based interventions. A rationale for the group, description of the group, intended screening processes of group members, goals and objectives, and rights and expectations of group members should also be addressed. Consult the literature for this information. Outline the weekly lessons for the group (a minimum of 6) and any staff, personnel, and/or materials required to make your group successful (2-3 pages maximum). Also, if possible, what community agency in the community might the student collaborate with in order to make this group a reality and why? Create an evaluation to be given to students who attend your group. Provide a rationale for the type of evaluation you chose and your inclusion of content in the evaluation. Please be sure that any charts or graphs included are in APA format as well. Consult A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools and/or the ASCA National Model for possible topics. This paper must be 10-12 pages. Also include at least 10 articles from peer-reviewed journals. Topic must be preapproved by professor.

In COUN 6335, students apply relevant research findings to describe the magnitude of a current school problem.

Students are required to select a topic from their needs assessments results in COUN 5333 or from other school-based experiences and write an 8-10 page research paper (in APA format) that includes a description of the magnitude of the problem. Use data from peer-reviewed literature to show a need for the intervention, behavioral characteristics of the problem (full description of problem), possible evidence based interventions or strategies to address the problem, gaps in the literature, and recommendations. References should include a minimum of ten articles from peer-reviewed journals. In addition, students should prepare a one page summary with a bibliography for their peers' review. All topics must be pre-approved.

In COUN 6386, counseling students participate on school curriculum and planning committees and in planning guidance lessons using relevant research to justify their prevention and interventions choices. In COUN 6386, students demonstrate application of research and evaluation standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Research and Evaluation. Item 53: applies relevant research findings to inform the practice of school counseling.

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386, sections of the internship syllabus provide the requirements for delivering these services in school placements. For example students monitor treatment process with goal attainment scales, pre-and post-counseling data on school attendance, grades and discipline referrals. Students participate on school curriculum and planning committees and plan guidance lessons accordingly. In COUN 6386, students demonstrate application of research and evaluation standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Research and Evaluation. Item 54: develops measurable outcomes for school counseling programs, activities, interventions and experiences.

3. Analyzes and uses data to enhance school counseling programs.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386, sections of the internship syllabus provide the requirements for analyzing and using data in school placements. For example students monitor treatment process with goal attainment scales, pre-and post-counseling data on school attendance, grades and discipline referrals. Students participate on school curriculum and planning committees and plan guidance lessons accordingly. In COUN 6386, students demonstrate application of research and evaluation standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Research and Evaluation. Item 54: analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students are tasked with creating a school counseling mission in the Mission, Calendar and Action Plan assignment.

Students develop a mission statement to help guide the conceptualization of a school counseling program. These statements are always written as a team, and all members of the department must agree with this statement. The mission statement will serve as a piece of the foundation for the comprehensive school counseling program; as such it should incorporate key elements from the school mission statement, the ASCA National Model and TEA's Model. Students review existing school counseling program mission statements for inspiration. Students develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held; to identify and communicate school counseling program priorities; and increase visibility of the school counseling program. There must be a plan detailing how the school counselor (student) plans to achieve all desired results in order to assist the efficient and effective delivery of the school counseling program. Action plans are used in three areas of the school counseling program: school counseling curriculum, small groups, and closing-the-gap activities. All three types of action plans are similar and contain the following: goals to be addressed; domain(s), standard(s) and competencies, which are consistent with school and program goals; description of school counseling activities to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activities; name of person(s) responsible for each activity; methods of evaluating school success using process, perception and outcome data; expected results for students stated in terms of what will be demonstrated by the student.

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students demonstrate their understanding of the concepts, principles, strategies, program, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school by creating a school counseling mission, calendar, and action plan.

Students develop a mission statement to help guide the conceptualization of a school counseling program. These statements are always written as a team, and all members of the department must

agree with this statement. The mission statement will serve as a piece of the foundation for the comprehensive school counseling program; as such it should incorporate key elements from the school mission statement, the ASCA National Model and TEA's Model. Students review existing school counseling program mission statements for inspiration. Students develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held; to identify and communicate school counseling program priorities; and increase visibility of the school counseling program. There must be a plan detailing how the school counselor (student) plans to achieve all desired results in order to assist the efficient and effective delivery of the school counseling program. Action plans are used in three areas of the school counseling program: school counseling curriculum, small groups, and closing-the-gap activities. All three types of action plans are similar and contain the following: goals to be addressed; domain(s), standard(s) and competencies, which are consistent with school and program goals; description of school counseling activities to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activities; name of person(s) responsible for each activity; methods of evaluating school success using process, perception and outcome data; expected results for students stated in terms of what will be demonstrated by the student.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

Material related to the standard above is contained in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. In COUN 5333, students develop a guidance lesson, present the lesson, and write and administer an evaluation pertaining to the lesson/presentation.

Lessons serve as an important delivery mode for encouraging student competence. Students utilize the needs assessment results to identify a need around which you will develop a guidance curriculum lesson. Students use the Lesson Plan Template in the ASCA National Model text to begin developing the lesson plan (this template must be shared with peers). As a school counselor students will be expected to deliver the curriculum through a formal presentation, typically in a classroom or assembly forum. In class (and later in schools) presentations should be 10-15 minutes. Additionally, presentations should adhere to the guidelines set forth by the Texas Education Agency (TEA) and the American School Counselor Association (ASCA) around guidance curricula. Evaluations are an important measure of how presentations have impacted students through the developed and delivered curriculum. Students will need to ask questions about what students have learned as a result of the curriculum and how they felt about the actual experience. Guidance lesson topics must be preapproved.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386, sections of the internship syllabus provide the requirements for delivering these services in school placements. Students participate with school counselors in the planning of the guidance program, participate on school curriculum and planning committees, and participate in the planning of guidance lessons. In COUN 6386, students demonstrate application of academic development standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Academic Development. Item 56: conducts programs designed to enhance student academic development. Activity logs also document students' participation in conducting programs that enhance student academic development.

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386, sections of the internship syllabus provide the requirements for delivering these services in school placements. Counseling students provide group counseling/guidance lessons that prepare students for a full range of postsecondary options and opportunities. Activities while serving on referral committees, response to intervention teams, ARD/IEP committees, and four year plans assist students in planning for postsecondary options. Counseling students participate with school counselors on planning the guidance program. In COUN 6386, students demonstrate application of academic development standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Academic Development. Item 57: implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386 sections of the internship syllabus provide the requirements for delivering these services in school placements. Counseling students conduct group counseling and classroom guidance lessons, and they participate with school counselors on planning the guidance program. In COUN 6386, students demonstrate application of academic development standards at their internship sites documented by the midterm and final evaluations which is collaboration between

the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Academic Development. Item 58: implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

Material related to the standard above is contained in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. Students develop a developmentally appropriate guidance lesson that promotes student well-being and learning.

Lessons serve as an important delivery mode for encouraging student competence. Students utilize the needs assessment results to identify a need around which you will develop a guidance curriculum lesson. Students use the Lesson Plan Template in your ASCA National Model text to begin developing your lesson plan (this template must be shared with your peers). As a school counselor students will be expected to deliver the curriculum through a formal presentation, typically in a classroom or assembly forum. In class (and later in schools) presentations should be 10-15 minutes. Additionally, presentations should adhere to the guidelines set forth by the Texas Education Agency (TEA) and the American School Counselor Association (ASCA) around guidance curricula. Evaluations are an important measure of how presentations have impacted students through the developed and delivered curriculum. Students will need to ask questions about what students have learned as a result of the curriculum and how they felt about the actual experience. Guidance lesson topics must be preapproved.

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

Material related to the standard above is contained in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. In COUN 5333, students work in groups to have an experience of proper collaboration. In the group proposal, students identify community entities that the student can collaborate with in order to efficiently enhance the school counseling program.

An integral part of a comprehensive school counseling program is group counseling. Students will be put into groups and charged with writing a group proposal (using APA format). They are to include research information including outcomes on your topic (i.e. a group for adolescents with bipolar disorder would include extensive information regarding symptoms, prevalence, diagnosis, and evidence based interventions). Each paper should include a description of the issue including symptoms, prevalence, diagnosis, and any evidenced based interventions. A

rationale for the group, description of the group, intended screening processes of group members, goals and objectives, and rights and expectations of group members should also be addressed. Consult the literature for this information. Outline the weekly lessons for the group (a minimum of 6) and any staff, personnel, and/or materials required to make your group successful (2-3 pages maximum). Also, if possible, what community agency in the community might the student collaborate with in order to make this group a reality and why? Create an evaluation to be given to students who attend your group. Provide a rationale for the type of evaluation you chose and your inclusion of content in the evaluation. Please be sure that any charts or graphs included are in APA format as well. Consult A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools and/or the ASCA National Model for possible topics. This paper must be 10-12 pages. Also include at least 10 articles from peer-reviewed journals. Topic must be preapproved by professor.

3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

Material related to the standard above is contained in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. Students work in groups to have an experience of proper collaboration. In the group proposal, students identify community entities that the student can collaborate with in order to efficiently enhance the school counseling program.

An integral part of a comprehensive school counseling program is group counseling. Students will be put into groups and charged with writing a group proposal (using APA format). They are to include research information including outcomes on your topic (i.e. a group for adolescents with bipolar disorder would include extensive information regarding symptoms, prevalence, diagnosis, and evidence based interventions). Each paper should include a description of the issue including symptoms, prevalence, diagnosis, and any evidenced based interventions. A rationale for the group, description of the group, intended screening processes of group members, goals and objectives, and rights and expectations of group members should also be addressed. Consult the literature for this information. Outline the weekly lessons for the group (a minimum of 6) and any staff, personnel, and/or materials required to make your group successful (2-3 pages maximum). Also, if possible, what community agency in the community might the student collaborate with in order to make this group a reality and why? Create an evaluation to be given to students who attend your group. Provide a rationale for the type of evaluation you chose and your inclusion of content in the evaluation. Please be sure that any charts or graphs included are in APA format as well. Consult A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools and/or the ASCA National Model for possible topics. This paper must be 10-12 pages. Also include at least 10 articles from peer-reviewed journals. Topic must be preapproved by professor.

4. Understands systems theories, models, and processes of consultation in school system settings.

This standard is met in [COUN 5333](#) Methods of Consultation, Coordination, & Counseling.

Material related to the standard above is contained in COUN 5333: Methods of Consultation, Coordination & Counseling. Students demonstrate their understanding of the above via the development of a resource guide.

Connecting students and their families with resources in the community is an important part of our job as professional school counselors. Students work in groups in order to identify and organize community resources in an assigned area that might ultimately improve student achievement. This resource guide must be comprehensive in that it provides information across the lifespan and addresses the academic, career, and personal/social development of students. Be sure that all of the information enclosed in your guide is complete; check phone numbers and website links to be sure that they are current and working. Examples of resources include, but are not limited to counseling/substance abuse services, after school child care, peer interventions, crisis, food, clothing, shelter, immigration, and employment services.

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the knowledge gained through demonstrating interview skills by interviewing a child or adolescent and their parent or guardian.

Interview

Student will participate in interviewing skills while interviewing a child/adolescent and parent or guardian.

Students will follow the guidelines for conducting a directive and nondirective interview using the handout provided. A biopsychosocial model of interviewing will be conducted by the student. The student acting as practitioner will demonstrate their ability to work with the client and family system to gather information to create a symptom list and begin to formulate a diagnosis.

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

Material related to the standard above is contained in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. By creating a resource guide students identify and know how to coordinate peer programming interventions.

Connecting students and their families with resources in the community is an important part of our job as professional school counselors. Students work in groups in order to identify and organize community resources in an assigned area that might ultimately improve student achievement. This resource guide must be comprehensive in that it provides information across the lifespan and addresses the academic, career, and personal/social development of students. Be

sure that all of the information enclosed in your guide is complete; check phone numbers and website links to be sure that they are current and working. Examples of resources include, but are not limited to counseling/substance abuse services, after school child care, peer interventions, crisis, food, clothing, shelter, immigration, and employment services.

7. Knows school and community collaboration models for crisis/disaster preparedness and response.

This standard is met in the required class [COUN 5394](#) Crisis and Trauma in Counseling by a participating in class discussions and a final paper.

Material related to the standard above is contained in COUN 5110: Workshop for School Counselors. Students will complete FEMA IS-100.SCa Introduction to Incident Command System for Schools. They complete online training program and turn in certificate of completion in class per due date. (See <http://www.fema.gov/emergency/nims/NIMSTrainingCourses.shtm>). Scroll about ½ way down and they will see a list of courses they can take online. They find the course on school incidents, click the hyperlink and follow the directions. They print their certificate when they complete the course and turn it in during class. This certificate is due the first day of class.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the knowledge gained through demonstrating interview skills by interviewing a child or adolescent and their parent or guardian.

Interview

Student will participate in interviewing skills while interviewing a child/adolescent and parent or guardian.

Students will follow the guidelines for conducting a directive and nondirective interview using the handout provided. A biopsychosocial model of interviewing will be conducted by the student. The student acting as practitioner will demonstrate their ability to work with the client and family system to gather information to create a symptom list and begin to formulate a diagnosis.

Material related to the above standard is demonstrated in the successful completion of assignments in COUN 6386: Internship I and Internship II.

In COUN 6386 sections of the internship syllabus provide the requirements for delivering these services in school placements. Counseling students regularly meet with parents and other caretakers to plan for increasing their child's success in school. They conduct parent conferences, parent education, and make referrals to community resources. In COUN 6386, students demonstrate application of collaboration and consultation standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Collaboration and Consultation. Item 59: works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

2. Locates resources in the community that can be used in the school to improve student achievement and success.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 5333](#): Methods of Consultation, Coordination & Counseling. As part of the school counseling course, students compile a list of community resources for all potential difficulties. Students are responsible for compiling resources that promote the academic, career, and personal/social development of students in COUN 5333.

Connecting our students and their families with resources in the community is an important part of our job as professional school counselors. Students work in groups in order to identify and organize community resources in an assigned area that might ultimately improve student achievement. This resource guide must be comprehensive in that it provides information across the lifespan and addresses the academic, career, and personal/social development of students. Be sure that all of the information enclosed in your guide is complete; check phone numbers and website links to be sure that they are current and working. Examples of resources include, but are not limited to counseling/substance abuse services, after school child care, peer interventions, crisis, food, clothing, shelter, immigration, and employment services.

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386 students consult with teachers, social workers and school psychologists as well as the school administrative teams. Sections of the internship syllabus provide the requirements for delivering these services in school placements. Counseling students participate in consultation activities while serving on referral committees, response to intervention teams, ARD/IEP committees, and four year plan meetings. They conduct parent conferences, parent education, and make referrals to community resources. In COUN 6386, students demonstrate application of academic development standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the

professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Academic Development. Item 60: consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

4. Uses peer helping strategies in the school counseling program.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386 counseling students conduct group counseling, classroom guidance activities, and they initiate school programs that access peer helping strategies. In COUN 6386, students demonstrate application of academic development standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Academic Development. Item 61 uses peer helping strategies in the school counseling program.

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386 students have knowledge of referral sources in the community and refer students when appropriate under the guidance of the school counselor. In COUN 6386, students demonstrate application of academic development standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Academic Development. Item 62: uses referral procedures with helping agents in the community to secure assistance for students and their families.

M.5. Understands the various peer programming interventions (e.g. peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

- *What are some key elements to focus on when training students to become peer helpers?*
- *A climate assessment is a very important part of developing a peer mediation program. What is a climate assessment and how can the professional school counselor create systemic change in the school environment?*

LEADERSHIP

O. Knowledge**1. Knows the qualities, principles, skills, and styles of effective leadership.**

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students demonstrate their knowledge of this standard through the completing of their final exam.

O.1. Knows the qualities, principles, skills, and styles of effective leadership.

- *What makes a professional school counselor a successful leader?*

2. Knows strategies of leadership designed to enhance the learning environment of schools.

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students demonstrate their knowledge of this standard through the completing of their final exam.

O.2. Knows strategies of leadership designed to enhance the learning environment of schools.

- *What types of leadership are important for school counselors to embody?*

3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students develop a comprehensive school counseling program website that is developmentally appropriate and includes resources and evaluations of the counselor and the counseling program and other items. Students will also create a mission, calendar, and action plan that demonstrates their knowledge of the above standard.

In COUN 6335, students create a comprehensive school counseling website that articulates, models, and advocates for an appropriate school counselor identity and program. For the first part of the assignment students visit the websites of three schools (not school districts – two at the level you intend to work and one at another level). Students identify at least three strengths and three weaknesses for each site. For the second part of the assignment, students create a school website using a website creation tool that mediates any weaknesses detected in any of the three school websites visited. Wix.com offers attractive templates that are easy to use. If students choose to use another tool besides Wix, please let the professor know in advance of the assignment. Be as creative as you would like. Remember that the website should be organized, visually appealing, and chockfull of information. Students use this website to position

themselves as the school leaders they are becoming. The ASCA National Model and A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools inform the content choices. Remember that the website is a reflection of the school, the school counseling professional, and the profession of school counseling.

Students develop a mission statement to help guide the conceptualization of a school counseling program. These statements are always written as a team, and all members of the department must agree with this statement. The mission statement will serve as a piece of the foundation for the comprehensive school counseling program; as such it should incorporate key elements from the school mission statement, the ASCA National Model and TEA's Model. Students review existing school counseling program mission statements for inspiration. Students develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held; to identify and communicate school counseling program priorities; and increase visibility of the school counseling program. There must be a plan detailing how the school counselor (student) plans to achieve all desired results in order to assist the efficient and effective delivery of the school counseling program. Action plans are used in three areas of the school counseling program: school counseling curriculum, small groups, and closing-the-gap activities. All three types of action plans are similar and contain the following: goals to be addressed; domain(s), standard(s) and competencies, which are consistent with school and program goals; description of school counseling activities to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activities; name of person(s) responsible for each activity; methods of evaluating school success using process, perception and outcome data; expected results for students stated in terms of what will be demonstrated by the student.

4. Understands the important role of the school counselor as a system change agent.

Material related to the standard above is contained in [COUN 6335](#): Leadership, Advocacy & Accountability. Students assess the cultural competence of their schools using the *Schoolwide Cultural Competence Observation Checklist* and collaborating with their colleagues in order to effect change.

Students attend the training on the School-wide Cultural Competency Observation Checklist (SCCOC). Students enlist the support of their principal and staff. If possible, they conduct a mini-session on school-wide cultural competence. Students are transparent about what they are doing. Students form an assessment team of about 6 members. Some possible choices for team members are: an administrator, team leaders, department chairs, the nurse or librarian, a parent. Students meet with their teams and go over the instrument so teams understand how they are to conduct the assessment. Students emphasize the need to do this first step without consulting with each other; give them a time frame and a date for the next meeting when results will be compared. Two weeks would be an appropriate amount of time to complete the checklist. Students meet with the team to compare results. Each person provides their top three strengths and top three challenge areas from their assessments. Reach consensus on which challenges the team will focus. Ask team members to think about actions that might help create a better learning

environment based on the challenges that were chosen and email their ideas to you. Using the feedback received from the team, students create an action plan (remember the examples provided in the training) that is consistent with the ASCA National and TEA Models. Students present the written action plan to the team for comments and refinement. Meet with the principal or leadership team to present the results.

5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

Material related to the standard above is contained in [COUN 6335](#): leadership, Advocacy & Accountability. Students demonstrate this standard by successfully creating a website for their school counseling program that articulates the role of a school counselor and enhances the comprehensive school counseling program and the profession of school counseling alike.

In COUN 6335, students create a comprehensive school counseling website that articulates, models, and advocates for an appropriate school counselor identity and program. For the first part of the assignment students visit the websites of three schools (not school districts – two at the level you intend to work and one at another level). Students identify at least three strengths and three weaknesses for each site. For the second part of the assignment, students create a school website using a website creation tool that mediates any weaknesses detected in any of the three school websites visited. Wix.com offers attractive templates that are easy to use. If students choose to use another tool besides Wix, please let the professor know in advance of the assignment. Be as creative as you would like. Remember that the website should be organized, visually appealing, and chockfull of information. Students use this website to position themselves as the school leaders they are becoming. The ASCA National Model and A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools inform the content choices. Remember that the website is a reflection of the school, the school counseling professional, and the profession of school counseling.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

Material related to the above standard is demonstrated in the successful completion of assignments in [COUN 6386](#): Internship I and Internship II.

In COUN 6386, the entire syllabus covers the design, implementation, management and evaluation of a comprehensive developmental school counseling program, and counseling students participate with school counselors in these activities. In COUN 6386, students demonstrate application of leadership standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the School Counseling Internship Site Evaluation Form, students must rate in the

appropriate/acceptable performance range (rating of 3 or 4) or the exceptional performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Leadership. Item 63: participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Material related to the above standard is demonstrated in the successful completion of [COUN 6386](#): Internship I and Internship II.

In COUN 6386 the entire syllabus relates to presenting the school counseling program to parents and teachers. Counseling students participate with school counselors on planning and assessing guidance program, providing parenting groups and selecting educational materials for teachers. In COUN 6386, students demonstrate application of leadership standards at their internship sites documented by the midterm and final evaluations which is collaboration between the off-campus supervisors and the professor. In the *School Counseling Internship Site Evaluation Form*, students must rate in the *appropriate/acceptable* performance range (rating of 3 or 4) or the *exceptional* performance range (rating of 5 or 6) by the end of the semester on the following: Domain: Leadership. Item 64: plans and presents school-counseling-related educational programs for use with parents and teachers.

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by a mid-term exam. Following are the four essay questions used to assess student progress in COUN 6374:

1. [REDACTED]

2. In the transition stage of the Corey video, identifying and challenging members' [REDACTED]

3. [REDACTED]

4.

Take each of the above statements and show how you might respond to each person. What are some ways you could help the members become more specific? What are some questions you might ask them?

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

This knowledge is taught in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by a final exam and a professionalism/ethics comprehensive case where students respond to questions about a case study and do a group presentation based on a decision-making model.

Case Study

Beth is a Masters level licensed counselor in private practice. She has been seeing a middle school aged child who is genetically female for gender identity disorder for the past six months. The child recently took a male name, Mario, and dresses as a male. Developmentally, the child has not yet reached puberty. The child was ostracized at the public middle school as she went through this process and subsequently dropped out. Mario is now also being treated for depression. Mario's family is Hispanic. The family is in crisis over this situation and does not really understand what is going on or why this is happening. The mother would really like Mario to go back to being Juanita, but understands at some level that it is not going to happen. The mother has sought treatment for Mario, but her husband is not accepting and refuses to talk to his child.

Beth is working with the alternative middle school in the district, trying to convince the school to accept Mario. However, given the situation at the last school, both Beth and Mario's mother

wish her identity to be kept confidential, that is they do not wish anyone other than the school counselor and the administration to know that Mario is genetically female. The school believes that the student should be open about the situation so that they can discuss it with the other students. They have assured the Mother and Beth that all bathrooms are private and there are no dressing rooms, so accidental discovery is unlikely. However, the school counselor is concerned about deceiving the other students and their parents and the potential repercussions should Mario's identity be discovered. The school counselor is also concerned about a potential romantic relationship between Mario and another student and other adolescent issues. She has never dealt with this type of situation before and, while trying to be supportive, is still somewhat uncomfortable.

How should Beth proceed in this situation? What are the ethical dilemmas and how should they be addressed? What about the school counselor? Is the school counselor behaving ethically and, if not, in what ways?

Student teams are to present their responses to the case study in a brief paper (maximum of 15 pages) addressing the details of the case. A maximum of four people can work as a team to address this case. Presentations will be given as a team. No team should work together with any other team.

Teams are to clearly identify:

1. what they believe the dilemma to be
2. the proposed action they would take in this case (what team members believe are the most ethical actions)
3. the justification for their proposed action(s)
4. and a description of the decision-making model used to arrive at that decision

The decision-making model should be one that has been discussed in the professional literature and team members are to offer a rationale regarding why they chose to apply that model to the case study. Teams should cite appropriate literature and must give proper credit to the authors of any decision-making models used to analyze the case. Team members are to cite any sections of the 2005 ACA Code of Ethics (and may include other ethical guidelines) that they considered. Must be written in APA style. Each team member will also turn in a written evaluation of their other team member's efforts, grading them out of 100 for their level of participation. This grade will influence the final grade for each individual student, so make sure to contribute to your group!

3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, completing an agency project and presentation, writing an orientation paper and range of service paper that addresses the roles of counselors and their professional relationships, and complete chapter quizzes.

INSTRUCTIONAL ACTIVITIES:

1. **Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.

- **Grading Rubric**

20-25 points---active involvement in all discussions in each class and providing significant input

10-15 points---involvement in all discussions reflecting understanding of the topics

5-10 points---minimal participation in discussions

2. **Agency presentations (25 pts):** (CMHC A.3, 5, 7, 8, 10; C.9)

Students will work in pairs or singly depending on class size to present a 15-minute overview of this information. This presentation will include a review of a local community counseling agency. Discuss agency mission, organizational structure, services, methods of agency financing, administration, and accountability, interdisciplinary treatment practices, role of supervision, theories and models of counseling used, emergency management, and clientele served. Students should provide a packet of information for class members including (1) mission statement, (2) a flow chart of organizational structure [indicating the student's placement(s) within the structure], and (3) pamphlets and other related information regarding agency services (e.g., standardized assessments). Thorough and complete presentation of all the above information is required to receive full credit. Presenters will provide class with a 3x5 index card of relevant information for inclusion in referral box.

- **Grading Rubric**

Role and Function of Counselors	5
Professional Issues (i. e., Practice, core provider status, expert witness status, access to and practice privileges within managed care systems)	5
Agency Management Issues	5
Emergency Management Procedures	5
Completeness of Project (Coving all required areas)	5
Total	25

3. **Orientation paper (25 pts):** Students will write an orientation paper that addresses the students' conceptualization, orientation, and identity as a Clinical Mental Health Counselor. Areas to be discussed in the paper include (1) history, philosophy, and trends in clinical mental health counseling; (2) model or theory of counseling used and basic principle of clinical supervision; (3)

role in creating individual and community change; (4) responsibilities within the community setting to (a) clients, (b) client systems, (c) ‘professional colleagues’, and (d) supervisors; (5) areas for continued professional development and specialization relative to the setting in which the student intends to work; and (6) two short- (within 2-3 years post M.S. degree) and two long-term (within 10 years post M.S. degree) professional goals for yourself as a Clinical Mental Health Counselor. Length: minimum 4pages, maximum 6 pages typed, double-spaced and written according to APA 6th Edition format.

Grading Rubric;

APA format	2.5
Grammar	2.5
Content Integration	10
Covering all topics	10
Total	25

4. **Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

Grading Rubric

½ point for each correct answer and 10 questions for each chapter	5
Total	50

5. **Range of Service Paper:** (25 points) Complete a two to three page paper describing the following types of counseling services: inpatient, outpatient, partial hospital treatment, intensive outpatient, aftercare, and the clinical mental health counseling services network.

Grading Rubric

Appropriate definitions	20
Accurate Description of CMHC services	5
Total	25

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, visiting the Texas LPC, ACA, NBCC, TCA, and AMHCA websites, complete an LPC application, and completing ethics and chapter quizzes.

INSTRUCTIONAL ACTIVITIES:

1. **Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student’s responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student’s full participation in the course assignments and readings.

- **Grading Rubric**

20-25 points---active involvement in all discussions in each class and providing significant input
 10-15 points---involvement in all discussions reflecting understanding of the topics
 5-10 points---minimal participation in discussions

- 2. LPC Application:** (15 points) All students will complete the Texas LPC Application.

Grading Rubric

Completion of the application form	10
Identify and name all the required application documents	5
Total	15

- 3. Ethics Quiz:** (10 points) All students will complete an ethics project and quiz that is based on the ACA Code of Ethics and other relevant codes of ethics and laws.

Grading Rubric

Demonstration of ACA ethics Knowledge	5
Demonstration of Texas LPC Ethics Knowledge	5
Total	10

- 4. Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

Grading Rubric

½ point for each correct answer and 10 questions for each chapter	5
Total	50

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, writing professional orientation and range of service papers, and completing chapter quizzes.

INSTRUCTIONAL ACTIVITIES:

- 1. Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.

• **Grading Rubric**

20-25 points---active involvement in all discussions in each class and providing significant input
 10-15 points---involvement in all discussions reflecting understanding of the topics
 5-10 points---minimal participation in discussions

- 2. Orientation paper** (25 pts): Students will write an orientation paper that addresses the students' conceptualization, orientation, and identity as a Clinical Mental Health Counselor. Areas to be discussed in the paper include (1) history, philosophy, and trends in clinical mental health counseling; (2) model or theory of counseling used and basic principle of clinical supervision; (3) role in creating individual and community change; (4) responsibilities within the community setting to (a) clients, (b) client systems, (c) 'professional colleagues', and (d) supervisors; (5) areas for continued professional development and specialization relative to the setting in which the student intends to work; and (6) two short- (within 2-3 years post M.S. degree) and two long-term (within 10 years post M.S. degree) professional goals for yourself as a Clinical Mental Health Counselor. Length: minimum 4pages, maximum 6 pages typed, double-spaced and written according to APA 6th Edition format.

Grading Rubric;

APA format	2.5
Grammar	2.5
Content Integration	10
Covering all topics	10
Total	25

- 3. Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

Grading Rubric

½ point for each correct answer and 10 questions for each chapter	5
Total	50

- 4. Range of Service Paper:** (25 points) Complete a two to three page paper describing the following types of counseling services: inpatient, outpatient, partial hospital treatment, intensive outpatient, aftercare, and the clinical mental health counseling services network.

Grading Rubric

Appropriate definitions	20
Accurate Description of CMHC services	5
Total	25

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

This standard is met in the required class [COUN 6364](#) Counseling for Addictions by the assignment indicated below.

- 1) Make a PowerPoint presentation with the purpose of educating a parent group about the signs and symptoms of one class of substances. Provide them with community resources from this region to assist them should they find that their child has a diagnosis of substance abuse or dependence. Be sure to identify the signs and symptoms associated with substance use disorders that mimic and coexist with a variety of medical and psychological disorders.

Grading Rubric:

Signs and Symptoms of Drug Class	20
Discussion of Community Resources	20
Signs and Symptoms of Drug Use/Abuse	20
Co-Occurring Mental Disorders	20
How to prevent substance abuse	20
Total	100

This standard is met in COUN 6364 Counseling for Addictions. Knowledge is assessed using class lecture, discussion, treatment plan project, and power point presentation for parents.

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, completing an agency project and presentation, writing a paper about the range of services counselors provide, and completing chapter quizzes.

INSTRUCTIONAL ACTIVITIES:

- 1. Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.

 - Grading Rubric**

20-25 points---active involvement in all discussions in each class and providing significant input

10-15 points---involvement in all discussions reflecting understanding of the topics

5-10 points---minimal participation in discussions
- 2. Agency presentations (25 pts):** (CMHC A.3, 5, 7, 8, 10; C.9)

Students will work in pairs or singly depending on class size to present a 15-minute overview of this information. This presentation will include a review of a local community counseling agency. Discuss agency mission, organizational structure, services, methods of agency financing, administration, and accountability, interdisciplinary treatment practices, role of supervision, theories and models of counseling used, emergency management, and clientele served. Students should provide a packet of information for class members including (1) mission statement, (2) a flow chart of organizational structure [indicating the student's placement(s) within the structure], and (3) pamphlets and other related information regarding agency services (e.g.,

standardized assessments). Thorough and complete presentation of all the above information is required to receive full credit. Presenters will provide class with a 3x5 index card of relevant information for inclusion in referral box.

- **Grading Rubric**

Role and Function of Counselors	5
Professional Issues (i. e., Practice, core provider status, expert witness status, access to and practice privileges within managed care systems)	5
Agency Management Issues	5
Emergency Management Procedures	5
Completeness of Project (Coving all required areas)	5
Total	25

3. **Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

- **Grading Rubric**

½ point for each correct answer and 10 questions for each chapter	5
Total	50

4. **Range of Service Paper:** (25 points) Complete a two to three page paper describing the following types of counseling services: inpatient, outpatient, partial hospital treatment, intensive outpatient, aftercare, and the clinical mental health counseling services network.

- **Grading Rubric**

Appropriate definitions	20
Accurate Description of CMHC services	5
Total	25

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, completing a community agency project and presentation, developing a counseling program and presenting it to the class, writing a range of counseling services paper, and completing chapter quizzes.

INSTRUCTIONAL ACTIVITIES:

1. **Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student’s responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student’s full participation in the course assignments and readings.

- **Grading Rubric**

20-25 points---active involvement in all discussions in each class and providing significant input

10-15 points---involvement in all discussions reflecting understanding of the topics

5-10 points---minimal participation in discussions

2. Agency presentations (25 pts): (CMHC A.3, 5, 7, 8, 10; C.9)

Students will work in pairs or singly depending on class size to present a 15-minute overview of this information. This presentation will include a review of a local community counseling agency. Discuss agency mission, organizational structure, services, methods of agency financing, administration, and accountability, interdisciplinary treatment practices, role of supervision, theories and models of counseling used, emergency management, and clientele served. Students should provide a packet of information for class members including (1) mission statement, (2) a flow chart of organizational structure [indicating the student's placement(s) within the structure], and (3) pamphlets and other related information regarding agency services (e.g., standardized assessments). Thorough and complete presentation of all the above information is required to receive full credit. Presenters will provide class with a 3x5 index card of relevant information for inclusion in referral box.

• **Grading Rubric**

Role and Function of Counselors	5
Professional Issues (i. e., Practice, core provider status, expert witness status, access to and practice privileges within managed care systems)	5
Agency Management Issues	5
Emergency Management Procedures	5
Completeness of Project (Coving all required areas)	5
Total	25

3. Program development paper (100 pts): Based on the text, existing literature, and class discussions, develop a programmatic counseling intervention aimed at a particular population and issue/need in a clinical mental health setting. The proposed program is to be an original contribution. Please adhere to the University's policy on plagiarism. To develop this program, students will select a mental health issue/problem that they anticipate confronting as a clinical mental health counselor, especially in, but not limited, to an urban or rural setting. These topics may include but are not limited to: family violence, pastoral counseling, multicultural counseling, teenage parents, child sexual abuse, the elderly, and teenage gangs. Each student will conduct a literature review on the nature and scope of the problem and existing counseling approaches (both descriptive and empirical reports). Included in your paper will be fifteen (15) references from refereed journals, texts and/or a combination of the two. Your references should not be older than 10 years (1999) unless you are citing either a "landmark" article or book. The required paper must be a minimum of fifteen (15) pages in length (to include a title page and abstract on separate pages) and IS NOT to exceed twenty (20) pages. This paper must be written in accordance with the APA Style Manual (6th ed.; see manual for formatting of page headers, running head, pagination, reference lists, etc.). Your paper must include the following major sections:

- Description of the problem nationally AND in Huntsville or the local area in which you reside
- Operational definition of select terms
- Administration, regulatory processes, and finance of the program

- Multicultural considerations
- Current effective treatment interventions for working with the selected population (i.e. support groups, peer facilitation training, education, self-help, etc.)
- Description of your proposed intervention procedures and population being served
- Counselor role and function in the intervention
- Procedures used to gauge success of the program (accountability outcomes; plan for evaluation of outcomes)
- Discussion of special issues (e.g., ethical, contextual) that could or will impact the program
- Implications for counselors.

Your paper will be evaluated based on: a) the accuracy of the information presented; b) the clarity of the paper; c) the thoughtfulness in which the topic(s) is/are discussed, and d) your adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references. Each student will be required to give a thirty (30) minute graphic presentation related to his or her paper using MS Power point or other appropriate presentation program (~10 minutes allotted to class discussion). This presentation counts for 10 points of the total 100 points for this assignment. Presentations will be organized into symposia of four students each, sharing somewhat similar foci, topics, or populations and the time constraint will be enforced.

Grading Rubric:

Accuracy of the information presented	20
Clarity of the paper	20
Thoughtfulness in which the topic(s) is/are discussed	35
Adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references.	15
Presentation	10
Total	100

- 4. Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

Grading Rubric

½ point for each correct answer and 10 questions for each chapter	5
Total	50

- 5. Range of Service Paper:** (25 points) Complete a two to three page paper describing the following types of counseling services: inpatient, outpatient, partial hospital treatment, intensive outpatient, aftercare, and the clinical mental health counseling services network.

Grading Rubric

Appropriate definitions	20
Accurate Description of CMHC services	5
Total	25

9. Understands the impact of crises, disasters, and other trauma-causing events on people.

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, completing chapter quizzes, and developing a crisis intervention plan.

INSTRUCTIONAL ACTIVITIES:

- 1. Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.

- **Grading Rubric**

20-25 points---active involvement in all discussions in each class and providing significant input

10-15 points---involvement in all discussions reflecting understanding of the topics

5-10 points---minimal participation in discussions

- 2. Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

Grading Rubric

½ point for each correct answer and 10 questions for each chapter 5

Total 50

- 3. Crisis Intervention Plan:** (25 points) Develop a plan based on current literature that address issues such as attempted suicide, natural disasters (hurricanes or tornadoes), or traumatic events. This paper should be a maximum of four pages and must follow APA 6th edition guidelines.

Grading Rubric;

APA format 2.5

Grammar 2.5

Content Integration 10

Covering current literature 10

Total 25

10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, completing chapter quizzes, doing an agency presentation, and developing a crisis intervention plan.

INSTRUCTIONAL ACTIVITIES:

1. **Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.

a. Grading Rubric

20-25 points---active involvement in all discussions in each class and providing significant input

10-15 points---involvement in all discussions reflecting understanding of the topics

5-10 points---minimal participation in discussions

2. **Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

Grading Rubric

½ point for each correct answer and 10 questions for each chapter 5

Total 50

3. **Agency presentations** (25 pts): (CMHC A.3, 5, 7, 8, 10; C.9)

Students will work in pairs or singly depending on class size to present a 15-minute overview of this information. This presentation will include a review of a local community counseling agency. Discuss agency mission, organizational structure, services, methods of agency financing, administration, and accountability, interdisciplinary treatment practices, role of supervision, theories and models of counseling used, emergency management, and clientele served. Students should provide a packet of information for class members including (1) mission statement, (2) a flow chart of organizational structure [indicating the student's placement(s) within the structure], and (3) pamphlets and other related information regarding agency services (e.g., standardized assessments). Thorough and complete presentation of all the above information is required to receive full credit. Presenters will provide class with a 3x5 index card of relevant information for inclusion in referral box.

• **Grading Rubric**

Role and Function of Counselors 5

Professional Issues (i. e., Practice, core provider status, expert witness status, access to and practice privileges within managed care systems) 5

Agency Management Issues 5

Emergency Management Procedures 5

Completeness of Project (Coving all required areas) 5

Total 25

4. **Crisis Intervention Plan:** (25 points) Develop a plan based on current literature that address issues such as attempted suicide, natural disasters (hurricanes or tornadoes), or traumatic events. This paper should be a maximum of four pages and must follow APA 6th edition guidelines.

Grading Rubric;

APA format	2.5
Grammar	2.5
Content Integration	10
Covering current literature	10
Total	25

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

This skill and practice is taught in the required class [COUN 5311](#) Introduction to the Counseling Profession and Ethical Practice by a final exam, professionalism/ethics comprehensive case where students respond to questions about a case study and do a group presentation based on a decision-making model, and discussion about the ACA code of ethics.

Ethics Assignment

Ethics: Students will download the ACA Code of Ethics found at the following web site <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Next, each student will 1) use the ACA Code of Ethics to reflect on the Ethics questions found under assignments, 2) view the video of the ethics discussion, and 3) respond to each quiz question using the following format.

- ✓ Write the full question (5 pts.)
- ✓ Write the ACA code(s) that you believe best respond to the question (5 pts.)
- ✓ Write your discussion in paragraph format so that I can better understand your thinking (15 pts.)

This standard is met in COUN 6364 Counseling for Addictions. Knowledge is assessed using class lecture, discussion, diagnosis, treatment plan project, and reaction paper.

This standard is met in COUN 6376: Supervised Practice In Counseling. Knowledge is assessed using individual, marital, family, and/or group counseling practice in clinic, serving on reflection teams in the program clinics, class discussion, treatment plan project, power point presentation for parents, and supervisor rating of the interns' demonstrated ethical behavior.

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, completing an chapter quizzes, and developing a program and presenting it to the class.

INSTRUCTIONAL ACTIVITIES:

- 1. Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.
 - **Grading Rubric**
 - 20-25 points---active involvement in all discussions in each class and providing significant input
 - 10-15 points---involvement in all discussions reflecting understanding of the topics
 - 5-10 points---minimal participation in discussions

- 2. Program development paper (100 pts):** Based on the text, existing literature, and class discussions, develop a programmatic counseling intervention aimed at a particular population and issue/need in a clinical mental health setting. The proposed program is to be an original contribution. Please adhere to the University's policy on plagiarism. To develop this program, students will select a mental health issue/problem that they anticipate confronting as a clinical mental health counselor, especially in, but not limited to, an urban or rural setting. These topics may include but are not limited to: family violence, pastoral counseling, multicultural counseling, teenage parents, child sexual abuse, the elderly, and teenage gangs. Each student will conduct a literature review on the nature and scope of the problem and existing counseling approaches (both descriptive and empirical reports). Included in your paper will be fifteen (15) references from refereed journals, texts and/or a combination of the two. Your references should not be older than 10 years (1999) unless you are citing either a "landmark" article or book. The required paper must be a minimum of fifteen (15) pages in length (to include a title page and abstract on separate pages) and IS NOT to exceed twenty (20) pages. This paper must be written in accordance with the APA Style Manual (6th ed.; see manual for formatting of page headers, running head, pagination, reference lists, etc.). Your paper must include the following major sections:
 - Description of the problem nationally AND in Huntsville or the local area in which you reside
 - Operational definition of select terms
 - Administration, regulatory processes, and finance of the program
 - Multicultural considerations
 - Current effective treatment interventions for working with the selected population (i.e. support groups, peer facilitation training, education, self-help, etc.)
 - Description of your proposed intervention procedures and population being served
 - Counselor role and function in the intervention
 - Procedures used to gauge success of the program (accountability outcomes; plan for evaluation of outcomes)
 - Discussion of special issues (e.g., ethical, contextual) that could or will impact the program

- Implications for counselors.

Your paper will be evaluated based on: a) the accuracy of the information presented; b) the clarity of the paper; c) the thoughtfulness in which the topic(s) is/are discussed, and d) your adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references. Each student will be required to give a thirty (30) minute graphic presentation related to his or her paper using MS Power point or other appropriate presentation program (~10 minutes allotted to class discussion). This presentation counts for 10 points of the total 100 points for this assignment. Presentations will be organized into symposia of four students each, sharing somewhat similar foci, topics, or populations and the time constraint will be enforced.

Grading Rubric:

Accuracy of the information presented	20
Clarity of the paper	20
Thoughtfulness in which the topic(s) is/are discussed	35
Adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references.	15
Presentation	10
Total	100

- 3. Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

Grading Rubric

½ point for each correct answer and 10 questions for each chapter	5
Total	50

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

This standard is met in [COUN 6364](#) Counseling for Addictions. Knowledge is assessed using class lecture, discussion, videos, and power point presentation for parents.

- 1. Parent Presentation: (100 points)**

Make a PowerPoint presentation with the purpose of educating a parent group about the signs and symptoms of one class of substances. Provide them with community resources from this region to assist them should they find that their teen has a diagnosis of substance abuse or dependence. Be sure to identify the signs and symptoms associated with substance use disorders that mimic and coexist with a variety of medical and psychological disorders.

Grading Rubric:

Signs and Symptoms of Drug Class	20
Discussion of Community Resources	20
Signs and Symptoms of Drug Use/Abuse	20
Co-Occurring Mental Disorders	20
How to prevent substance abuse	20
Total	100

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

This standard is met in the required class [COUN 5334](#) Effective Human Behavior by the assignment indicated below:

Students will be given two different case scenarios from which they will develop a five Axis Diagnosis and a complete treatment plan.

They will accomplish the following:

1. Identifying most appropriate diagnosis/rationale on Axis I
2. Identifying most appropriate diagnosis/rationale on Axis II
3. Correctly reporting on Axis II
4. Correctly Reporting with rationale on Axis IV
5. Reporting appropriate GAF Score with rationale
6. Making appropriate treatment recommendations and referrals
7. Writing an effective treatment plan focused on appropriate problems, with a goal, two objectives, and four interventions for each of three problems.

This standard is met in COUN 5334 Effective Human Behavior. Knowledge is assessed using case studies, readings treatment, and plan projects.

This standard is met in COUN 6364 Counseling for Addictions. Knowledge is assessed using class lecture, discussion, diagnosis, and treatment plan project.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by presentation, skills assessment, a mid-term exam, and an annotated bibliography as outlined below:

Annotated Bibliography – The student is expected to read five journal articles related to group work published within the past ten years. Students will give the APA 6th edition citation followed by a brief paragraph (or annotation) summarizing key points and practice applications for the article. Annotations should be no more than a paragraph. ACA or APA journals are appropriate sources for articles. Be sure to proofread your paper for correct form, spelling, and usage. Use APA format. This is not a reflection/reaction paper. You will review 5 journal articles pertinent to the topic you plan to cover as part of your final proposal project. You will have an APA style cover page followed by APA style references to the articles you read. Following the APA references, you will provide a single-spaced description of each article. The description should include the purpose of the conceptual piece/research study, results, why you think the article is important, and any implications the article might have for your final project (provides a theoretical reasoning for what you plan to do, etc.). The description should be in your own words.


This standard is also met in the required class COUN 6374 Practicum in Group Counseling by a mid-term exam. Following are the four essay questions used to assess student progress:

1. [Redacted]

2. [Redacted]

3. [Redacted]

4. [Redacted]



Take each of the above statements and show how you might respond to each person. What are some ways you could help the members become more specific? What are some questions you might ask them?

4. Knows the disease concept and etiology of addiction and co-occurring disorders.

This standard is met in the required class [COUN 6364](#) Counseling for Addictions by the assignment indicated below:

1) Students must write a written response to the following discussion question: Summarize the disease concept and etiology of addiction and co-occurring disorders. Students' responses are shared in class for discussion and comment.

5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, completing chapter quizzes, doing a range of service paper.

INSTRUCTIONAL ACTIVITIES:

- 1. Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.
 - Grading Rubric**
 - 20-25 points---active involvement in all discussions in each class and providing significant input
 - 10-15 points---involvement in all discussions reflecting understanding of the topics
 - 5-10 points---minimal participation in discussions

- 2. Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

Grading Rubric

½ point for each correct answer and 10 questions for each chapter	5
Total	50

- 3. Range of Service Paper:** (25 points) Complete a two to three page paper describing the following types of counseling services: inpatient, outpatient, partial hospital treatment, intensive outpatient, aftercare, and the clinical mental health counseling services network.

Grading Rubric

Appropriate definitions	20
Accurate Description of CMHC services	5
Total	25

6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, completing chapter quizzes, doing an agency presentation, and developing a crisis intervention plan.

INSTRUCTIONAL ACTIVITIES:

- 1. Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.

a. Grading Rubric

20-25 points---	active involvement in all discussions in each class and providing significant input
10-15 points---	involvement in all discussions reflecting understanding of the topics
5-10 oints---	minimal participation in discussions

- 2. Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

Grading Rubric

½ point for each correct answer and 10 questions for each chapter	5
Total	50

- 3. Agency presentations (25 pts):** (CMHC A.3, 5, 7, 8, 10; C.9)

Students will work in pairs or singly depending on class size to present a 15-minute overview of this information. This presentation will include a review of a local community counseling agency. Discuss agency mission, organizational structure,

services, methods of agency financing, administration, and accountability, interdisciplinary treatment practices, role of supervision, theories and models of counseling used, emergency management, and clientele served. Students should provide a packet of information for class members including (1) mission statement, (2) a flow chart of organizational structure [indicating the student’s placement(s) within the structure], and (3) pamphlets and other related information regarding agency services (e.g., standardized assessments). Thorough and complete presentation of all the above information is required to receive full credit. Presenters will provide class with a 3x5 index card of relevant information for inclusion in referral box.

- **Grading Rubric**

Role and Function of Counselors	5
Professional Issues (i. e., Practice, core provider status, expert witness status, access to and practice privileges within managed care systems)	5
Agency Management Issues	5
Emergency Management Procedures	5
Completeness of Project (Coving all required areas)	5
Total	25

4. **Crisis Intervention Plan:** (25 points) Develop a plan based on current literature that address issues such as attempted suicide, natural disasters (hurricanes or tornadoes), or traumatic events. This paper should be a maximum of four pages and must follow APA 6th edition guidelines.

Grading Rubric;

APA format	2.5
Grammar	2.5
Content Integration	10
Covering current literature	10
Total	25

7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the knowledge gained through researching various mental health disorders, prepare, and present a case study in class.

2. Students will do a presentation/paper with the following components:
 - a. **Prepare a case study** based on selected disorders usually first diagnosed in infancy, childhood, or adolescence. The case study presentation should include the following headings/info:
 - Scenario of client (child, or adolescent) discuss major symptoms/behaviors
 - Cultural considerations (ethnicity, language, nationality, gender)
 - Family Considerations (parent-child, sibling, extended family relationships)

- Pharmacological considerations
- Academic achievement (IQ measures, grades, criterion tests, etc.as applicable)
- Social considerations (SES, parent occupation)
- Personal considerations (intra/interpersonal, stressors & coping mechanisms)

- b. **Create a treatment plan** for the child or adolescent in your case study. Use the criteria in item #1 above. Be sure to Introduce or Demonstrate a Specific therapeutic techniques/interventions in your presentation. You can have a separate handout if you like for students with the instructions and rational for your technique.
- c. **A written research paper** of the selected disorder must be submitted on the date of the oral presentation. The written paper will present a discussion of current research of the disorder. Include the following: history and prevalence of the disorder, diagnostic criteria, symptoms of the disorder, assessment and diagnostic tools or frequently used screenings for evaluation, prevention and intervention treatment modalities, medications as treatment including side effects/risks of medications, therapeutic approach appropriate for this disorder, and implications for parents/family and clinicians. Paper must be prepared using APA format, SHSU writing standards, 8 to 10 pages in length (this length does not include the case study or treatment plan) with 8 current references (limit web references to 3).
- d. **Students will present** a 40 minute power point presentation highlighting the case study, discussing the treatment plan and discussing/demonstrating an intervention.

Grading Rubric

Research Paper <ul style="list-style-type: none"> ▪ - pts off for missing/weak categories ▪ -10 for lack of APA format ▪ -5 if page length is not met ▪ -5 if reference requirement is not met 	100	
Oral presentation of Case Study <ul style="list-style-type: none"> ▪ Introduce your child & diagnosis (5) ▪ Discuss symptoms (5) ▪ Hit all categories listed above (10) ▪ Met time requirement (5) 	25	
Treatment Plan <ul style="list-style-type: none"> ▪ -5 if a strategy is not demonstrated ▪ -10 format ▪ -5 weak goal ▪ -5 minimal objectives 	25	
	150 possible	Earned

This standard is met in COUN 6364 Counseling for Addictions. Knowledge is assessed using class lecture, discussion, diagnosis, and treatment plan project.

8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

This standard is met in the required class [COUN 6332](#) Theories of Marriage and Family Therapy in the knowledge gained through reading an assigned book and writing a treatment plan for a family.

Final Project (50 points): Read one of the three books listed in Supplemental Reading above (right under the required texts). Pick at least one model, but no more than three models, of family therapy or counseling to (a) develop an assessment of the family involved in the book; and (b) provide a treatment plan for the family, discussing some of the interventions you might consider. Use the case formulation plan provided.

RUBRIC:

Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CMHC – C. 8).

Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CMHC – G.1).

Treatment plan demonstrates understanding of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders	10	
Treatment plan integrates 1 to 3 models of family therapy	10	
Treatment plan includes assessment and conceptualization of the case	10	
Writing is clear, concise, and organized	10	
Student provides adequate information to peers during presentation.	10	
Total points	50	

This standard is met in COUN 6364 Counseling for Addictions. Knowledge is assessed using class lecture, discussion, course exams, article review, and reaction paper.

9. Understands professional issues relevant to the practice of clinical mental health counseling.

This standard is met in the required class [COUN 5393](#) Community Counseling in the knowledge gained by completing textbook readings, participating in classroom discussions, taking chapter quizzes, and completing an agency project and presenting it to the class.

INSTRUCTIONAL ACTIVITIES:

- 1. Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.

- **Grading Rubric**

20-25 points---active involvement in all discussions in each class and providing significant input

10-15 points---involvement in all discussions reflecting understanding of the topics

5-10 points---minimal participation in discussions

- 2. Agency presentations (25 pts):** (CMHC A.3, 5, 7, 8, 10; C.9)

Students will work in pairs or singly depending on class size to present a 15-minute overview of this information. This presentation will include a review of a local community counseling agency. Discuss agency mission, organizational structure, services, methods of agency financing, administration, and accountability, interdisciplinary treatment practices, role of supervision, theories and models of counseling used, emergency management, and clientele served. Students should provide a packet of information for class members including (1) mission statement, (2) a flow chart of organizational structure [indicating the student's placement(s) within the structure], and (3) pamphlets and other related information regarding agency services (e.g., standardized assessments). Thorough and complete presentation of all the above information is required to receive full credit. Presenters will provide class with a 3x5 index card of relevant information for inclusion in referral box.

- **Grading Rubric**

Role and Function of Counselors 5

Professional Issues (i. e., Practice, core provider status, expert witness status, access to and practice

privileges within managed care systems) 5

Agency Management Issues 5

Emergency Management Procedures 5

Completeness of Project (Coving all required areas) 5

Total 25

- 3. Chapter Quizzes:** (10 quizzes--5 points each) Students will complete quizzes based on the chapter readings.

Grading Rubric

½ point for each correct answer and 10 questions for each chapter 5

Total 50

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

This standard is met in [COUN 6376](#): Supervised Practice In Counseling. Knowledge is assessed using individual, marital, family, and/or group counseling practice in clinic, serving on reflection teams in the program clinics, class discussion, treatment plan project, power point presentation for parents, a transcription of at least two 10 minute segments of a session and provide tapes of examples of level 4 responses, and supervisor rating of the interns' demonstrated ethical behavior.

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

This standard is addressed in the required course [COUN 5334](#) Effective Human Behavior by the assignment indicated below:

Students will be given a case study from which they will diagnosis all identifiable issues focusing on addressing multicultural concerns using the following:

Students shall submit a comprehensive biopsychosocial diagnostic assessment and treatment plan. The diagnostic assessment and treatment plan will include the following:

- a) A summary of the client case information.
- b) A biopsychosocial history including a mental health history from the case information.
- c) An assessment of current functioning
- d) Describe how you would screens for substance abuse and/or addiction, aggression, and suicidal ideation or intent, and other mental health co-morbidities.
- e) Write a multi-axial diagnosis using criteria from the current edition of the DSM that reflects and is supported by the client's clinical presentation.
- f) Write a section on differential diagnosis that describes diagnoses that were considered before determination of final diagnoses.

- g) Describe multicultural considerations relevant to diagnosis, treatment, referral, or prevention.
- h) Write an evidence-based treatment plan specifying what the literature or practice guidelines identify as appropriate counseling approaches for treatment and/or prevention and appropriate level of care within the treatment continuum of care. (Use Adult Psychotherapy Treatment Planner)
- i) A treatment plan that evaluates the need for referral for medication, potential benefits of medication, risks and side-effects associated with medication.

This standard is met in [COUN 5334](#) Effective Human Behavior. Knowledge is assessed using case studies, readings treatment, case study, case diagnosis, and discussion.

This standard is met in [COUN 6376](#): Supervised Practice In Counseling. Knowledge is assessed using individual, marital, family, and/or group counseling practice in clinic, serving on reflection teams in the program clinics, designs and implements prevention and intervention plans related to the effects of atypical growth and development, health, wellness, and language ability level, multicultural issues, and factors of resiliency on student learning and development.

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

This standard is met in the required class [COUN 5397](#) Human Growth and Development Across the Lifespan. Knowledge is assessed using class activities, lectures, discussions, and discussion boards; writing a tribute to parents that describes the legacy received by them; special topics research concerning middle childhood, adolescence, or young adulthood development; exams; and completion of developmental interview of an adult over 60 years of age about their life influences.

Course Evaluation:

Tribute to My Parents: Write a tribute to your parent(s) (or other primary caregivers) that describes the legacy you received from them in terms of teachings, values, opportunities, experiences, family life, wisdom, or lack of any of the above, etc. This paper does not need to imply that everything you received was positive, **but should reflect how you have made sense of your experiences and upbringing. It should take into account the roles they played in your life, what you received from your experiences, how you feel you have been affected, and how they culminated in who you are today.** The purpose of this assignment is to help you make sense for yourself of your own experiences and to contribute to your awareness of how family, childhood and adolescent experience affect development and influence choices in life, and to help you consider the roles of both nature and nurture in the nature/nurture debate. **Your paper should be no more than 2 pages double spaced.**

25 points

Rubric: Students will be assessed for completion of assignment and writing skills only, not for content.

Followed directions, completed on time, and exhibits graduate level writing = 25 points

Only minimal deviations in directions and/or minor writing errors 20 – 24 points

Did not follow directions on format and/or significant writing errors 10 – 19 points

Special Topics Presentation & Handouts: Each student will research one special topic that concerns middle childhood, adolescence/teens, or young adulthood development (ie. bullying, eating disorders, gangs, alcohol abuse, crisis pregnancy, etc.) There are many topics and you may be creative on choosing any topic with which a counselor might deal with clients/students). You will present your research in the form of a PowerPoint to the class. You should have informational handouts for each person in the class. You need to have at least 4 sources including at least two peer reviewed journal articles. The library can assist you with finding articles. They can do this by phone or online. **Your PowerPoint should have between 15 to 20 slides and your handout should be one to two pages of helpful information in bulleted or easy to read format. DO NOT TRY TO PUT AN ENTIRE PAPER ON SLIDES. PUT MAIN POINTS ON SLIDES AND SHARE SUPPORTING INFORMATION VERBALLY AND ON HANDOUTS. YOUR PRESENTATION SHOULD LAST 12 TO 15 MINUTES.**

75 points (25 for the PowerPoint, 25 for the handouts, and 25 for your oral presentation)

Rubric for Research Topical Presentation

Distribution of Points:

PowerPoints: **(Total possible points: 25)** (See guidelines in syllabus.)

- ___ Selected appropriate topic (5 pts.)
- ___ Adequate coverage of information (10 pts.)
- ___ 15 to 20 slides (5 pts.)
- ___ Adequate references in APA style (5 pts.)

Presentation: **(Total possible points: 25)**

- ___ Elaborates from keywords on slides, rather than reads directly from slides (5 pts.)
- ___ Voice projection and eye contact (5 pts.)
- ___ Engages audience (5 pts.)
- ___ Professional approach (5 pts.)
- ___ 15 to 20 minute presentation (5 pts.)

Handouts/PowerPoint slides: **(Total possible points: 25)**

- ___ Copies one slide per page (5 pts.)
- ___ Includes only keywords, rather than large amounts of text on each slide (5 pts.)

- ____ No grammatical or spelling errors (5 pts.)
- ____ Uses appropriate graphics (5 pts.)
- ____ Organization aids flow (5 pts.)

Your total score: _____ (worth 75 points possible)

To be considered in scoring:

- Thoroughness of information presented
- Clarity of information
- Eye appeal of PowerPoints (thorough without being crowded)
- Creativity in presentation

Developmental Interview **Choose one person to interview (person may be related to you or not) and develop 8 to 10 interview questions based on your readings on the stages of development. The person must be at least 60 years of age, but may be older. Use the questions you develop to interview the person. Plan to spend at least an hour with them as they expand on the questions you asked. You will then write a five page paper discussing the important influences in the life of the person you interviewed by applying terms and concepts from one or more developmental theorists to discuss events or stages in the person’s life. **Your paper should be no more than 5 pages double spaced.****

50 points

GRADING RUBRIC for Developmental Interview

CRITERIA	< 25 points	25-39 points	40-50 points
Interview	Subject was not within the appropriate age guidelines		Subject was within the appropriate age guidelines
Questions	Questions were vague and/or did not cover all of the required developmental information	Questions were adequate, but did not provide for depth of information	Questions were designed to garner information that would provide for thorough analysis of the individual development
	< 15 points	15-19	20-25 points
Factors affecting human behavior	Inadequate description of factors that affect human development with little or no application of theory	Adequate description of the factors that affect human development with appropriate explanation from a theoretical perspective	Thorough description of the factors that affect human development with appropriate explanation from a theoretical perspective
Self-concept, self-esteem,	Inadequate description of	Adequate description of information	Thorough description of information

and sex role	information regarding the development of self-concept, self-esteem, and gender identification with little or no application of theory	regarding the development of self-concept, self-esteem, and gender identification with appropriate explanation from a theoretical perspective	regarding the development of self-concept, self-esteem, and gender identification with appropriate explanation from a theoretical perspective
Normal Development	Inadequate discussion regarding normal stages of development with little or not application of theory	Adequate discussion regarding normal stages of development from a theoretical perspective	Thorough discussion regarding normal stages of development from a theoretical perspective
Crises in normal development	Inadequate discussion of any factors that may have impacted normal behavior or contributed to abnormal behavior with little to no application of developmental theory	Adequate discussion of any factors that may have impacted normal behavior or contributed to abnormal behavior including application of developmental theory	Thorough discussion of any factors that may have impacted normal behavior or contributed to abnormal behavior including application of developmental theory

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

This standard is met in the required course [COUN 5393](#) Community Counseling through the agency presentations.

1. **Agency presentations (25 pts):** (CMHC A.3, 5, 7, 8, 10; C.9)
 Students will work in pairs or singly depending on class size to present a 15-minute overview of this information. This presentation will include a review of a local community counseling agency. Discuss agency mission, organizational structure, services, methods of agency financing, administration, and accountability, interdisciplinary treatment practices, role of supervision, theories and models of counseling used, emergency management, and clientele served. Students should provide a packet of information for class members including (1) mission statement, (2) a flow chart of organizational structure [indicating the student’s placement(s) within the structure], and (3) pamphlets and other related information regarding agency services (e.g., standardized assessments). Thorough and complete presentation of all the above information is required to receive full credit. Presenters will provide class with a 3x5 index card of relevant information for inclusion in referral box.
 - **Grading Rubric**

Role and Function of Counselors	5
Professional Issues (i. e., Practice, core provider status, expert witness status, access to and practice privileges within managed care systems)	5
Agency Management Issues	5
Emergency Management Procedures	5
Completeness of Project (Coving all required areas)	5
Total	25

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

This standard is met in the required class [COUN 6374](#) Practicum in Group Counseling by presentation, skills assessment, and a final paper.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.

This standard is met in [COUN 6376](#): Supervised Practice In Counseling. Knowledge is assessed using individual, marital, family, and/or group counseling practice in clinic, serving on reflection teams in the program clinics, writing treatment plans for each client after the third session, and supervisor assessment.

7. Applies current record-keeping standards related to clinical mental health counseling.

This standard is met in [COUN 6376](#): Supervised Practice In Counseling. Knowledge is assessed using record-keeping for individual, marital, family, and/or group counseling practice in clinic and supervisor assessment of intern's record-keeping as meets CMHC standards.

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

This standard is met in the required course [COUN 6364](#) Counseling for Addictions through a case study project.

1. Treatment Plan and Diagnosis Project: Details will be provided. (100 points)

For this project, you will be completing a diagnosis and treatment plan. You will read the case and then write a five Axis Diagnosis using the Diagnosis and Treatment Plan template. Please note that there is no diagnosis on Axis II so be sure to code it correctly. You will also include four initial treatment method recommendations and you will write a treatment plan focused on three problems. Please also note that I am only looking for one diagnosis on Axis I.

Grading Rubric:

Identifying most appropriate diagnosis/rationale on Axis I	10
Identifying most appropriate diagnosis/rationale on Axis II	10
Correctly reporting on Axis III	5
Correctly Reporting with rationale on Axis IV	10
Reporting appropriate GAF Score with rationale	10
Making appropriate treatment recommendations	5
Writing an effective treatment plan focused on appropriate Problems, with a goal, two objectives, and four interventions For each of three problems	50
Total	100

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

This standard is met in the required course [COUN 6386](#)-Clinical using a reflection paper.

- 1. Internship Reflection Paper:** A paper summarizing the field practicum experiences will be submitted at the last class meeting (2-3 pages, typed, double spaced, graduate-level quality) (100 points)

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in online discussions, completing a journal article review from the Journal of Multicultural Counseling & Development, doing an activity to increase cultural knowledge and sensitivity and writing a paper about it, and immersing self in an activity that falls outside the boundaries of own culture and writing a reflection.

Course Evaluation:

A. Journal Article Review (50 points, 25 points each)

Find an article from the **Journal of Multicultural Counseling and Development** and write a review using the following guidelines:

- Summarize the conclusions/findings in the article and include your reactions concerning the strengths/weaknesses of the article, the applicability to counseling, your reactions to the theory or position of the author(s), etc.
- Discuss how you can use research to aid in your development as a culturally competent counselor
- Include a cover page, and a reference page. Paper is not to exceed 2-3 pages not counting the cover and reference pages.
- Follow APA Publication Manual Guidelines including the use of headings found on pages 62 and 63 of the APA publications manual.
- Article must be from within the last five (5) years

Grading Rubric:

▪ Following Instructions	5 points
▪ Following APA guidelines	10 points
▪ Grammar	10 points
▪ Content	25 points

B. Multicultural Learning Experience: 100 Points

See page 13 of the syllabus for complete instructions for this project.

C. Cultural Immersion Experience (2 @ 50 points each)

Students will engage in activities that provide the opportunity to learn about diverse populations. For each immersion experience, you must immerse yourself by participating in an activity that falls outside the boundaries of your culture (considering all dimensions). Then you must write a 3-4 page paper, following APA guidelines, detailing your experience. In your paper you should identify and briefly describe the experience; discuss why you selected this experience; discuss your feelings and reactions to it; describe what you would do differently if you were to repeat this experience; and discuss the value of this experience to you as a counselor. **You are required to complete two different cultural immersion experiences. Each experience must cover a different dimension. All activities must be preapproved. This activity must be done alone – not with other students, family members, or friends.**

Grading Rubric:

Identify and describe the experience	10
Discuss why you selected the experience	10

Discuss your feelings and reactions to the experience	10
Describe what you would do differently if you were to repeat the experience	5
Discuss the value of this experience to you as a counselor	10
Following APA guidelines	5
Total	50

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in online discussions, doing an activity to increase cultural knowledge and sensitivity and writing a paper about it, and immersing self in an activity that falls outside the boundaries of own culture and writing a reflection.

Course Evaluation:

A. Multicultural Learning Experience: 100 Points

See page 13 of the syllabus for complete instructions for this project.

B. Cultural Immersion Experience (2 @ 50 points each)

Students will engage in activities that provide the opportunity to learn about diverse populations. For each immersion experience, you must immerse yourself by participating in an activity that falls outside the boundaries of your culture (considering all dimensions). Then you must write a 3-4 page paper, following APA guidelines, detailing your experience. In your paper you should identify and briefly describe the experience; discuss why you selected this experience; discuss your feelings and reactions to it; describe what you would do differently if you were to repeat this experience; and discuss the value of this experience to you as a counselor. **You are required to complete two different cultural immersion experiences. Each experience must cover a different dimension. All activities must be preapproved. This activity must be done alone – not with other students, family members, or friends.**

Grading Rubric:

Identify and describe the experience	10
Discuss why you selected the experience	10
Discuss your feelings and reactions to the experience	10
Describe what you would do differently if you were to repeat the experience	5
Discuss the value of this experience to you as a counselor	10
Following APA guidelines	5
Total	50

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the knowledge gained through participation in class discussions and researching various mental health disorders affecting children and adolescents, and critiquing a research article related to diagnosis and treatment of a child or adolescent disorder.

Article Critique

Students should follow the guide below in addressing important aspects of the article they are critiquing. Critiques should be no more than 5 pages. Professionalism is encouraged.

A. Background and Review of Literature

1. Why is this study/article important?
2. What theory does it use or discuss, if any?
3. What does this study/article mean for counselors?
4. What knowledge gap is it trying to fill or what type of question is it trying to answer?
5. What types of studies or other literature are cited?

B. Statement of the Problem

1. What is the “problem” or question according to the authors?
2. Is the question or problem worth answering or is it important to counseling and why?
3. Are there hypotheses or research questions? What are they? And how to the authors suggest to answer them?

C. Research Design** Some articles do not describe a study or an experiment. These are conceptual articles. If the article is conceptual, skip to part D.

1. Does the article describe an experimental design? (ie. Does it answer the research question(s) through tests?)
2. What type of methodology is proposed? Quantitative (using statistics) or qualitative (using thematic analysis of interviews or artifacts)?
3. If the design is experimental, briefly describe the study and how it was conducted. Include population (who was being studied) and what was done.
4. What were the results?

D. Overview of Concept

1. What points are being made?
2. Are the points being made valid or important for counselors? Why?
3. If there are suggestions or strategies for school counselors given what are

they?

E. Results and Conclusions

1. What were the general conclusions drawn from either the overview of concepts or from the results of the study?
2. Do the conclusions answer the research questions?
3. How do the conclusions serve to inform counselors?
4. Would this article be useful for counselors in training? Why or why not?
5. What other research could be done based on this article?
6. What is your opinion of this article and its relevance?

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in online discussions, doing an activity to increase cultural knowledge and sensitivity and writing a paper about it, and immersing self in an activity that falls outside the boundaries of own culture and writing a reflection.

Course Evaluation:

A. Multicultural Learning Experience: 100 Points

See page 13 of the syllabus for complete instructions for this project.

B. Cultural Immersion Experience (2 @ 50 points each)

Students will engage in activities that provide the opportunity to learn about diverse populations. For each immersion experience, you must immerse yourself by participating in an activity that falls outside the boundaries of your culture (considering all dimensions). Then you must write a 3-4 page paper, following APA guidelines, detailing your experience. In your paper you should identify and briefly describe the experience; discuss why you selected this experience; discuss your feelings and reactions to it; describe what you would do differently if you were to repeat this experience; and discuss the value of this experience to you as a counselor. **You are required to complete two different cultural immersion experiences. Each experience must cover a different dimension. All activities must be preapproved. This activity must be done alone – not with other students, family members, or friends.**

Grading Rubric:

Identify and describe the experience	10
Discuss why you selected the experience	10
Discuss your feelings and reactions to the experience	10
Describe what you would do differently if you were to repeat the experience	5

Discuss the value of this experience to you as a counselor	10
Following APA guidelines	5
Total	50

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in group discussions, and completing objective quizzes.

Course Evaluation:

. Two timed objective quizzes-

- Quiz #1 (chapters 1-8, 25)
- Quiz #2 (chapters 10-14 & 16-19, 23, 24, 26)
- 100 points each for 200 total points
- Quizzes are in SHSU Online under the week assigned

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in group discussions, completing objective quizzes, and writing a letter to a state legislator advocating for mental health services.

Course Evaluation:

- **Two timed objective quizzes-**
 - Quiz #1 (chapters 1-8, 25)
 - Quiz #2 (chapters 10-14 & 16-19, 23, 24, 26)
 - 100 points each for 200 total points
 - Quizzes are in SHSU Online under the week assigned
- **Advocacy Project (25 points)**

Based on your MLE and CIE activities what you learned from them especially in the areas of public policy and how public policy affects the accessibility of mental health services. Write a letter to a state legislator advocating for their support concerning the provision of mental health services. This letter is to be both sent to the legislator and submitted to the instructor.

Grading Rubric:

Composing Letter addressing advocacy issue	20
Sending letter (Turn in to instructor in stamped envelope)	5
 Total	 25

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

This standard is met in the required course [COUN 5393](#) Community Counseling. Knowledge is assessed through reading and experiential activities.

1. Agency presentations (25 pts): (CMHC A.3, 5, 7, 8, 10; C.9)

Students will work in pairs or singly depending on class size to present a 15-minute overview of this information. This presentation will include a review of a local community counseling agency. Discuss agency mission, organizational structure, services, methods of agency financing, administration, and accountability, interdisciplinary treatment practices, role of supervision, theories and models of counseling used, emergency management, and clientele served. Students should provide a packet of information for class members including (1) mission statement, (2) a flow chart of organizational structure [indicating the student’s placement(s) within the structure], and (3) pamphlets and other related information regarding agency services (e.g., standardized assessments). Thorough and complete presentation of all the above information is required to receive full credit. Presenters will provide class with a 3x5 index card of relevant information for inclusion in referral box.

• **Grading Rubric**

Role and Function of Counselors	5
Professional Issues (i. e., Practice, core provider status, expert witness status, access to and practice privileges within managed care systems)	5
Agency Management Issues	5
Emergency Management Procedures	5
Completeness of Project (Coving all required areas)	5
Total	25

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

This standard is met in the required class [COUN 5392](#) Cross Cultural Issues in Counseling. Knowledge is assessed through reading textbook chapters, participating in group discussions, and writing a letter to a state legislator advocating for mental health services.

Course Evaluation:

- **Advocacy Project (25 points)**

Based on your MLE and CIE activities what you learned from them especially in the areas of public policy and how public policy affects the accessibility of mental health services. Write a letter to a state legislator advocating for their support concerning the provision of mental health services. This letter is to be both sent to the legislator and submitted to the instructor.

Grading Rubric:

Composing Letter addressing advocacy issue	20
Sending letter (Turn in to instructor in stamped envelope)	5
Total	25

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

This standard is met in [COUN 6376](#): Supervised Practice In Counseling. Knowledge is assessed using individual, marital, family, and/or group counseling practice in clinic as well as designs and implements in-session and out-of-session interventions congruent with the problem situation and the counseling goals.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

This standard is met in the required class [COUN 6332](#) Theories of Marriage and Family Therapy in the knowledge gained through reading an assigned book and writing a treatment plan for a family.

Final Project (50 points): Read one of the three books listed in Supplemental Reading above (right under the required texts). Pick at least one model, but no more than three models, of family therapy or counseling to (a) develop an assessment of the family involved in the book; and (b) provide a treatment plan for the family, discussing some of the interventions you might consider. Use the case formulation plan provided.

RUBRIC:

Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CMHC – C. 8).

Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CMHC – G.1).

Treatment plan demonstrates understanding of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders	10	
Treatment plan integrates 1 to 3 models of family therapy	10	
Treatment plan includes assessment and conceptualization of the case	10	
Writing is clear, concise, and organized	10	
Student provides adequate information to peers during presentation.	10	
Total points	50	

This standard is met in COUN 5397 Human Growth and Development Across the Lifespan. Knowledge is assessed using exams, instructor evaluation of developmental interview, and topics paper.

This standard is met in COUN 5334 Effective Human Behavior. Knowledge is assessed using case study assessment, discussion participation, exams, and journal article review.

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the knowledge gained through reading assigned materials and discussing in class and presenting cultural considerations in a case study.

3. Students will do a presentation/paper with the following components:
 - a. **Prepare a case study** based on selected disorders usually first diagnosed in infancy, childhood, or adolescence. The case study presentation should include the following headings/info:
 - Scenario of client (child, or adolescent) discuss major symptoms/behaviors
 - Cultural considerations (ethnicity, language, nationality, gender)
 - Family Considerations (parent-child, sibling, extended family relationships)
 - Pharmacological considerations
 - Academic achievement (IQ measures, grades, criterion tests, etc.as applicable)
 - Social considerations (SES, parent occupation)
 - Personal considerations (intra/interpersonal, stressors & coping mechanisms)
 - b. **Create a treatment plan** for the child or adolescent in your case study. Use the criteria in item #1above. Be sure to Introduce or Demonstrate a Specific therapeutic techniques/interventions in your presentation. You can have a separate handout if you like for students with the instructions and rational for your technique.
 - c. **A written research paper** of the selected disorder must be submitted on the date of the oral presentation. The written paper will present a discussion of current research of the disorder. Include the following: history and prevalence of the disorder, diagnostic criteria, symptoms of the disorder, assessment and diagnostic tools or frequently used screenings for evaluation, prevention and intervention treatment modalities, medications as treatment including side effects/risks of medications, therapeutic approach appropriate for this disorder, and implications for parents/family and clinicians. Paper must be prepared using APA format,

SHSU writing standards, 8 to 10 pages in length (this length does not include the case study or treatment plan) with 8 current references (limit web references to 3).

- d. **Students will present** a 40 minute power point presentation highlighting the case study, discussing the treatment plan and discussing/demonstrating an intervention.

Grading Rubric

Research Paper <ul style="list-style-type: none"> ▪ - pts off for missing/weak categories ▪ -10 for lack of APA format ▪ -5 if page length is not met ▪ -5 if reference requirement is not met 	100	
Oral presentation of Case Study <ul style="list-style-type: none"> ▪ Introduce your child & diagnosis (5) ▪ Discuss symptoms (5) ▪ Hit all categories listed above (10) ▪ Met time requirement (5) 	25	
Treatment Plan <ul style="list-style-type: none"> ▪ -5 if a strategy is not demonstrated ▪ -10 format ▪ -5 weak goal ▪ -5 minimal objectives 	25	
	150 possible	Earned

This standard is met in COUN 5334 Effective Human Behavior. Knowledge is assessed using case study assessment, discussion participation, exams, and journal article review.

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

This standard is met in [COUN 6364](#) Counseling for Addictions. Knowledge is assessed using readings, final exam, journal article review, and class discussion.

Psychopharmacology for Counselors
Opportunity to Excel

Student Name:

This project consists of multiple choice and short answer questions. Please be sure to answer all questions. Point values are noted in each section of the exam. Total possible points 100.

Multiple Choice: Each question is worth 2 points. Please highlight the correct answer.

1. [Redacted]

2. [Redacted]

3. [Redacted]

4. [Redacted]

5. [Redacted]

6. [Redacted]

7. [Redacted]

8.

Short Answer: Each question is worth 2 points each.

1.

2.

Essay Questions:

1.

2.

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

This standard is met in [COUN 5334](#) Effective Human Behavior. Knowledge is assessed using class lecture, discussion, and a case study.

A. Case Study/Diagnosis (50 points)

- **Students will be given a case study from which they will diagnosis all identifiable issues focusing on addressing multicultural concerns using the following:**

Students shall submit a comprehensive diagnostic assessment. The diagnostic assessment will include the following:

- a) A summary of the client case information.
- b) A biopsychosocial history including a mental health history from the case

information.

- c) An GAF assessment of last year functioning
- d) Describe how you would screens for substance abuse and/or addiction, aggression, and suicidal ideation or intent, and other mental health co-morbidities.
- e) Write a multi-axial diagnosis using criteria from the current edition of the DSM that reflects and is supported by the client’s clinical presentation (In other words a five Axis diagnosis with rationales)
- f) Describe multicultural considerations relevant to the diagnosis.

Grading Rubric

Summary	2
History	2
GAF Assessment (last year)	2
Screening	2
Identify most appropriate diagnosis with rationale on Axis I	10
Identify most appropriate diagnosis with rationale on Axis II	10
Correctly reporting on Axis III	2
Correctly Reporting with rationale on Axis IV	10
Reporting appropriate Current GAF Score with rationale on Axis V	5
Description of Wellness & Multicultural Considerations	5
Total	50

H. Skills and Practices

1. 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.

This standard is met in [COUN 6376](#): Supervised Practice In Counseling. Knowledge is assessed using individual, marital, family, and/or group counseling practice in clinic as well as selecting assessment interventions while demonstrating awareness of potential cultural bias of certain protocols.

2. 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.

This standard is met in [COUN 6376](#): Supervised Practice In Counseling. Knowledge is assessed using individual assessment practice in clinic and demonstration of intake interview and assessment skills appropriate for clinical mental health counseling.

This standard is met in [COUN 6364](#) Counseling for Addictions. Knowledge is assessed using conduct practice, intake interview, and interview project.

1. Practice Intake Interview and Write-up (100 points)

Students will be paired up with each other and will complete the Adult Intake Form as though you were a client seeking counseling for a substance use problem. After completing the form, students will write a two page paper describing your experience in conducting the interview and what you learned about intake interviews, the mental status evaluation, taking a biopsychosocial history, taking a mental health history, and a psychological assessment for treatment planning. Also, describe what additional items you would include in the intake and what you would eliminate if anything. You will turn both the intake form and the two page paper in class.

Grading Rubric

Grammar and spelling	10 points
Completing the Intake form with no Blanks	10 points
Content, thoroughness, and Integration	70 points
The demonstration of following the guidelines	10 points
Total	100 points

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the skills and practices gained through developing a treatment plan by assessing client needs and determining short-term and long-term goals.

Treatment Plans

Students will work independently and in groups to develop treatment plans for the case studies provided in class. The **treatment plans** are to be developmentally appropriate for identified client(s) and must include the following:

Refer to Chapter 10 (Erk) for treatment plan guidelines. Treatment plan must consider the following:

- Statement of the problem(s)
- Prioritized list
- Treatment Goals and Plan
- Short-term goals
- Long-term goals

- Cultural specific interventions (when applicable)
- Recommendations to parents, teachers, and others
- Consideration of ethical and legal perspectives for the client(s)
- Considerations of developmental perspectives (cognitive, social, emotional)
- Diagnosis based on DSM-IV-TR criteria
- Pharmacological considerations (when applicable)
- *Developmentally appropriate and case specific therapeutic techniques/interventions*

Grading Rubric

Statement of the problem	2	
Prioritized list	3	
Treatment Goal	5	
Objectives	5	
Interventions <ul style="list-style-type: none"> ▪ Developmentally appropriate ▪ Culturally appropriate 	5	
Axis 1-5	5	
	Total possible 25	Earned

This standard is met in COUN 6376: Supervised Practice In Counseling. Knowledge is assessed using individual, marital, family, and/or group counseling practice in clinic as well as supervisor assessment of intern’s assessment of risky behaviors.

4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

This standard is met in the required class [COUN 5334](#) Effective Human Behavior in the knowledge gained through identifying appropriate diagnoses, treatments, and interventions that fit a specific case study.

A. Case Study/Diagnosis (50 points)

- **Students will be given a case study from which they will diagnosis all identifiable issues focusing on addressing multicultural concerns using the following:**
 Students shall submit a comprehensive diagnostic assessment. The diagnostic assessment will include the following:
 - a) A summary of the client case information.
 - b) A biopsychosocial history including a mental health history from the case information.
 - c) An GAF assessment of last year functioning

- d) Describe how you would screens for substance abuse and/or addiction, aggression, and suicidal ideation or intent, and other mental health co-morbidities.
- e) Write a multi-axial diagnosis using criteria from the current edition of the DSM that reflects and is supported by the client’s clinical presentation (In other words a five Axis diagnosis with rationales)
- f) Describe multicultural considerations relevant to the diagnosis.

Grading Rubric

Summary	2
History	2
GAF Assessment (last year)	2
Screening	2
Identify most appropriate diagnosis with rationale on Axis I	10
Identify most appropriate diagnosis with rationale on Axis II	10
Correctly reporting on Axis III	2
Correctly Reporting with rationale on Axis IV	10
Reporting appropriate Current GAF Score with rationale on Axis V	5
Description of Wellness & Multicultural Considerations	5
Total	50

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

This standard is met in the required class [COUN 5379](#) Methods of Research the knowledge is gained through reading and analyzing journal articles.

- **Research Article Review:**

Each student will locate, read, and abstract one article from the professional literature on addictions. There should be one article from any of the following topics: #1 mental health diagnosis; #2 mental health treatment; and #3 mental health and the family. **The article must include multicultural or gender issues.** Each abstract should be limited to three (3) double-spaced typed pages and should include (a) a reference of the article written in APA style; (b) a summary of the article and its findings; (c) an evaluation of the article by the student. A copy of the article should be attached to the abstract. The abstract will be worth 25 points. (See page 12 for detailed instructions)

Grading Rubric

The use of APA format	5 points
Grammar and spelling	5 points
Content, thoroughness, and Integration	10 points
The demonstration of following the guidelines	5 points
Total	25 points

2. Knows models of program evaluation for clinical mental health programs.

This standard is met in the required class [COUN 5393](#) Community Counseling where knowledge is gained through reading about and learning about the different ways of evaluating programs as part of the program development project.

- 1. Program development paper** (100 pts): Based on the text, existing literature, and class discussions, develop a programmatic counseling intervention aimed at a particular population and issue/need in a clinical mental health setting. The proposed program is to be an original contribution. Please adhere to the University's policy on plagiarism. To develop this program, students will select a mental health issue/problem that they anticipate confronting as a clinical mental health counselor, especially in, but not limited to, an urban or rural setting. These topics may include but are not limited to: family violence, pastoral counseling, multicultural counseling, teenage parents, child sexual abuse, the elderly, and teenage gangs. Each student will conduct a literature review on the nature and scope of the problem and existing counseling approaches (both descriptive and empirical reports). Included in your paper will be fifteen (15) references from refereed journals, texts and/or a combination of the two. Your references should not be older than 10 years (1999) unless you are citing either a "landmark" article or book. The required paper must be a minimum of fifteen (15) pages in length (to include a title page and abstract on separate pages) and IS NOT to exceed twenty (20) pages. This paper must be written in accordance with the APA Style Manual (6th ed.; see manual for formatting of page headers, running head, pagination, reference lists, etc.). Your paper must include the following major sections:

 - Description of the problem nationally AND in Huntsville or the local area in which you reside
 - Operational definition of select terms
 - Administration, regulatory processes, and finance of the program
 - Multicultural considerations
 - Current effective treatment interventions for working with the selected population (i.e. support groups, peer facilitation training, education, self-help, etc.)
 - Description of your proposed intervention procedures and population being served
 - Counselor role and function in the intervention
 - Procedures used to gauge success of the program (accountability outcomes; plan for evaluation of outcomes)
 - Discussion of special issues (e.g., ethical, contextual) that could or will impact the program

- Implications for counselors.

Your paper will be evaluated based on: a) the accuracy of the information presented; b) the clarity of the paper; c) the thoughtfulness in which the topic(s) is/are discussed, and d) your adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references. Each student will be required to give a thirty (30) minute graphic presentation related to his or her paper using MS Power point or other appropriate presentation program (~10 minutes allotted to class discussion). This presentation counts for 10 points of the total 100 points for this assignment. Presentations will be organized into symposia of four students each, sharing somewhat similar foci, topics, or populations and the time constraint will be enforced.

Grading Rubric:

Accuracy of the information presented	20
Clarity of the paper	20
Thoughtfulness in which the topic(s) is/are discussed	35
Adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references.	15
Presentation	10
Total	100

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the knowledge gained through identifying appropriate interventions that fit a specific diagnosis for a child or adolescent client from a book or video.

Critique of Therapy Book or Video or Game

In this assignment you will read or watch a book or video or study a game that could be used by counselors in working with K-12 age clients. Critical analysis of an the book or video relies on a careful examination of the relevance of the topic (material) and how it can be applied to counseling issues demonstrated by school-age clients. These critiques will be copied for your classmates so that each of you retain a variety of possible resources to use when you become counselors. Critiques should be no more than 2 pages.

PART ONE

Title:

Author:

Intended Audience: (Include age/developmental range of students)

Topic:

Justification of your choice as an evidence-based strategy for helping:

PART TWO

Rate the following and provide any needed comments:

1. The quality of the product:
(very poor)1 2 3 4 5 (very good)
2. The likelihood that I would use this with a student:
(not very likely)1 2 3 4 5 (very likely)
3. I would recommend this to another counselor:
(not very likely)1 2 3 4 5(very likely)

PART THREE

Please address the following in your critique:

1. Basic structure/information addressed in the video or plot and themes in the book or game.
2. Counseling issues or concerns that the book or video or game could address with K-12 clients.
3. Your perception of appropriateness of the material.
4. Your desired implementation (individual, small group etc.)
5. Three to five ideas of how you would use this book or video or game with clients.
6. Two ideas for extensions of the book or video or game via partnerships with parents, teachers, community leaders or others.

(To find sources: check your library-local and university, video rentals, bookstores etc.)

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.

This standard is met in the required class [COUN 5393](#) Community Counseling where knowledge is gained through reading and research as part of developing a program proposal.

1. **Program development paper** (100 pts): Based on the text, existing literature, and class discussions, develop a programmatic counseling intervention aimed at a particular population and issue/need in a clinical mental health setting. The proposed program is to be an original contribution. Please adhere to the University's policy on plagiarism. To develop this program, students will select a mental health issue/problem that they anticipate confronting as a clinical mental health counselor, especially in, but not limited to, an urban or rural setting. These topics may include but are not limited to: family violence, pastoral counseling, multicultural counseling, teenage parents, child sexual abuse, the elderly, and teenage gangs. Each student will conduct a literature review on the nature and scope of the problem and existing counseling approaches (both descriptive and empirical reports). Included in your paper will be fifteen (15) references from refereed journals, texts and/or a combination of the two. Your references should not be older than 10 years (1999) unless you are citing either a "landmark" article or book. The required paper must be a minimum of fifteen (15) pages in length (to include a title page and abstract on separate pages) and IS NOT to exceed twenty (20) pages. This paper must be written in accordance with the APA Style Manual (6th ed.; see manual for formatting of page headers, running head, pagination, reference lists, etc.). Your paper must include the following major sections:

- Description of the problem nationally AND in Huntsville or the local area in which you reside
- Operational definition of select terms
- Administration, regulatory processes, and finance of the program
- Multicultural considerations
- Current effective treatment interventions for working with the selected population (i.e. support groups, peer facilitation training, education, self-help, etc.)
- Description of your proposed intervention procedures and population being served
- Counselor role and function in the intervention
- Procedures used to gauge success of the program (accountability outcomes; plan for evaluation of outcomes)
- Discussion of special issues (e.g., ethical, contextual) that could or will impact the program
- Implications for counselors.

Your paper will be evaluated based on: a) the accuracy of the information presented; b) the clarity of the paper; c) the thoughtfulness in which the topic(s) is/are discussed, and d) your adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references. Each student will be required to give a thirty (30) minute graphic presentation related to his or her paper using MS Power point or other appropriate presentation program (~10 minutes allotted to class discussion). This presentation counts for 10 points of the total 100 points for this assignment. Presentations will be organized into symposia of four students each, sharing somewhat similar foci, topics, or populations and the time constraint will be enforced.

Grading Rubric:

Accuracy of the information presented	20
Clarity of the paper	20
Thoughtfulness in which the topic(s) is/are discussed	35
Adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references.	15
Presentation	10
Total	100

2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

This standard is met in the required class [COUN 5393](#) Community Counseling where knowledge is gained through reading and research as part of developing a program proposal. Students develop a program and develop outcome evaluations that are used to measure the effective of the program, intervention, and/or treatment.

1. **Program development paper** (100 pts): Based on the text, existing literature, and class discussions, develop a programmatic counseling intervention aimed at a particular population and issue/need in a clinical mental health setting. The proposed program is to be an original contribution. Please adhere to the University's policy on plagiarism. To develop this program, students will select a

mental health issue/problem that they anticipate confronting as a clinical mental health counselor, especially in, but not limited to, an urban or rural setting. These topics may include but are not limited to: family violence, pastoral counseling, multicultural counseling, teenage parents, child sexual abuse, the elderly, and teenage gangs. Each student will conduct a literature review on the nature and scope of the problem and existing counseling approaches (both descriptive and empirical reports). Included in your paper will be fifteen (15) references from refereed journals, texts and/or a combination of the two. Your references should not be older than 10 years (1999) unless you are citing either a "landmark" article or book. The required paper must be a minimum of fifteen (15) pages in length (to include a title page and abstract on separate pages) and IS NOT to exceed twenty (20) pages. This paper must be written in accordance with the APA Style Manual (6th ed.; see manual for formatting of page headers, running head, pagination, reference lists, etc.). Your paper must include the following major sections:

- Description of the problem nationally AND in Huntsville or the local area in which you reside
- Operational definition of select terms
- Administration, regulatory processes, and finance of the program
- Multicultural considerations
- Current effective treatment interventions for working with the selected population (i.e. support groups, peer facilitation training, education, self-help, etc.)
- Description of your proposed intervention procedures and population being served
- Counselor role and function in the intervention
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- Discussion of special issues (e.g., ethical, contextual) that could or will impact the program
- Implications for counselors.

Your paper will be evaluated based on: a) the accuracy of the information presented; b) the clarity of the paper; c) the thoughtfulness in which the topic(s) is/are discussed, and d) your adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references. Each student will be required to give a thirty (30) minute graphic presentation related to his or her paper using MS Power point or other appropriate presentation program (~10 minutes allotted to class discussion). This presentation counts for 10 points of the total 100 points for this assignment. Presentations will be organized into symposia of four students each, sharing somewhat similar foci, topics, or populations and the time constraint will be enforced.

Grading Rubric:

Accuracy of the information presented	20
Clarity of the paper	20
Thoughtfulness in which the topic(s) is/are discussed	35
Adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references.	15
Presentation	10
Total	100

3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

This standard is met in the required class [COUN 5391](#) Child and Adolescent Counseling in the skills and practices gained through participation in class discussions and researching various mental health disorders affecting children and adolescents, and critiquing a research article related to diagnosis and treatment of a child or adolescent disorder.

Article Critique

Students should follow the guide below in addressing important aspects of the article they are critiquing. Critiques should be no more than 5 pages. Professionalism is encouraged.

A. Background and Review of Literature

1. Why is this study/article important?
2. What theory does it use or discuss, if any?
3. What does this study/article mean for counselors?
4. What knowledge gap is it trying to fill or what type of question is it trying to answer?
5. What types of studies or other literature are cited?

B. Statement of the Problem

1. What is the “problem” or question according to the authors?
2. Is the question or problem worth answering or is it important to counseling and why?
3. Are there hypotheses or research questions? What are they? And how to the authors suggest to answer them?

C. Research Design** Some articles do not describe a study or an experiment. These are conceptual articles. If the article is conceptual, skip to part D.

1. Does the article describe an experimental design? (ie. Does it answer the research question(s) through tests?)
2. What type of methodology is proposed? Quantitative (using statistics) or qualitative (using thematic analysis of interviews or artifacts)?
3. If the design is experimental, briefly describe the study and how it was conducted. Include population (who was being studied) and what was done.
4. What were the results?

D. Overview of Concept

1. What points are being made?
2. Are the points being made valid or important for counselors? Why?
3. If there are suggestions or strategies for school counselors given what are

they?

E. Results and Conclusions

1. What were the general conclusions drawn from either the overview of concepts or from the results of the study?
2. Do the conclusions answer the research questions?
3. How do the conclusions serve to inform counselors?
4. Would this article be useful for counselors in training? Why or why not?
5. What other research could be done based on this article?
6. What is your opinion of this article and its relevance?

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

This standard is met in [COUN 6364](#) Counseling for Addictions. Knowledge is assessed using class lecture, discussion, diagnosis and treatment plan project.

- 1. Treatment Plan and Diagnosis Project:** Details will be provided. (100 points)
For this project, you will be completing a diagnosis and treatment plan. You will read the case and then write a five Axis Diagnosis using the Diagnosis and Treatment Plan template. Please note that there is no diagnosis on Axis II so be sure to code it correctly. You will also include four initial treatment method recommendations and you will write a treatment plan focused on three problems. Please also note that I am only looking for one diagnosis on Axis I.

Grading Rubric:

Identifying most appropriate diagnosis/rationale on Axis I	10
Identifying most appropriate diagnosis/rationale on Axis II	10
Correctly reporting on Axis III	5
Correctly Reporting with rationale on Axis IV	10
Reporting appropriate GAF Score with rationale	10
Making appropriate treatment recommendations	5
Writing an effective treatment plan focused on appropriate Problems, with a goal, two objectives, and four interventions	

For each of three problems	50
Total	100

2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

This standard is met in the required course [COUN 5334](#) Effective Human Behavior. Students are presented with two different case studies that they then demonstrate the following skills: diagnosis, treatment planning, and identification of treatment methods.

A. Treatment Plan Projects (2) (100 points each)

- **Students will be given two different case scenarios from which they will develop a five Axis Diagnosis and a complete treatment plan.**
- Grading Rubric

Identifying most appropriate diagnosis/rationale on Axis I	10
Identifying most appropriate diagnosis/rationale on Axis II	10
Correctly reporting on Axis III	5
Correctly Reporting with rationale on Axis IV	10
Reporting appropriate GAF Score with rationale	10
Making appropriate treatment recommendations	5
Writing an effective treatment plan focused on appropriate Problems, with a goal, two objectives, and four interventions	
For each of three problems	50
Total	100

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

This standard is met in [COUN 6364](#) Counseling for Addictions. Knowledge is assessed using class lecture, discussion, and course exams.

1. Parent Presentation: (100 points)

Make a PowerPoint presentation with the purpose of educating a parent group about the signs and symptoms of one class of substances. Provide them with community resources

from this region to assist them should they find that their teen has a diagnosis of substance abuse or dependence. Be sure to identify the signs and symptoms associated with substance use disorders that mimic and coexist with a variety of medical and psychological disorders.

Grading Rubric:

Signs and Symptoms of Drug Class	20
Discussion of Community Resources	20
Signs and Symptoms of Drug Use/Abuse	20
Co-Occurring Mental Disorders	20
How to prevent substance abuse	20
Total	100

4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

This standard is met in the required course [COUN 5334](#) Effective Human Behavior. Students will write a 2-3 page paper describing the relevance and potential biases of commonly used diagnostic tools with multicultural populations. You will use the DSM-5 and relevant research to complete this paper. There must be a minimum of four references used.

A. Multicultural Paper (100 points)

Students will write a 2-3 page paper describing the relevance and potential biases of commonly used diagnostic tools with multicultural populations. You will use the DSM-5 and relevant research to complete this paper. There must be a minimum of four references used.

Grading Rubric

Following APA guidelines	10 points
Grammar	10 points
Using appropriate references	10 points
Content	70 points
Total:	100 points

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.

This standard is met in the required course [COUN 5394](#) Crisis and Trauma in Counseling. Students complete a paper that discusses these topics following classroom discussions and a review of current literature.

Final Paper

300 points

- Review suicidal and homicidal behavioral assessment and intervention strategies for crisis counseling
- Relate to a specific setting: family counseling, disaster management, school, etc.
- Discuss the role of diagnosis in disaster, trauma, crisis and other events
- Relate to ethical codes and best practices

L. Skills and Practices

1. 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.

This standard is met in [COUN 6376](#): Supervised Practice In Counseling. Knowledge is assessed using individual, marital, family, and/or group counseling practice in clinic as well as instructor observation and skills checklist.

Supervised Practice in Counseling Proficiencies

In order to complete COUN 676, all proficiencies must be met with a rating of average or better.

Proficiencies	Poor	Below Average	Average	Above Average	Excellent
Knowledge					
<i>Has knowledge of theory and intervention strategies</i>					
<i>Has knowledge of assessment and diagnosis</i>					
<i>Is understanding of cultural and ethnic issues</i>					

<i>Has knowledge of resources in community</i>					
<i>Has knowledge of current ethical guidelines and legal issues</i>					
Practice					
<i>Practices within a theoretical frame</i>					
<i>Demonstrates mastery of intervention techniques</i>					
<i>Able to develop rapport</i>					
<i>Able to establish a counseling relationship</i>					
<i>Able to conceptualize a problem</i>					
<i>Responds accurately to content</i>					
<i>Responds accurately to feelings</i>					
<i>Responds accurately at Carkhuff Level 4</i>					
<i>Can respond to multicultural issues</i>					
<i>Is timely and thorough in documentation</i>					
<i>Able to formulate treatment goals</i>					
Personal					
<i>Demonstrates ethical behavior</i>					
<i>Demonstrates use of good judgment in counseling skill</i>					
<i>Is interpersonally competent</i>					
<i>Is able to identify own strengths and weaknesses</i>					
<i>Is able to accept and learn from feedback</i>					
<i>Is an asset to the profession</i>					

Proficiencies	Poor	Below Average	Average	Above Average	Excellent
Knowledge					
<i>Has knowledge of theory and intervention strategies</i>					
<i>Has knowledge of assessment and diagnosis</i>					
<i>Is understanding of cultural and ethnic issues</i>					
<i>Has knowledge of resources in community</i>					
<i>Has knowledge of current ethical guidelines and legal issues</i>					
Practice					
<i>Practices within a theoretical frame</i>					
<i>Demonstrates mastery of intervention techniques</i>					
<i>Able to develop rapport</i>					

<i>Able to establish a counseling relationship</i>					
<i>Able to conceptualize a problem</i>					
<i>Responds accurately to content</i>					
<i>Responds accurately to feelings</i>					
<i>Responds accurately at Carkhuff Level 4</i>					
<i>Can respond to multicultural issues</i>					
<i>Is timely and thorough in documentation</i>					
<i>Able to formulate treatment goals</i>					
Personal					
<i>Demonstrates ethical behavior</i>					
<i>Demonstrates use of good judgment in counseling skill</i>					
<i>Is interpersonally competent</i>					
<i>Is able to identify own strengths and weaknesses</i>					
<i>Is able to accept and learn from feedback</i>					
<i>Is an asset to the profession</i>					

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

This standard is met in [COUN 6376](#): Supervised Practice In Counseling. Knowledge is assessed using individual, marital, family, and/or group counseling practice in clinic as well as supervisor assessment of intern’s capacity to conceptualize and complete multi-axial diagnosis of disorders presented by a client.

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

This standard is met in the required course [COUN 5394](#) Crisis and Trauma in Counseling. Students complete a paper that discusses these topics following classroom discussions and a review of current literature.

Diagnosis or Developmentally Appropriate Paper 100 points

Students complete a 5 page paper describing from a multicultural perspective

differentiation between diagnoses and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Grading Rubric:

Appropriate Use of references	10 points
Integration and synthesis of content	50 points
Demonstration of mastery of topic	20 points
APA format	10 points
Grammar	10 points

DOCTORAL STANDARDS COUNSELOR EDUCATION AND SUPERVISION

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The doctoral program standards are intended to accommodate the unique strengths of different programs. Doctoral programs for which accreditation is sought must encompass all the entry-level program standards. Therefore, when programs admit doctoral students who have not graduated from a CACREP entry-level program, the program must demonstrate that the student has completed curricular experiences the equivalent of (a) the CACREP entry-level standards in Sections II and III, and (b) curricular requirements of a specific program area before beginning doctoral-level counselor education coursework.

SECTION I THE LEARNING ENVIRONMENT

THE INSTITUTION

- A. Access is provided to library and other learning resources appropriate for doctoral-level scholarly inquiry, study, and research by students and program faculty.**

The Newton Gresham Library (NGL) is responsible for providing library and information services and resources to doctoral students at SHSU. The library's home page links users to online catalogs of libraries around the world. The Library maintains database licenses for important databases such as EBSCO, ERIC (when available), Sociological Abstracts, PsychINFO, CJ Abstracts, NCJRS, Periodical Abstracts, Lexis-Nexis Academic Universe, and AB Inform. OCLC First Search services access databases such as WorldCat, BIOSIS, AGRICOLA, PAIS, and the H. Wilson indexes accessible. Wilson indexes include Reader's Guide, Art Index, Humanities Index, Biography Index, and Applied Sciences and Technology Index. Full-text articles for thousands of journals are available from the NGL databases at the campus site and via remote (electronic) access. Students can access to online catalogs of libraries throughout the United States, including nearby university libraries such as the University of Houston, Texas A&M, and the University of Texas. Books, articles, documents, and other items which are not available locally may be requested through the OCLC interlibrary loan system and databases of over 35 million bibliographic records to the world's literature. These documents are delivered to students attending SHSU - The Woodlands Center. The Newton Gresham Library Website (<http://library.shsu.edu/>) highlights many of the services which may be accessed remotely by SHSU faculty members and students.

THE PROGRAM

B. The doctoral program consists of a minimum of four academic years of graduate-level preparation (including entry-level preparation), defined as eight semesters or 12 quarters with a minimum of 96 semester hours or 144 quarter hours of graduate-level credits required of all students in the program.

In order to be considered a viable applicant for the doctoral program in Counselor Education at SHSU, applicants must have completed a 48-hour master's degree in Counseling, requiring at least two academic years. Our Ph.D. in Counselor Education requires a minimum of 69 hours beyond the master's and requires a minimum of three academic years to complete. Therefore, graduates of our program must complete a minimum of 117 semester hours over a minimum of five academic years. Please see the Doctoral Handbook in [Appendix 1](#) for a description of the credit hour requirements and the Appendix of the *Doctoral Handbook* for an example of the Doctoral Program's Study Plan.

C. Doctoral programs accept as primary obligations:

- 1. Extending the knowledge base of the counseling profession in a climate of scholarly inquiry.**

Students entering our Ph.D. in counselor education and supervision program understand that scholarship is one of the primary foci of the program. Consequently, students are expected to develop scholarly lines of inquiry during their doctoral program and publish or present the results of their scholarly pursuits. The Office of Graduate Studies at SHSU provides funding for students to present at state and national level counseling conferences. Students may apply for funding to present at one state level conference (\$500.00) and one national conference (\$1000.00) per calendar years (total potential conference funding: \$1,500.00). Faculty members are active in scholarly publication and presentation and, therefore, model an atmosphere of scholarly inquiry and often include students in their scholarship activities.

2. Supporting faculty and students in publishing and/or presenting the results of scholarly inquiry.

Students entering our Ph.D. in counselor education and supervision program understand that scholarship is one of the primary foci of the program. Consequently, students are expected to develop scholarly lines of inquiry during their doctoral program and publish or present the results of their scholarly pursuits. The Office of Graduate Studies at SHSU provides funding for students to present at state and national level counseling conferences. Students may apply for funding to present at one state level conference (\$500.00) and one national conference (\$1000.00) per calendar years (total potential conference funding: \$1,500.00). Faculty members are active in scholarly publication and presentation and, therefore, model an atmosphere of scholarly inquiry and often include students in their scholarship activities.

An example of this standard being met is in the required course [COUN 7110](#) Doctoral Writing Skills in the knowledge gained through learning and discussing the most common errors authors make, applying knowledge learned through reading the APA Publication Manual, and demonstrating their knowledge when writing a term paper.

Activities

1. Students will learn and discuss the most common errors students/authors make in preparing manuscripts. (Class discussion/participation)
2. Students will become **very** familiar with the contents of chapters 1-4, 6-7 in the *APA Publication Manual*.
3. Students will **carefully** read *An easy guide to APA Style*.
4. Having read the books mentioned in #s 2-3 above, students will apply their knowledge of APA style by evaluating a provided manuscript. (100 points)
5. Having read the books mentioned in #s 2-3 above, students will demonstrate their knowledge of APA style when writing their term paper in the **COUN 7331 Advanced Counseling Theories**.

3. Preparing students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.

In order to complete the Ph.D. students must successfully complete a dissertation that demonstrates their ability to do original, independent research that contributes to the knowledge base of the profession of counselor education and supervision.

An example of this standard being met is in the required course [COUN 7363](#) Application of Counselor Education Research Skills in the knowledge gained through evaluating the contents of a dissertation, developing an annotated outline for each dissertation chapter, writing an APA writing style dissertation proposal, and presenting the mock proposal in class.

Activities

In addition to regular class discussion, class activities include:

1. Evaluate contents of example chapters from a completed dissertation using the “Checklist for Dissertation Quality” (Appendix J) in your textbook. You will only evaluate Chapters 1-3. For each item on the checklist, students will indicate the page number of the dissertation where they found the requested information.
2. Proposals are to be double-spaced and adhere strictly to APA style. Each student will select a problem that he or she **may** wish to use for a doctoral dissertation later. The proposal will be written in the following order:

Chapter II, a review of related literature;

Chapter I, an introduction including overview, statement of the problem, theoretical framework, significance of the study, purpose of study statement, definition of terms, hypotheses or research questions, limitations and delimitations, assumptions, and a short review of the organization of the complete proposal; and

Chapter III, including methods and procedures (in specific detail), and suggested statistical analyses.

- Students will submit a detailed annotated outline for each chapter (see calendar).
 - Students will submit each *carefully proofread* chapter (in correct and current APA style form and writing) one-at-a-time over the course of the semester (see calendar). Students will also submit a completed “Checklist for Dissertation Quality” (Appendix J) for each chapter indicating the page number of the chapter where they provided the information required by the checklist.
3. Mock dissertation proposal: Students will present proposal in class using Power Point. Due to the number of students in the class, the presentation will be limited to 20 minutes.

4. Preparing students to assume positions of leadership in the profession and/or their area(s) of specialization.

Preparation for leadership in counselor education and supervision, and the specializations contained therein, is integrated throughout the program. In addition, during their program, students are encouraged to become (or remain) active in professional counseling associations (e.g., ACA, ACES, TCA, TACES) with a view to their assuming leadership positions in the years subsequent to their graduation. Many faculty members are active in professional leadership and help prepare students for leadership by modeling its importance to their students.

An example of this standard being met is in the required course [COUN 7110](#) Ethics and Professional Orientation in the knowledge gained through becoming familiar with and discussing the websites for ACA, ACES, and CACREP.

Activities

1. Students will gain greater familiarity with professional issues in counseling/counselor education by reading the contents of the various web pages on the ACA Website and the ACES Website and discussing their observations and questions in class (Class discussion/participation). [100 points]
2. Student will gain greater familiarity with the principles and processes involved in counselor education program accreditation by reading the contents of the CACREP website, in particular the 2009 Standards, and discussing their observations and questions in class (Class discussion/participation). [100 points]

D. In addition to entry-level considerations, doctoral program admission criteria include consideration of the following:**1. Academic aptitude for doctoral-level study.**

The Counselor Education Doctoral Program at Sam Houston State admits up to ten (10) students per year. Applications are due January 15 each year, and reviewed shortly thereafter. A limited number of applicants are invited for a campus interview during March. Students admitted into the doctoral program begin class in the Summer.

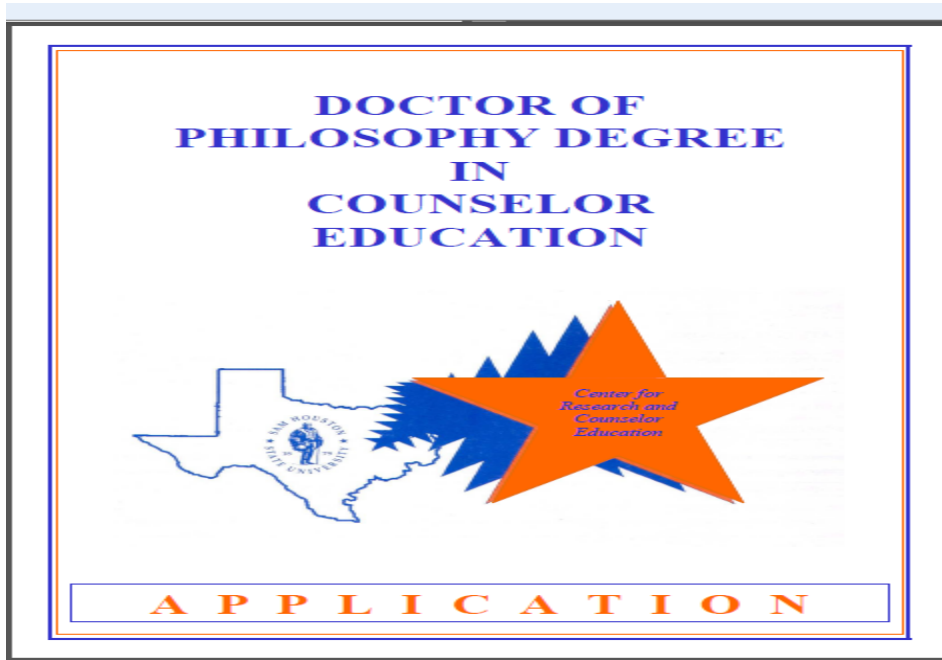
*Applicant Evaluation and Admissions Process**Required Application Materials*

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To view the *Graduate School application*, prospective students click on the following link:
https://www.applytexas.org/adappc/gen/c_start.WBX

The screenshot shows the ApplyTexas website homepage. The browser address bar displays "https://www.appl...". The website header includes the ApplyTexas logo with the tagline "Many Schools One Application" and navigation links for "About ApplyTexas", "Help", and "Counselors log in here". The main content area features the slogan "Explore. Apply. Repeat." and three columns of text: "Research your options.", "Apply online.", and "Do it again.", each with a "Begin your search" or "Learn how" link. A yellow banner below these columns provides information about essay prompts for U.S. Freshman and International Freshman Applications for Summer 2014, Fall 2014, and Spring 2015. The bottom section is a red and white login area with two options: "Get started" for new users and "Log in now" for existing users. The "Log in now" section includes input fields for "username" and "password", a "Log in" button, and a link for "Forgot your username or password?". At the bottom of the page, it states "Last updated April 09, 2013" with links for "Privacy" and "FAQ".

To view the *Doctoral Program Application*, prospective students click on the following link:
http://www.shsu.edu/~edu_elc/documents/PhDApplication-Dec2012.pdf



To view the *reference form*, click on the following link:
http://www.shsu.edu/~edu_elc/documents/CNEDoctoralReferenceForm.pdf

COUNSELOR EDUCATION PROGRAM
 Department of Educational Leadership and Counseling
 Sam Houston State University
Doctoral Degree Applicant
Reference Evaluation Form

Name of Applicant: _____
 Confidential Reference: This information will not be shared with the applicant.
 Please mail directly to: Coordinator of Graduate Studies
 P. O. Box 2478
 Sam Houston State University
 Huntsville, Texas 77341-2478

The above named person has applied to the Master's program in Counseling at the Sam Houston State University and has asked that you supply the information requested below.

1. **Your personal knowledge of the applicant.** (Please check all that apply.):

I have supervised the applicant as an employee.
 served as the applicant's professor.
 known the applicant only as a friend.
 worked with the applicant as a colleague.
 other _____.

	Excellent	Good	Average	Low	Unknown
2. Academic Potential:					
Ability in written expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability in oral expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of human growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Professional Experience:					
Activity within the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills with people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Applicants must submit a transcript demonstrating possession of a 48 hour master's degree in counseling or a closely related field from a regionally accredited university. If their degree is not in counseling, and based on an evaluation of the submitted transcript, applicants may be required to take additional coursework prior to consideration of their application.
3. Applicants must have a minimum GPA of 3.5 in their master's degree.
4. Applicants must take the Graduate Record Exam.

Evaluation of Applicants

The design of our evaluation of applicants is based on the admissions criteria delineated in Section I.D of the CACREP Doctoral Standards.

1. The doctoral admissions committee, consisting of the core doctoral faculty, evaluates the application materials. The application materials provide the committee with information regarding applicants' academic aptitude for doctoral study, previous professional experience, fitness for the profession, written communication skills, and current or potential leadership and advocacy. After a thorough evaluation of the application materials, the committee selects the applicants who will be invited to campus for an interview.
2. The on-campus interview process includes the entire counseling program faculty and consists of the following components:
 - a. A thirty-minute presentation by the applicant on a counseling topic. Students are informed that the presentations should be similar to those one would see at a TCA or ACA Conference. Students are told that they should use technology in their presentation, with PowerPoint as a minimum.
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3. All faculty members provide input regarding each applicant. Subsequent to the on-campus interview, the doctoral admissions committee meets to evaluate the feedback and decide which applicants to admit into the new Cohort. The doctoral admissions committee uses all available data to assess applicants in a holistic manner.

2. Previous professional experience.

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3. Fitness for the profession, including self-awareness and emotional stability.

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4. Oral and written communication skills.

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5. Potential for scholarship, professional leadership, and advocacy.

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E. Consistent with institutional standards, each student establishes an approved doctoral committee and completes a planned program of study in conjunction with this committee.

The initial advisor for doctoral students is the Doctoral Program Director. By the end of their first semester in the Doctoral Program, doctoral students and the Doctoral Program Director will have developed a Study Plan for their doctoral work (the Study Plan is the Appendix in the Doctoral Study Handbook; please click on this link: [. In the Fall semester of their second year in the doctoral program, doctoral students, in consultation with the Doctoral Program Director, students select their Dissertation Chair. During this semester, and in consultation with their Dissertation Chair, they developed their Dissertation Committee. In the Spring of their second year, students take the Comprehensive Examinations. Upon successful completion of the Comprehensive Examinations,](#)

students are considered Doctoral Candidates and enroll in *COUN 833 Dissertation*. The *Doctoral Student Handbook* delineates both the course of study for doctoral students and the dissertation process.

F. Students attend planned meetings with their doctoral committee during their doctoral programs.

After selecting a Dissertation Chair and Committee in the Spring semester of their second year in the doctoral program, doctoral students and Committee members are expected to meet regularly. This is particularly true in regard to their Chair and Methodologist. The meetings are scheduled as often as the Chair and Methodologist deem necessary.

FACULTY AND STAFF

G. Faculty teaching loads, scholarship, and service expectations are equivalent to comparable doctoral programs in the institution.

The Ph.D. in Counselor Education is the only Ph.D. program within SHSU's College of Education (COE). There are three other doctoral programs in the COE—Educational Leadership, Developmental Education, and Reading—and they offer the Ed.D. At the university level, there are two other Ph.D. programs: Criminal Justice and Clinical Psychology. Faculty members are expected to carry a 1.0 load. Each undergraduate and master's-level course counts as a .25. Doctoral courses count as a .50 load. Faculty in the doctoral programs receive a .25 course reduction for research and service. Therefore, faculty *in all doctoral programs* at SHSU teach three masters-level courses (3 x .25), or one doctoral (.50) and one master-level course (.25), and have a research/service load reduction (.25). The total equals the required (1.0) faculty load.

H. Any academic unit offering the doctorate requires a minimum of five full-time core faculty positions (see Standard I.W).

We have 11 total tenured or tenure track faculty in the Counseling Program. Nine can chair dissertations, and seven are considered *core* doctoral faculty.

Doctoral Core Faculty/Dissertation Chairs

[Dr. Yvonne Garza](#)

[Dr. Mary Nichter](#)

[Dr. Richard Henriksen Jr](#)

[Dr. Rick Bruhn](#)

[Dr. Chi-Sing Li](#)

[Dr. Richard Watts](#)

[Dr. Judith Nelson](#)

Dissertation Chairs

[Dr. Sheryl Serres](#)

[Dr. Amanda La Guardia](#)

I. Faculty members participate in professional counseling organizations appropriate to their teaching responsibilities and scholarly interests.

Faculty actively participates in ACA, ACES and other ACA divisions, branches, and affiliate organizations. As evidenced by the faculty vitas in [Appendix 3](#), doctoral faculty actively attend counseling association conferences, are active in presenting programs at these conferences, and actively serve the counseling profession via their leadership and service within various counseling organizations.

J. Faculty dissertation advising loads and expectations are equivalent to comparable doctoral programs in the institution.

Our program policy stipulates that no faculty member may chair more than five active dissertation committees in an academic year. In consultation with the Doctoral Program Director, Dr. Richard Watts, doctoral students select their dissertation chair at the beginning of the dissertation proposal class (*COUN 7362 Application of Counseling Research*). Because students are required to submit the name of the faculty member who has agreed to chair their dissertation, the Doctoral Program Director is able to monitor the number of dissertations each faculty member is chair. In addition, our program policy stipulates that no faculty member may serve as a committee member for more than five dissertations, if they are chairing five active dissertation committees in an academic year. This is comparable to other doctoral programs in the College of Education at SHSU.

K. Faculty members are engaged in ongoing research, writing, publication, and presentation in the counseling profession.

Doctoral faculty members must have doctoral graduate faculty recognition by the Dean of Graduate Studies at SHSU. One must be actively engaged in research, writing, and publication in the field of counselor education in order to receive and maintain doctoral faculty recognition by the Graduate Dean. The doctoral faculty curriculum vitas clearly demonstrate that doctoral faculty members are actively engaged in research, writing, and publication in the field of counselor education.

EVALUATION

L. The doctoral program is evaluated using criteria specified in the entry-level standards (Section I.AA–DD).

I.AA. Program faculty members engage in systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met.

The plan includes the following:

1. *A review by program faculty of programs, curricular offering, and characteristics of program applicants.*

The doctoral faculty meets in February every year to discuss program applicants. In that meeting we discuss the characteristics (academic and demographic) of the applicants as well as select which applicants will be invited for the interview process of the application. At the end of the semester, and after we have selected the new Cohort, we revisit the application process as well as the characteristics of both the entire applicant pool and the applicants selected for matriculation into the doctoral program.

The doctoral faculty has regularly monthly doctoral program meetings and, thus, program evaluation is an ongoing process. The October meeting of each year is dedicated to formal program evaluation. During this evaluation process, we use all available data (discussed below), including that regarding from program applicant characteristics, to evaluate the doctoral program, including curricular offerings. Subsequent doctoral program meetings include discussion of implementation of any needed action items emerging from the formal program evaluation.

2. *Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.*

We use the “Survey of Graduates from the Counselor Education Doctoral Program” form to secure the follow-up data (please see [Appendix 15](#)).

3. *Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.*

We use the “Evaluation for COUN 7339 I Counseling Doctoral Internship” form to secure formal feedback regarding our doctoral interns from supervisors (please see [Appendix 16](#)).

We use the “Survey of Employers of Recent Graduates from the Counselor Education Program” form to secure the follow-up data (please see [Appendix 17](#)).

4. *Assessment of student learning and performance on professional identity, professional practice, and program area standards.*

Doctoral students are monitored on an ongoing basis, both in a cumulative and summative manner. Their first semester in the doctoral program, students take a one-hour course entitled *CNE 710: Doctoral Seminar: Ethical and Professional Orientation*. The course content includes discussion of the faculty’s ethical and professional responsibility to assess student progress in terms of academic performance, professional development, and personal development. This information is also communicated in the *Doctoral Program Handbook* (please see [Appendix 1](#)).

Every faculty meeting, faculty members have an opportunity to discuss academic, professional, and/or professional concerns about any doctoral student. At the conclusion of each course, faculty members complete a *Counselor Potential Scale* (please see [Appendix 18](#)) on each doctoral student in the class to assess the progress of each student. In addition, doctoral counseling faculty conduct a *doctoral student progress meeting* at the conclusion of each Fall and Spring semesters to formally discuss and assess our doctoral students’ progress. We use the aforementioned *Counselor Potential Scale* to facilitate the discussion and assessment in the end of semester evaluation meetings.

Doctoral student learning and performance is also assessed via the compulsory doctoral comprehensive final exams that address applications of quantitative and qualitative research, application of counseling theories, theory and practice of counselor supervision, college teaching in counseling, and counseling assessment.

5. Evidence of the use of findings to inform program modifications.

As noted earlier, we use all of the above data in our ongoing program evaluation and subsequent modification. Although the feedback we have received from our various stakeholders (graduates, employers of graduates, on-site supervisors, and advisory board members) has been almost entirely positive, the following program modifications have been made based on the data we have received:

- Although many graduates affirmed the level of faculty mentoring provided, some expressed the desire for more mentoring from faculty, particularly regarding scholarship. **Based on this feedback, we added several aspects to students’ curricula experiences.**
 - **As part of the one of the first semester courses in the doctoral program-- [COUN 7110: Doctoral Writing Class](#), the instructor discusses various aspects of publishing in professional journal and emphasizes the importance of students taking the initiative to connect with faculty members who may have shared research interests.**

- **Also in the above class, students are more clearly and more often informed that the university provides funding for state and national conference presentations (as noted earlier in this narrative; C.1-2) and the process for obtaining said funding.**
- **As part of [COUN 7372: Qualitative Methods](#), students are required to secure a faculty mentor to assist with the development of the manuscript required for the class.**
- Several students and advisory board members mentioned asked about more information regarding crisis training and leadership. **Based on this feedback, we added discussion and application of crisis/trauma/disaster counseling in [COUN 7331: Advanced Theories of Counseling](#). In addition, we added discussion and application of professional leadership and advocacy in counseling in [COUN 7110: Ethics and Professional Orientation](#).**
- The importance of training for working with diverse populations is unquestioned. Although a topic regularly discussed by all of our stakeholders, more emphasis on the topic was only mentioned by one graduate. **Although we believe we have done do a good job of infusing diversity issues throughout our curriculum (and will continue to do so), we decided to increase the focus of the topic in our doctoral program by a adding are required doctoral level multicultural counseling course ([COUN 7335 Advance Multicultural Counseling](#)).**
- Both graduates and advisory board members recommended that we offer more doctoral courses in the North Houston Area. Whereas a majority of our students work full-time, both students and advisory board members thought easy access to more classes would create even greater interest in SHSU's counselor education program. Further, students and advisory board members indicated that the offering of more classes closer to Houston would be of great benefit to underserved populations. **Based on this feedback, and in conjunction with the opening of SHSU's The Woodlands Center, we now offer more doctoral classes in closer proximity to students who possibly would not be able to pursue a doctoral degree in counselor education if all classes were offered in Huntsville.**
- Both graduates and advisory board members recommended that we offer more scholarship and assistantship support for doctoral students. Previously, we had three doctoral graduate assistantships that paid \$1,500 per month (but students were responsible for their tuition). **Based on this feedback, we have expanded opportunities for doctoral students. Beginning Fall 2014 we will have three graduate assistantships that pay \$1,500 per month and provides a scholarship for tuition. In addition, doctoral students who are not graduate assistants can apply to teach in our undergraduate courses in our human services minor. Students who teach two courses will receive a scholarship for tuition in addition**

to the stipend they receive for teaching the courses. Our goal is to have three graduate assistantships and three teaching fellowships.

6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

I.BB. Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.

Please see I.BB in the entry level standard narrative. The procedure is exactly the same for doctoral faculty.

I.CC. Annual results of student course evaluations are provided to faculty.

Please see I.BB in the entry level standard narrative. The procedure is exactly the same for doctoral faculty.

I.DD. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in procedures.

Please see I.BB in the entry level standard narrative. The procedure is exactly the same for doctoral faculty.

SECTION II PROFESSIONAL IDENTITY

FOUNDATIONS

A. Doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.

The overall program objectives, as delineated in the *Doctoral Program Handbook* (see [Appendix 1](#)) are to develop professional counseling expertise; develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public; foster participation in professional counseling organizations, including the American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES); meet criteria for appropriate credentials; promote scholarly counseling research; and enhance technical competence.

Students who complete the doctoral degree in Counselor Education and Supervision will be able to:

- apply counseling theory and research to the counselor education and/or school counseling leadership functions;
- plan and deliver research based counselor education didactic courses;
- apply counselor supervision theory and research to individual and group supervision in counselor education and school counseling programs;
- use advanced level communication and interpersonal skills in consultation, counseling, counselor education, supervision and evaluation;
- interpret the relationships among federal, state and local agencies and the laws and ethical considerations applicable to the counselor education and school counseling program management fields;
- apply advanced level diagnostic and assessment methodology, and develop the capacity to teach master's level student how to create appropriate treatment plans for a wide range of psychological concerns;
- demonstrate multicultural awareness and competence during doctoral level counseling, supervision and consultation;
- incorporate adult education pedagogy and research as a basic tool in administering counselor education and staff development programs;
- design and implement doctoral level counseling research and interpret the results. (Refine research skills beyond those necessary for intelligent consumption of counseling related research to a level resulting in the generation of research which is significant in the counseling profession);
- apply data to advanced level counseling capabilities and school counseling leadership;
- successfully complete internship experiences directly related to their individual professional goals.

An example of this standard being met is in the required course [COUN 7110](#) Ethics and Professional Orientation in the foundations gained through reading about leadership and participating in class discussions, interviewing a professional in a leadership role, and discussing leadership roles the student can engage in.

Activities

1. Students will gain greater familiarity with leadership and professional advocacy knowledge and skills by (a) assigned readings, (b) an interview discussing potential leadership positions with a person in leadership with TCA or ACA, (c) selecting a counseling issue requiring advocacy and writing a advocacy letter to a state or national legislator, (d) and class discussion of readings, the interview, a leadership position they can engage in as a doctoral student, and the advocacy letter they wrote. Students will also be encouraged to participate in TCA counselor advocacy events as they occur during their doctoral program. [100 points]

Another example of where this standard is met is in the required course [COUN 7334](#) Theories of Counselor Supervision in the foundations gained through completion of reading about leadership roles of the supervisor, class discussions, answering questions on a midterm exam, and evaluation of supervision record and reflection forms.

1. Bernard and Goodyear provide a table of models of clinical supervision and categorize by psychotherapy therapy, developmental models, and social role models. Developmental models are further grouped by stage, process, and life span. From the developmental models category, select the stage model provided and a process model from this category along with one model from the social role models and discuss each. Provide details of how supervision looks when working from each model. Include what you like about each model and how you might find this model useful as a supervisor. (24 pts.)

Supervision Record and Reflection Form I

Date:

Session #:

Supervisor:

Supervisee:

Initials of client(s) discussed:

For the clients listed, indicate the ones you viewed the counseling session by placing a lower case (v) in parenthesis behind their initials. If the client is an adult indicate with an A following initials. If the client is a child, please include the age of the child after initials.

What are the goal(s) for this session? (1 pt.)

Where these accomplished, discuss how and if not explain why? (1pt.)

Provide examples with times from video demonstrating your supervision from the IDM Supervision Model. Identify the supervisee's developmental level or stage including the supervisee's behavior and/or comments that support the assignment of the level/stage. Identify the role you were responding from based on the needs of your supervisee. (3 pts.)

Give examples with times from video when you used Socratic questions and/or Bloom's Taxonomy to encourage your supervisee to think more deeply about the client, the process of counseling, her/his role as a counselor, etc. (2 pts.)

List **client(s)-focused** supervision interventions, suggestions, or hunches **you** offered supervisee during supervision. (2 pts.)

Provide time(s) on video where these occurred.

List **supervisee-focused** supervision interventions **you** offered supervisee during supervision (including a rationale for each). (2 pts.)

Provide time(s) on video where these occurred.

Risk management review: Note any concerns based on review of supervisee's entire caseload. Include (a) initials of client, (b) nature of the concern, and (c) supervision intervention at this time. (1 pt.)

Personal Reflection: (Discuss how you think you are progressing as a supervisor and why. Include examples from the supervision session to support your response. Are there skills you want to focus on for the next session? Where there any missed opportunities? (3 pts.)

Total Points: 15

**Supervision Record and Reflection
Strengths-based Supervision
Form II**

Date: _____ Supervision Session #: _____
Supervisee: _____ Supervisor: _____
Client Initials with a (v) for viewed and age if child or (A) for adult client:

Supervisee Focused Feedback

Identify the strengths of your supervisee and provide times from the supervision video where supervisee's strengths were presented and discussed: (strengths may have been presented by supervisee or by you. If presented by supervisee, how did you respond?) (i.e., strengths may include understanding, counseling skills, values clarification, attitude, clinical judgment, case conceptualization, organization, etc.) (4 pts.)

Identify the greatest professional growth area you have observed in your supervisee as a new counselor. (3 pts.)

Supervisor Focused Feedback

What are your strengths as a supervisor during this session? Provide times from video where you demonstrated your strengths. (3pts.)

Discuss how you responded to supervisee's concerns to demonstrate your understanding; this does not signify agreement only that you have acknowledged and validated expressed concerns. (2 pts.)

Discuss your progress and growth and a supervisor? (3 pts.)
Total points: 15

Supervision Record and Reflection Process/Reflective Supervision Model Form III

Date: _____ Supervision Session #: _____
Supervisee: _____ Supervisor: _____
Client Initials with a (v) for viewed and age if child or (A) for adult client:

Trigger Event: Identify trigger event(s) that result in the supervisee initiating a critical review of the situation that is surprising, uncomfortable, puzzling, and/or confusion. Briefly discuss the supervisee's reflective process and provide time from video where this discussion or these discussions occurred. (3 pts.)

Does your supervisee show evidence of self-supervision and evaluation of his/her counseling skills? Please explain your response with specific examples from the supervision session that support your response. Provide times on video to support your response. (4 pts.)

Discuss how you asked questions, responded, and reflected to guide the supervisee's reflections and processing about the trigger event(s) experience. How did you stimulate the awareness of the supervisee beyond the point at which she operated during the counseling session? (5 pts.)

How did your supervisee integrate the information discovered through reflecting on the trigger event into good counseling practice? (3 pts.)

(Note: Please feel free to move these questions around if they seem to flow better in a different order.)

Total Points: 15

Supervision Record and Reflection
Social Role Model – The Discrimination Model
Form IV

Date: _____ Supervision Session #: _____
Supervisee: _____ Supervisor: _____
Client Initials with a (v) for viewed and age if child or (A) for adult client: _____

Evaluate the supervision session through the lens of The Discrimination Model by responding to all that apply to this week's session.

Focus of supervisor on the supervisee's:

Describe how the supervisee demonstrated the following skills during the counseling session(s). Select the best example of the supervisee demonstrating these skills and describe in the space provided: Select the best example and provide times on video where the two of you are discussing the skills. (2 pts each)

Intervention skills:
Conceptualization skills:
Personalization skills:

Supervision Role:

Describe the supervision role you implemented for each of the three skills discussion in the previous section: (Refer to textbook for a definition of the three roles). (2 pts each)

Teacher:
Counselor:
Consultant:

Discuss your comfort level working from each of the three roles. (3 pts)
Total Points: 15

This standard is also being met is in the required course [COUN 7362](#) Methods of Counseling Research in the foundations gained through conducting a program evaluation of the Jack Staggs Clinic and the Community Counseling Clinic, the Woodlands Center and present the program evaluations to the class and graded according to content and quality of presentation.

Research assignments (30% of total points or 150 pts.): Research practice activities will be assigned to extend and practice with topics covered in class. Weekly assignments are due after the topic has been discussed. All research assignments must be submitted to the Bb site for this course. Assignments include: a program proposal to be submitted to a state, regional, or national counseling conference; a group research design presentation; a grant proposal to be submitted to a funding agency; a group presentation outlining a program evaluation; several short assignments to demonstrate mastery of basic research design knowledge and skills.

RUBRIC for Program Evaluation

Demonstrates the ability to create and implement a program evaluation design (IV – E.4).

In two groups, students will create and implement a program evaluation of the Jack Staggs Clinic and the Community Counseling Clinic.

Chooses an appropriate program evaluation model for this particular program	5	
Thoroughly completes the evaluation, dividing up tasks among group members	5	
Submits a written program evaluation to the professor to present to the clinic coordinators	5	
Presents the results of the evaluation using power point and handouts for the students in the class	5	
Total:	20	

B. It is expected that doctoral students will have experiences designed to help them accomplish the following:

- 1. Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.**

Students have numerous experiences in developing an area of professional counseling expertise in our program. Students are encouraged from the outset of the program to develop ideas from their areas of expertise into manuscripts for publication and conference presentation. Faculty members regularly provide mentoring, as well as serve as co-authors and co-presenters in regard to publication and presentation. One course (COUN 7110: Doctoral Writing Seminar) in the doctoral program orients students to professional writing and publication, and COUN 7372: Qualitative Methodology) requires students to develop manuscripts intended for submission to professional journals. Further, most courses in the doctoral program have extensive writing experiences in which students get feedback regarding technical writing and APA style.

COUN 7110: Doctoral Writing Seminar
 COUN 7372: Qualitative Methodology

An example of this standard being met is in the required course [COUN 7372](#) Qualitative Methodology in the knowledge gained through writing a qualitative research paper including a literature review, methodology, findings, and discussion over a research study and submitting the project for a professional conference presentation.

Presentation Proposal Submission **25** (Students will submit to a state, regional, or national conference a proposal to present their research.) **This assignment is due by the end of the semester.**

2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.

In addition to developing collaborative student-faculty relationships in courses listed immediately below, students are expected to work with faculty in research and professional writing activities resulting in professional co-presentations and co-publications. In addition, students are encouraged to do co-presentations for community groups and schools, assist faculty with various service activities promoting the counseling profession, and become involved in various state and national counseling organizations (e.g., TCA, SACES, ACE, ACES, etc.

COUN 7334: Theories of Counselor Supervision

COUN 7335: Practice in Supervision

COUN 7336: College Teaching in Counseling

COUN 7337: Advanced Counseling Techniques and Practicum (community access clinic)

COUN 7339: Internship II (Teaching)

An example of this standard being met is in the required course [COUN 7110](#) Doctoral Writing Skills in the foundation gained through learning and discussing the most common errors authors make, applying knowledge learned through reading the APA Publication Manual, and demonstrating their knowledge when writing a term paper.

Activities

1. Students will learn and discuss the most common errors students/authors make in preparing manuscripts. (Class discussion/participation)
2. Students will become **very** familiar with the contents of chapters 1-4, 6-7 in the *APA Publication Manual*.
3. Students will **carefully** read *An easy guide to APA Style*.
4. Having read the books mentioned in #s 2-3 above, students will apply their knowledge of APA style by evaluating a provided manuscript. (100 points)
5. Having read the books mentioned in #s 2-3 above, students will demonstrate their knowledge of APA style when writing their term paper in the **COUN 7331 Advanced Counseling Theories**.

3. Participate in appropriate professional counseling organizations.

In addition to coursework listed immediately below that addresses the importance of participation in counseling organizations for fostering one's professional identity as a counselor, students are also strongly encouraged to be active in professional counseling organizations as time permits. Students are encouraged to be student members of professional and become

involved via committee membership and other service activities. In particular, students are expected to submit proposals for conference presentations at both the state (e.g., TCA & TACES) and national levels (e.g., ACA & ACES). The Graduate Dean at SHSU provides travel funding for students presenting at professional conferences (\$500 for a State Conference, \$1,000 for a National Conference, up to \$1,500 per year).

COUN 7110: Ethical and Professional Orientation

COUN 7334: Theories of Counselor Supervision

COUN 7335: Practice in Supervision

COUN 7336: College Teaching in Counseling

An example of this standard being met is in the required course [COUN 7110](#) Ethics and Professional Orientation in the foundations gained through familiarity with the ACA Code of Ethics and the ACA, ACES, CACREP websites and participating in class discussions.

Activities

1. Students will gain greater familiarity with ethical and legal issues in counseling by (a) a thorough review the ACA Ethics and Professional Standards Webpage, including a careful reading of the 2005 ACA Code of Ethics, and (b) class discussion of key ethical and legal issues. (Class discussion/participation) [100 points]
2. Students will compare the 2005 ACA Code of Ethics with the Texas State Board of Professional Counselor Statute (Texas Administrative Code, Part 30, Ch. 681). (Class discussion/participation) [100 points]
3. Students will gain greater familiarity with professional issues in counseling/counselor education by reading the contents of the various webpages on the ACA Website and the ACES Website and discussing their observations and questions in class (Class discussion/participation). [100 points]
4. Student will gain greater familiarity with the principles and processes involved in counselor education program accreditation by reading the contents of the CACREP website, in particular the 2009 Standards, and discussing their observations and questions in class (Class discussion/participation). [100 points]
5. Students will meet with the doctoral advisor to complete a study plan for their doctoral program.

4. Contribute to and promote scholarly counseling research.

Students are required to take six (6) courses specifically related to scholarly research during their doctoral program. In addition, students are expected to conduct various research projects throughout their program of study, including the dissertation.

COUN 7362: Methods of Counseling Research

COUN 7372: Qualitative Methodology

COUN 7373: Statistical Methods for Counselor Education Research

COUN 7374: Multivariate Methods for Counselor Education

COUN 7363: Application of Counseling Research

COUN 8333: Dissertation

An example of this standard being met is in the required course [COUN 7372](#) Qualitative Methodology in the knowledge gained through writing a qualitative research paper including a literature review, methodology, findings, and discussion over a research study and submitting the project for a professional conference presentation.

Qualitative Research Paper

30 points - Review of literature adequately reflects topic and includes the need or significance

30 points - Methodology -- reflects accurate selection of participants or site, procedural method, and data analysis method (with references)

30 points - Findings -- reports findings accurately, themes, etc. Quotes are accurately and effectively used.

30 points - Discussion -- Relevance of findings and applicability (findings and discussion may be combined)

25 points - Form and style are correct (APA)

5 points- journal submission

Raw Data

All drafts, interview transcripts, notes, coding, and other raw data are due with the final research report. Evidence of coding must be present within the raw data. Human Subjects approval must also be included here.

Qualitative Research Research Report Rubric

Date: _____

Name: _____

Title: _____

Literature Review: 30 points _____
(Review of literature adequately reflects topic and includes the need or significance)

Methodology: 30 points _____
(Reflects accurate selection of participants or site, procedural method, and data analysis method, with references)

Findings: 30 points _____

(Reports findings accurately, themes, etc. Quotes are accurately and effectively used.)

Discussion:

(Relevance of findings and applicability, findings and discussion may be combined.)

30 points _____

Form and Style: (APA)

25 points _____

Journal Submission:

5 points _____

Total _____

Qualitative Research Paper

150 (final draft –error free; APA style; includes documentation of article submission)

KNOWLEDGE

C. Learning experiences beyond the entry level are required in all of the following content areas:

1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.

- COUN 7110: Teaching Career Counseling
- COUN 7331: Advanced Counseling Theories
- COUN 7334: Theories of Counselor Supervision
- COUN 7335: Practice in Supervision
- COUN 7337: Advanced Counseling Techniques and Practicum

An example of this standard being met is in the required course [COUN 7331](#) Advanced Counseling Theories in the foundations gained through teaching about a counseling theory including the development of a case conceptualization and treatment plan based on a case study, and writing a term paper identifying common themes throughout several theories and integrating those into a guiding theory.

Assignments:

1. You will be responsible for teaching one particular theory. I will select who will do which theory at random because you will ultimately be responsible for knowing all the theories well. Use the following teaching/discussion outline.
 - o View of humankind/human nature/human development
 - o Maladjustment
 - o Client-counselor relationship/therapeutic alliance

- Goals of counseling
 - Process and procedures/techniques of counseling
 - Utility for working with culturally diverse populations
 - Utility for working with religious and spiritually diverse populations
 - Utility for group counseling and couples and family counseling
 - Utility for working with crisis, disaster, and other traumatic events/situations
 - **Case Conceptualization and Treatment Plan Discussion (see # 3 below)**
 - Overall reaction and aspects of the theory *de jour* you may want to integrate into your counseling approach (if the theory we are discussing is not your guiding theory).
 - Discuss the degree to which you believe the approach resonates with the transtheoretical (“common factors”) outcome literature we will discuss **the first class day**; and
 - Discuss the degree to which you believe the approach is or could be useful in your present counseling work setting.
2. Using a video case study we will see **the first day**, you will develop a case conceptualization and treatment plan (CC-TP) based on each approach. You will develop CC-TPs for the following theories: Adlerian therapy, [Either: Person-centered therapy or existential therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy or multimodal therapy], [Either: Reality therapy or gestalt Therapy], and [Either: Family therapy, constructivist therapy, solution-focused brief therapy, or narrative therapy]. You are to use the format I will provide in a handout.

NOTE: The **Corsini and Wedding** book does not address constructivist/social constructionist therapies. **Sommers-Flanigan**² does address these approaches and I will provide additional readings.

3. **Term paper. Using your two textbooks AND at least one additional PRIMARY SOURCE for each theory**, you will:
- IDENTIFY common themes or ideas that resonate across the theoretical approaches; in what ways do you see similar themes/ideas even though they use different language to describe them? Every theme does not have to include every theory, but should include most of them.
 - EXPLAIN/DESCRIBE (**and cite sources**) how these common themes/ideas appear in each theory (although using different language); and
 - INTEGRATION. Identify **your** guiding theory and then identify and discuss theory and practice ideas from other approaches you might integrate/use with your guiding theory. Do not merely identify the ideas but discuss how you would integrate into/use them with your guiding theory.

Include the following theories: Adlerian therapy, [Either: Person-centered therapy, existential therapy, or gestalt therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy, multimodal therapy, or reality therapy], and [Either: family therapy, solution-focused brief therapy, or narrative therapy]. **Thus, the term paper will address five**

theories, and a section addressing the integration of the five approaches with your personal theory of counseling.

Another example of this standard being met is in the required course [COUN 7337](#) Advanced Counseling Practicum and Techniques in the knowledge gained through reading articles on their theory of choice, demonstrating the ability to use basic and advanced counseling skills in individual and group counseling sessions with clients by demonstrating accurate empathy and counseling excellence throughout entire sessions on at least two occasions, and demonstrating an understanding of case conceptualization and effective interventions across diverse populations and settings shown in two treatment plans.

- Articulating Your Own Theory of Counseling: (25 points). Follow guidelines provided at the Doctoral Orientation in April. **Due June 5**
- Log 40 direct and 60 indirect individual, group, or couples/family counseling hours. (50 points)
- Complete two recordings of counseling sessions (not intakes) for evaluation of counseling skills by the instructor using a form to be provided (100 Points-50 Points each). If a student does not score 52 points or higher on the Counseling Interview Rating Form, a 10 minute transcription using a format provided will be required. Additional transcriptions may be required until the instructor feels the student will be able to score 52 points or higher on the second Counseling Interview Rating Form. **Due June 26 and July 24**

Instructor Observation:

Levels of achievement

-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))

Instructor rating of skills using Counseling Interview Rating Scale (Bruhn’s adaptation)

- Diagnosis and Treatment Plan (50 Points - 25 Points Each). Students will complete a diagnosis and treatment plan following prescribed guidelines. Students will also describe how they would help a master’s level student develop the necessary skills for effective diagnosis and treatment planning. This part will only be included following the first diagnosis and treatment plan. **Due July 3 and 17**

Designs and implements prevention and intervention plans 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.

Levels of Achievement:

<input type="checkbox"/> Novice	0.000000	0
<input type="checkbox"/> Competent	0.165000	2.48

Proficient 0.3300000 4.95

Accurately identifies problem situation.

Levels of Achievement:

Novice 0.0000000 0

Competent 0.1650000 2.48

Proficient 0.3300000 4.95

Writes at least two measureable and observable counseling goals.

Levels of Achievement:

Novice 0.0000000 0

Competent 0.1650000 2.48

Proficient 0.3300000 4.95

Designs and Implements in-session and out-of-session interventions congruent with the problem situation and the counseling goals.

Levels of Achievement:

Novice 0.0000000 0

Competent 0.1650000 2.48

Proficient 0.3300000 4.95

- Complete readings for each week of the semester and a reading log. Reading reviews for each week must be related to the student’s theory of choice, current client clinical issues, or assigned by the instructor. Assignments are due at the start of each practicum session. (90 Points)
- Students must generate two counseling sessions that the instructor deems “good” from beginning to end and demonstrate the ability to facilitate client growth (a.k.a. Carkhuff IV). (200 Points)

Instructor Observation:

Levels of achievement

-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))

Instructor rating of skills using Counseling Interview Rating Scale (Bruhn’s adaptation)

- Write a 5 page integrative paper on your course learning's using APA format. Be sure to include a reflection upon your civic engagement. Details of this paper will be provided. (25 Points)
- A.C.E. reflection page (minimum one page) (5 Points)
- **Group Counseling Activities and Assignments (65 points total):**
 - Each student will participate as a facilitator/leader-counselor of a group in a professional counseling setting. This will provide a field experience that enhances: effective group leadership style and skills; skilled perceptions of group dynamics; and understanding of group processing at a higher level, including the development of capacity to process, analyze, and critically evaluate points of view of others. Students will use self reflection/ assessment as a means for the development of personal counseling identity and values. The type of group and setting can vary depending on the interest of each doctoral student. **Type of group and location must be approved by professor prior to beginning the group experience.**
 - **Documentation log:** Maintain a log of the weekly group counseling experience. The log must include your name and class; the name of the group; name and signature of the supervisor/ administrator in charge; number of sessions with dates of each group meeting and your signature. **Due July 31.** (25 Points)
- **Reflection paper:** Each student will write a five *page reflection* on the group experience. The paper will include the student's observations of the learning and behavior/attitude changes as the group evolved through stages of development (15 points); leader-therapist challenges of a doctoral professional in advanced training (15 points), and other issues and experiences of the group counseling (10 points). Please follow APA guidelines for the paper. **Due July 31.**

Another example of this standard being met is in the required course [COUN 7110](#) Teaching Career Counseling and Development in the knowledge gained through becoming familiar with the NCDA website and writing a reflection paper on the experience, reading and writing a summary of recent career development articles, and reading and writing a chapter summary of the career development textbook.

Activities

- Students will gain greater familiarity with professional issues in career counseling and development by carefully reviewing the National Career Development Association Website: http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page. In addition, students will submit a five page written reflection paper discussing what they learned and how the NCDA Website would be helpful for counselor educators who teach a Career Development/Counseling course. **Due on or before October 1, 2012.**
- Students will read and provide a one page summary for each of 10 recent (within the past 5 years) research articles (at least five from *Career Development Quarterly*) addressing important topics in career counseling and development. Include the complete citation for each article, in correct APA form, at the beginning of each summary. **Due on or before November 5, 2012.**

- Students will read *Teaching Career Development: A Primer for Instructors and Presenters* (edited by D. S. Osborn) and provide a written chapter-by-chapter (one page per chapter) review. **Due on or before November 30, 2011.**

2. Theories and practices of counselor supervision.

COUN 7334: Theories of Counselor Supervision

COUN 7335: Practice in Supervision

An example of this standard being met is in the required course [COUN 7334](#) Theories of Counselor Supervision in the knowledge gained through completion of reading, class discussions, answering questions on a midterm exam, and evaluation of supervision record and reflection forms.

1. Bernard and Goodyear provide a table of models of clinical supervision and categorize by psychotherapy therapy, developmental models, and social role models. Developmental models are further grouped by stage, process, and life span. From the developmental models category, select the stage model provided and a process model from this category along with one model from the social role models and discuss each. Provide details of how supervision looks when working from each model. Include what you like about each model and how you might find this model useful as a supervisor. (24 pts.)

Supervision Record and Reflection Form I

Date:

Session #:

Supervisor:

Supervisee:

Initials of client(s) discussed:

For the clients listed, indicate the ones you viewed the counseling session by placing a lower case (v) in parenthesis behind their initials. If the client is an adult indicate with an A following initials. If the client is a child, please include the age of the child after initials.

What are the goal(s) for this session? (1 pt.)

Where these accomplished, discuss how and if not explain why? (1pt.)

Provide examples with times from video demonstrating your supervision from the IDM Supervision Model. Identify the supervisee's developmental level or stage including the supervisee's behavior and/or comments that support the assignment of the level/stage. Identify the role you were responding from based on the needs of your supervisee. (3 pts.)

Give examples with times from video when you used Socratic questions and/or Bloom's Taxonomy to encourage your supervisee to think more deeply about the client, the process of counseling, her/his role as a counselor, etc. (2 pts.)

List **client(s)-focused** supervision interventions, suggestions, or hunches **you** offered supervisee during supervision. (2 pts.)

Provide time(s) on video where these occurred.

List **supervisee-focused** supervision interventions **you** offered supervisee during supervision (including a rationale for each). (2 pts.)

Provide time(s) on video where these occurred.

Risk management review: Note any concerns based on review of supervisee's entire caseload. Include (a) initials of client, (b) nature of the concern, and (c) supervision intervention at this time. (1 pt.)

Personal Reflection: (Discuss how you think you are progressing as a supervisor and why. Include examples from the supervision session to support your response. Are there skills you want to focus on for the next session? Where there any missed opportunities? (3 pts.)

Total Points: 15

**Supervision Record and Reflection
Strengths-based Supervision
Form II**

Date: _____ Supervision Session #: _____
Supervisee: _____ Supervisor: _____
Client Initials with a (v) for viewed and age if child or (A) for adult client:

Supervisee Focused Feedback

Identify the strengths of your supervisee and provide times from the supervision video where supervisee's strengths were presented and discussed: (strengths may have been presented by supervisee or by you. If presented by supervisee, how did you respond?) (i.e., strengths may include understanding, counseling skills, values clarification, attitude, clinical judgment, case conceptualization, organization, etc.) (4 pts.)

Identify the greatest professional growth area you have observed in your supervisee as a new counselor. (3 pts.)

Supervisor Focused Feedback

What are your strengths as a supervisor during this session? Provide times from video where you demonstrated your strengths. (3pts.)

Discuss how you responded to supervisee's concerns to demonstrate your understanding; this does not signify agreement only that you have acknowledged and validated expressed concerns. (2 pts.)

Discuss your progress and growth and a supervisor? (3 pts.)

Total points: 15

Supervision Record and Reflection Process/Reflective Supervision Model Form III

Date: _____ Supervision Session #: _____
Supervisee: _____ Supervisor: _____
Client Initials with a (v) for viewed and age if child or (A) for adult client:

Trigger Event: Identify trigger event(s) that result in the supervisee initiating a critical review of the situation that is surprising, uncomfortable, puzzling, and/or confusion. Briefly discuss the supervisee's reflective process and provide time from video where this discussion or these discussions occurred. (3 pts.)

Does your supervisee show evidence of self-supervision and evaluation of his/her counseling skills? Please explain your response with specific examples from the supervision session that support your response. Provide times on video to support your response. (4 pts.)

Discuss how you asked questions, responded, and reflected to guide the supervisee's reflections and processing about the trigger event(s) experience. How did you stimulate the awareness of the supervisee beyond the point at which she operated during the counseling session? (5 pts.)

How did your supervisee integrate the information discovered through reflecting on the trigger event into good counseling practice? (3 pts.)

(Note: Please feel free to move these questions around if they seem to flow better in a different order.)

Total Points: 15

Supervision Record and Reflection Social Role Model – The Discrimination Model Form IV

Date: _____ Supervision Session #: _____
Supervisee: _____ Supervisor: _____

Client Initials with a (v) for viewed and age if child or (A) for adult client:

Evaluate the supervision session through the lens of The Discrimination Model by responding to all that apply to this week's session.

Focus of supervisor on the supervisee's:

Describe how the supervisee demonstrated the following skills during the counseling session(s). Select the best example of the supervisee demonstrating these skills and describe in the space provided: Select the best example and provide times on video where the two of you are discussing the skills. (2 pts each)

Intervention skills:

Conceptualization skills:

Personalization skills:

Supervision Role:

Describe the supervision role you implemented for each of the three skills discussion in the previous section: (Refer to textbook for a definition of the three roles). (2 pts each)

Teacher:

Counselor:

Consultant:

Discuss your comfort level working from each of the three roles. (3 pts)

Total Points: 15

3. Instructional theory and methods relevant to counselor education.

COUN 7336: College Teaching

COUN 7339: Doctoral Internship (II: Teaching)

An example of this standard being met is in the required course [COUN 7336](#) College Teaching in Counseling in the knowledge exhibited through conducting an interview of a university faculty professor and write a 2-3 page written reflection of what was learned, and preparing teaching philosophy statements, creating a job search application packet as if applying for a counselor educator position, selecting and demonstrating a teaching strategy about a counseling topic in a class presentation.

Interview

Interview a college or university faculty member. You will have the opportunity to do this in Costa Rica. Do not interview a SHSU faculty member. Use Suggested Teaching Interview Outline and additional questions you want to ask the interviewee.

- ✓ Consider questions you have as an emerging professional counselor educator, questions about the profession, and questions about the future direction of counselor education as well as ethical, legal and/or multicultural issues. Please request a copy of a course syllabus taught by the interviewee.

Grading Rubric (25 pts)

Seeks knowledge of the role, responsibilities of counselor educators	5	
Demonstrates curiosity regarding ethical, legal and/or multicultural issues in counselor education	5	
Used suggested questions	5	
Added their own questions	5	
Supplied syllabus	5	
Total points possible:	25	

Teaching Philosophy

You will begin draft of your teaching philosophy that will be finalized when you submit your Job Search Packet. Here is one framework for thinking about and writing your philosophy statement. First, consider this philosophy statement must come from the "heart." Do some self-reflection and soul-searching. This framework is not intended to counter your creativity and I hope you only use it as a means of thinking more deeply about your teaching and the philosophy with which you base your teaching decisions. It is not a hierarchy.

Here are ideas to think about as you are writing your philosophy of education statement. Please don't limit yourself to these, as I am sure you very creative people have more things to add. Be sure to explain why you are making the statements, in other words, back up what you are saying with an explanation.

Foundational beliefs about education in general, purpose, goal, benefits, - why educate?

Role of the learner (remember to think about adult learners)

Role of the educator

How is knowledge created? How does learning happen?

How and why should education be transmitted or shared with society?

Describe the process of learning.

Again, please do not feel limited by these ideas. This is your statement - think deeply about your beliefs. I look forward to reading your statements. :-) Your final draft should be no more than 2 pages.

Grading Rubric (total 50 pts)

Conveyed beliefs/ideas on teaching and learning.	10	
Discussed how the student would be different because of their influence.	10	
Statement was linked to their specific field of practice.	10	
Discussion of how learning happens.	10	
Conveyed how their philosophy was influenced.	10	
Total ability to demonstrate a personal philosophy of teaching:	50	

Teaching Strategy

Presentation and Demonstration of a Teaching Strategy

Present a counseling course from the text (Part II of the McAuliffe and Eriksen text). Make sure that you demonstrate one or more of the teaching pedagogy for learning (i.e., assessing, collaborating, experimenting, imagining, inquiring, performing-simulating, as well as reflecting and technology, teaching with cases, teaching with games and simulations) (25 points)

Select a teaching strategy (part two from the T, M, & F text) listed below and present to class using a counseling topic (from McAuliffe and Eriksen text) to demonstrate the selected strategy: **YOU ARE TO DEMONSTRATE (one or more) THE STRATEGY:** assessing, collaborating, experimenting, imagining, inquiring, performing-simulating, reflecting, (T, M, & F text) technology and teaching, teaching with cases, teaching with games and simulations (McK text).

Grading Rubric (25 pts)

Demonstrated ability to teach core counseling course	5	
Demonstrated ability to deliver course objectives	5	
Demonstrated selected strategy of teaching	5	
Engaged the audience with the topic	5	
Evidence that the presenter was prepared	5	
Total possible	25 pts	

- **Job Search Packet**

You will create a packet as if you were going to apply for a tenure-track college teaching position at SHSU's counseling program. Your packet should include a cover letter, teaching philosophy, a vita highlights page and full curriculum vita. Be prepared to be evaluated by your peers.

Grading Rubric (100 pts)

Cover letter ✓ Knowledge of roles of counselor educator	25	
Teaching philosophy ✓ Statement of philosophy of teaching and learning	25	
Vita highlights ✓ Demonstrates knowledge of activities of counselor educator	25	
Curriculum vita ✓ Demonstrates knowledge of roles, responsibilities and activities of counselor educator	25	
Total possible points:	100	

Another example of this standard being met is in the required course COUN 7110 Teaching Career Counseling and Development in the knowledge gained through becoming familiar with the NCDA website and writing a reflection paper on the experience, reading and writing a summary of recent career development articles, and reading and writing a chapter summary of the career development textbook.

Activities

- Students will gain greater familiarity with professional issues in career counseling and development by carefully reviewing the National Career Development Association Website: http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page. In addition, students will submit a five page written reflection paper discussing what they learned and how the NCDA Website would be helpful for counselor educators who teach a Career Development/Counseling course. **Due on or before October 1, 2012.**
- Students will read and provide a one page summary for each of 10 recent (within the past 5 years) research articles (at least five from *Career Development Quarterly*) addressing important topics in career counseling and development. Include the complete citation for each article, in correct APA form, at the beginning of each summary. **Due on or before November 5, 2012.**
- Students will read *Teaching Career Development: A Primer for Instructors and Presenters* (edited by D. S. Osborn) and provide a written chapter-by-chapter (one page per chapter) review. **Due on or before November 30, 2011.**

4. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.

COUN 7110: Doctoral Seminar: Ethical and Professional Orientation
 COUN 7375: Advanced Multicultural Counseling
 COUN 7331: Advanced Counseling Theories
 COUN 7332: Advanced Appraisal Techniques

An example of this standard being met is in the required course [COUN 7375](#) Advanced Multicultural Counseling in the knowledge gained through completing textbook readings, participating in class discussions, writing a multicultural counselor education paper, and completing a multicultural research project.

1. Multicultural Counselor Ed Paper (15pts)

Approximately five-page, double-spaced paper (informal report) in which you summarize what you have learned about the process of infusing culture into counselor education and supervision. It should be based on your critiques of the text and, as well as your reading about social change theory. Also, include ethical and legal issues. APA style not required. No references required, but ok if appropriate (put them in APA style).

2. Multicultural Research Project from at least two sources and leading one 20-minute presentation/discussion of cultural/social mores of a specific culture

Topics to be assigned by the instructor for sharing/presenting.

- **Directions:** Lead an informal 20-minute sharing of what you learned about the topic among the participants in the culture researched. See directions below. Present a few facts that you learned from reading books, articles, or internet sources, connect it if possible to ideas from the readings in the text, and lead the group in any discussion that comes up. Be sure to also include issues involving social change theory. We understand that you will be naïve, so the sharing will be guided by “As I understand it,”

NOTE: All of the following should be about the culture you studies. Try to incorporate related knowledge from the text (from any related chapter) to help you lead the discussion. Each topic below should have the word of the culture before it.

- Culture in General
- Social norms
- Personality
- Alcohol use
- Sexuality
- Mental Health
- GLBTQ attitudes
- Religion
- Divorce
- Family
- Gender roles
- Work, career
- Health attitudes
- Immigration
- Racism
- Interculturalism
- Travellers
- Mental health – various

- Death
- Social Class
- Sectarian/religious conflict in Northern Ireland
- Language
- Colonization/History
- Politics
- Music
- Criminology/Crime
- Economy
- Future
- Geography, climate
- Your suggestion?

5. Design, implementation, and analysis of quantitative and qualitative research.

COUN 7362: Methods of Counseling Research

COUN 7373: Statistical Methods for Counselor Education Research

COUN 7374: Multivariate Methods for Counselor Education

COUN 7363: Application of Counseling Research

COUN 7372: Qualitative Methodology

COUN 8333: Dissertation

An example of this standard being met is in the required course [COUN 7362](#) Methods of Counseling Research in the knowledge gained through completing research design presentations in groups and completing the novice research proposal.

Research assignments (30% of total points or 150 pts.): Research practice activities will be assigned to extend and practice with topics covered in class. Weekly assignments are due after the topic has been discussed. All research assignments must be submitted to the Bb site for this course. Assignments include: a program proposal to be submitted to a state, regional, or national counseling conference; a group research design presentation; a grant proposal to be submitted to a funding agency; a group presentation outlining a program evaluation; several short assignments to demonstrate mastery of basic research design knowledge and skills.

RUBRIC for Research Design Group Presentation

Has knowledge and experience beyond the entry level in the design, implementation, and analysis of quantitative and qualitative research (II – C.5).

In small groups, students will be assigned one of the research designs studied during the semester. The group is charged with: a. finding a study that represents the assigned design (it does not have to be a stellar example as long as the students are able to point out the weak areas of the study); b. creating a power point that thoroughly explains the design to

the rest of the class; and c. submits the power point and the chosen research study to the professor.

Clearly and accurately defines the problem/topic and the purpose of the study	3	
Identifies the research questions or hypotheses and the research design	4	
Describes the sample	3	
Describes the instruments in terms of validity and reliability	3	
Describes the data collection process	3	
Describes the data analysis process and determines if this was a “good fit”	3	
Describes the findings and researcher conclusions	3	
Evaluates the study	3	
Total	25	

Research proposal (50% or 250 pts.): A research proposal is a well-written description of a research design and a detailed description of a planned study. You will prepare a 25 page research proposal (including references and title page). The proposal will describe the research problem, questions (that are logically supported by related literature), theoretical framework, and proposed design (sampling, data collection, data analysis). Components of the proposal will be developed through class practice activities. A sample proposal and general rubric/checklist will be provided as a guide. You will present your proposal in a **10-15 minute presentation** during the last two class meetings.

RUBRIC for Novice Research Proposal

Has knowledge and experience beyond the entry level in the design, implementation, and analysis of quantitative and qualitative research (II – C.5).

Students will write a novice dissertation proposal focusing on chapters one and two.

Introduction:		
Identifies problem	10	
Provides rationale for studying this problem	10	
States the purpose of the study	10	
Poses the research questions or hypotheses	20	
Literature Review:		
Follows the steps of the ILRP and includes this in the lit review	25	
Content is substantial	50	
Organization is clear	25	
APA style is followed	25	
Style and grammar are excellent (obvious proof of multiple edits)	25	
Methods:		
Sample is clearly described	10	
Instruments are clearly identified and reliability/validity discussed	10	
Data collection process is described	20	
Describes the data analysis process	10	
Total	250	

6. Models and methods of assessment and use of data.

COUN 7332: Advanced Appraisal Techniques
 COUN 7337: Advanced Counseling Techniques and Practicum
 COUN 7362: Methods of Counseling Research
 COUN 7363: Application of Counseling Research
 COUN 8333: Dissertation

An example of this standard being met is in the required course [COUN 7373](#) Statistical Methods for Counselor Education Research in the knowledge gained through reading the statistic textbooks, listening to class lecture, practicing using data in SPSS, and completing homework assignments working with different statistical analyses.

Homework Assignments

50 points each

300 points

7. Ethical and legal considerations in counselor education and supervision (e.g., *ACA Code of Ethics*, other relevant codes of ethics, standards of practice).

COUN 7110: Doctoral Seminar: Ethical and Professional Issues
 COUN 7332: Advanced Appraisal Techniques
 COUN 7334: Theories of Counselor Supervision
 COUN 7335: Practice in Supervision
 COUN 7337: Advanced Counseling Techniques and Practicum
 COUN 7336: College Teaching in Counseling
 COUN 7362: Methods of Counseling Research
 COUN 7363: Application of Counseling Research
 COUN 8333: Dissertation

An example of this standard being met is in the required course [COUN 7110](#) Ethics and Professional Orientation in the foundations gained through familiarity with the ACA Code of Ethics and the ACA, ACES, CACREP websites and participating in class discussions.

Activities

1. Students will gain greater familiarity with ethical and legal issues in counseling by (a) a thorough review the ACA Ethics and Professional Standards Webpage, including a careful reading of the 2005 ACA Code of Ethics, and (b) class discussion of key ethical and legal issues. (Class discussion/participation) [100 points]
2. Students will compare the 2005 ACA Code of Ethics with the Texas State Board of Professional Counselor Statute (Texas Administrative Code, Part 30, Ch. 681). (Class discussion/participation) [100 points]

3. Students will gain greater familiarity with professional issues in counseling/counselor education by reading the contents of the various webpages on the ACA Website and the ACES Website and discussing their observations and questions in class (Class discussion/participation). [100 points]
4. Student will gain greater familiarity with the principles and processes involved in counselor education program accreditation by reading the contents of the CACREP website, in particular the 2009 Standards, and discussing their observations and questions in class (Class discussion/participation). [100 points]
5. Students will meet with the doctoral advisor to complete a study plan for their doctoral program.

SECTION III PROFESSIONAL PRACTICE

CLINICAL EXPERIENCE

- A. Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student's practicum, supervision will occur as outlined in entry-level standards III.A and III.C–E. The use of student supervisors is not allowed in a doctoral-level practicum.**

All doctoral students are required to enroll and successfully complete *COUN 7337 Advanced Counseling Techniques and Practicum*. Taken during their first semester of the doctoral program, students see clients from the community at the Community Counseling Clinic at the SHSU: The Woodlands Center, a state-of-the-art clinic. Students must accumulate at least 100 hours of supervised experience during the semester. [Appendix 19](#) contains an example of evaluation forms used in *COUN 7337* and an example of the practicum log of hours form is found in [Appendix 20](#). *COUN 7337 Advanced Counseling Techniques and Practicum* is a one semester course. Students in *COUN 7337* receive weekly individual or triadic supervision with their Practicum instructor and participate in weekly group supervision for 1.5 hours. An example of the supervision log is found in [Appendix 21](#).

This standard is met in the required course [COUN 7337](#) Advanced Counseling Practicum and Techniques in the professional practices exhibited through demonstrating the ability to use basic and advanced counseling skills in individual and group counseling sessions with clients by demonstrating accurate empathy and counseling excellence throughout entire sessions on at least two occasions and demonstrating an understanding of case conceptualization and effective interventions across diverse populations and settings shown in two treatment plans.

1. Log 40 direct and 60 indirect individual, group, or couples/family counseling hours. (50 points)
2. Complete two recordings of counseling sessions (not intakes) for evaluation of counseling skills by the instructor using a form to be provided (100 Points-50 Points each). If a student does not score 52 points or higher on the Counseling Interview Rating Form, a 10 minute transcription using a format provided will be required. Additional transcriptions may be required until the instructor feels the student will be able to score 52 points or higher on the second Counseling Interview Rating Form. **Due June 26 and July 24**

Instructor Observation:

Levels of achievement

-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))

Instructor rating of skills using Counseling Interview Rating Scale (Bruhn’s adaptation)

3. Diagnosis and Treatment Plan (50 Points - 25 Points Each). Students will complete a diagnosis and treatment plan following prescribed guidelines. Students will also describe how they would help a master’s level student develop the necessary skills for effective diagnosis and treatment planning. This part will only be included following the first diagnosis and treatment plan. **Due July 3 and 17**

Designs and implements prevention and intervention plans 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.

Levels of Achievement:

<input type="checkbox"/> Novice	0.000000	0 <span class="ra
<input type="checkbox"/> Competent	0.165000	2.48 <span class
<input type="checkbox"/> Proficient	0.330000	4.95 <span class

Accurately identifies problem situation.

Levels of Achievement:

<input type="checkbox"/> Novice	0.000000	0 <span class="ra
<input type="checkbox"/> Competent	0.165000	2.48 <span class
<input type="checkbox"/> Proficient	0.330000	4.95 <span class

Writes at least two measureable and observable counseling goals.

Levels of Achievement:

<input type="checkbox"/> Novice	0.000000	0 <span class="ra
<input type="checkbox"/> Competent	0.165000	2.48 <span class
<input type="checkbox"/> Proficient	0.330000	4.95 <span class

Designs and Implements in-session and out-of-session interventions congruent with the problem situation and the counseling goals.

Levels of Achievement:

<input type="checkbox"/> Novice	0.0000000	0 <span class="r
<input type="checkbox"/> Competent	0.1650000	2.48 <span class
<input type="checkbox"/> Proficient	0.3300000	4.95 <span class

4. Students must generate two counseling sessions that the instructor deems “good” from beginning to end and demonstrate the ability to facilitate client growth (a.k.a. Carkhuff IV). (200 Points)

Instructor Observation:

Levels of achievement

-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))

Instructor rating of skills using Counseling Interview Rating Scale (Bruhn’s adaptation)

5. Group Counseling Activities and Assignments (65 points total):

Each student will participate as a facilitator/leader-counselor of a group in a professional counseling setting. This will provide a field experience that enhances: effective group leadership style and skills; skilled perceptions of group dynamics; and understanding of group processing at a higher level, including the development of capacity to process, analyze, and critically evaluate points of view of others. Students will use self reflection/assessment as a means for the development of personal counseling identity and values. The type of group and setting can vary depending on the interest of each doctoral student. **Type of group and location must be approved by professor prior to beginning the group experience.**

- a) **Documentation log:** Maintain a log of the weekly group counseling experience. The log must include your name and class; the name of the group; name and signature of the supervisor/ administrator in charge; number of sessions with dates of each group meeting and your signature. **Due July 31.** (25 Points)
- b) **Reflection paper:** Each student will write a five page reflection on the group experience. The paper will include the student’s observations of the learning and behavior/attitude changes as the group evolved through stages of development (15 points); leader-therapist challenges of a doctoral professional in advanced training (15 points), and other issues and experiences of the group counseling (10 points). Please follow APA guidelines for the paper. **Due July 31.**

B. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.

All doctoral students are required to enroll and successfully complete two semesters of *COUN 739 Doctoral Internship in Counseling*. The first semester focuses on counseling and supervision experiences. The second semester focuses on either (a) teaching and/or supervision (co-teaching a content focused course or co-teaching a prepracticum or practicum, or activities related to advanced leadership in school counseling settings (e.g., working with a Director of Guidance). Students must accumulate at least 600 hours of supervised experience of the two semesters. [Appendix 22](#) contains an example of the evaluation form used in *COUN 7339* and an example of the Internship log of hours form is found in [Appendix 23](#). Please note that, whereas doctoral students are required to take two semesters of counselor supervision courses (*COUN 7334* and *COUN 7335*), they provide supervision of master's level counselors for at least two semesters. Therefore, supervision done during their internship is in addition to the two semesters required in the doctoral core coursework.

This standard is met in the required course [COUN 7339](#) Doctoral Internship in Counseling - Clinical in the professional practices exhibited through completing the required number of counseling hours at an approved internship site, completing reflections of the counseling experiences, meeting once a week with and being evaluated by an off-campus supervisor, being observed by the university professor, presenting a case study in class of a counseling experience, and writing a paper summarizing the internship experiences.

COURSE EVALUATION: The grading for this course has been set up on a point system. Students will log a total of 600 hours between the two semesters of COUN 7339 (Clinical and Teaching). A maximum of 400 hours (198 Direct and 202 Indirect) may be accrued in this semester of COUN 7339. The remaining 200 hours will be accrued in the second semester of COUN 7339.

- 1. Reflections** will be completed 10 times. Students will use the form provided. These can be emailed to the professor at edu_rab@shsu.edu and are due by Thursday, 5:30 P.M. on 1/27, 2/3, 2/10, 2/17, 3/10, 4/7, 4/14, 4/21, 4/28, and 5/5. Each reflection must be turned in order to qualify for a grade of B or higher for the course. **100 points for completing all the reflection papers satisfactorily.**
- 2. Evaluations by off-campus (clinical) supervisors** - The midterm and final evaluations will each count for 25 points; it is expected that growth will occur from the midterm to the final.
2x25=50 points total for the off-campus supervisor evaluations
- 3. Observations by the university professor**
It is the student's responsibility to set up two observations (site visits) for the professor of the course during the semester. The plan for the session should be conveyed to the professor prior to the observation either by discussion in class, e-mail or phone call. The professor should be able to follow

the session based upon the student's plan of treatment. **100 points total (50 each) for the observations by the professor**

4. Case presentation in class:

Each student will give a 30 to 35 minute presentation of a case from his or her internship experience. The case must be for a client or supervisee seen by the student for at least 4 sessions. Using the attached outline, develop a report to be presented. Be sure to have a copy for each member of the class, and the professor. Be sure to develop a question(s) or dilemma(s) you would like the class to give you help with for this presentation. Students may use Powerpoint, genograms, charts, etc., to clarify client dynamics, goals, and treatment plans. Students will have a typed **treatment plan** for the presentation which will be handed in to the professor. **100 points**

5. A paper summarizing the field practicum experiences will be submitted at the last class meeting (4-8 pages, typed, double spaced, doctoral-level quality). **25 points**

C. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

COUN 7339 Doctoral Internship in Counseling consists of two semesters. Students in *COUN 7339* receive weekly supervision by doctoral-level supervisor and participate in bi-weekly supervision for 3 hours. In both cases, group supervision is performed by a program faculty member. For an example of the Internship *log of hours* form for Internship, please see [Appendix 23](#).

This standard is met in the required course [COUN 7339](#) Doctoral Internship in Counseling - Clinical in the clinical experience exhibited through participating in individual and group supervision.

Course Evaluation:

COURSE EVALUATION: The grading for this course has been set up on a point system. Students will log a total of 600 hours between the two semesters of COUN 7339 (Clinical and Teaching). A maximum of 400 hours (198 Direct and 202 Indirect) may be accrued in this semester of COUN 7339. The remaining 200 hours will be accrued in the second semester of COUN 7339.

- 1. Evaluations by off-campus (clinical) supervisors** - The midterm and final evaluations will each count for 25 points; it is expected that growth will occur from the midterm to the final.
2x25=50 points total for the off-campus supervisor evaluations
- 2. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty**

member. (At SHSU this is your class meeting. Students must complete 15 hours of individual and a minimum of 22.5 hours of group supervision during the semester.

This standard is also met in the required course [COUN 7339](#) Doctoral Internship in Counseling - Teaching in the clinical experience exhibited through participating in individual and group supervision.

Clinical Experience

1. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.
2. Meet weekly for 1 hour of individual supervision and course planning with the instructor of the co-taught course. *A log of supervision hours must be kept and turned in to the instructor of COUN 7339 II at every class meeting.* **One hour of supervision must be completed for each week during which a student is acquiring hours for COUN 7339 II. May 30** is the earliest date for collecting direct internship hours for COUN 7339 II.

SECTION IV DOCTORAL LEARNING OUTCOMES

Programs must provide evidence that doctoral students will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in *all* of the following areas. Programs may choose to emphasize one or more of the following areas congruent with program mission.

SUPERVISION

A. Knowledge

1. Understands the purposes of clinical supervision.

An example of this standard being met is in the required course [COUN 7334](#) Theories of Counselor Supervision in the knowledge gained through completion of reading, class discussions, answering questions on a midterm exam, and submitting a paper describing their supervision experience in practicum, internship, or for licensure.

1. Based on what you have read in the textbooks and your own ideas based on your experience as a supervisor, briefly define supervision providing the purposes of supervision. (12 pts.)
2. Bernard and Goodyear state that well-organized supervision is not necessarily good supervision. What is well-organized supervision and what is good supervision? (12 pts.)

Supervision Experience Paper Guidelines and Grading Criteria

Students will submit a paper describing their supervision experience(s) in either practicum or internship course(s) or supervision hours for licensure as a Mental Health Community Counselor (LPC) Intern or a combination of these experiences. Students should address the following in the paper:

1. Describe the supervisory relationship.
2. What were the goals of supervision? Did you and your supervisor discuss the goals of supervision?
3. What was the model of supervision your supervisor(s) followed? Substantiate your response with specific actions, roles, responsibilities, etc. your supervisor demonstrated from the model.

4. Discuss what you learned from the supervisor that you consider effective and will most likely model as a supervisor. Include how ethical guidelines were followed.
5. Discuss what you learned from your supervision experience that you will avoid or do differently.
6. APA 6th edition guidelines, scholarly writing including good organization of ideas and responses, avoidance of choppy writing. Length of paper is five pages.

Grading Rubric for Supervision Experience Paper

Criteria and Points: (Total possible points = 50)	Points Earned
1. Supervisory Relationship (0 to 5 points)	
2. Goals (0 to 5 points)	
3. Model of Supervision (0 to 10 points)	
4. Effective and may model (0 to 10 points)	
5. Avoid and do differently (0 to 10 points)	
6. APA, scholarly writing, and length (0 to 10 points)	

2. Understands theoretical frameworks and models of clinical supervision.

An example of this standard being met is in the required course [COUN 7334](#) Theories of Counselor Supervision in the knowledge gained through completion of reading, class discussions, answering questions on a midterm exam, evaluation of supervision record and reflection forms, and submit a paper describing their supervision experience in practicum, internship, or for licensure.

1. Bernard and Goodyear provide a table of models of clinical supervision and categorize by psychotherapy therapy, developmental models, and social role models. Developmental models are further grouped by stage, process, and life span. From the developmental models category, select the stage model provided and a process model from this category along with one model from the social role models and discuss each. Provide details of how supervision looks when working from each model. Include what you like about each model and how you might find this model useful as a supervisor. (24 pts.)

Supervision Record and Reflection Form I

Date: _____ Session #: _____
Supervisor: _____ Supervisee: _____

Initials of client(s) discussed:

For the clients listed, indicate the ones you viewed the counseling session by placing a lower case (v) in parenthesis behind their initials. If the client is an adult indicate with an A following initials. If the client is a child, please include the age of the child after initials.

What are the goal(s) for this session? (1 pt.)

Where these accomplished, discuss how and if not explain why? (1pt.)

Provide examples with times from video demonstrating your supervision from the IDM Supervision Model. Identify the supervisee's developmental level or stage including the supervisee's behavior and/or comments that support the assignment of the level/stage. Identify the role you were responding from based on the needs of your supervisee. (3 pts.)

Give examples with times from video when you used Socratic questions and/or Bloom's Taxonomy to encourage your supervisee to think more deeply about the client, the process of counseling, her/his role as a counselor, etc. (2 pts.)

List **client(s)-focused** supervision interventions, suggestions, or hunches **you** offered supervisee during supervision. (2 pts.)

Provide time(s) on video where these occurred.

List **supervisee-focused** supervision interventions **you** offered supervisee during supervision (including a rationale for each). (2 pts.)

Provide time(s) on video where these occurred.

Risk management review: Note any concerns based on review of supervisee's entire caseload. Include (a) initials of client, (b) nature of the concern, and (c) supervision intervention at this time. (1 pt.)

Personal Reflection: (Discuss how you think you are progressing as a supervisor and why. Include examples from the supervision session to support your response. Are there skills you want to focus on for the next session? Where there any missed opportunities? (3 pts.)

Total Points: 15

**Supervision Record and Reflection
Strengths-based Supervision
Form II**

Date: _____ Supervision Session #: _____
 Supervisee: _____ Supervisor: _____
 Client Initials with a (v) for viewed and age if child or (A) for adult client: _____

Supervisee Focused Feedback

Identify the strengths of your supervisee and provide times from the supervision video where supervisee's strengths were presented and discussed: (strengths may have been presented by supervisee or by you. If presented by supervisee, how did you respond?) (i.e., strengths may include understanding, counseling skills, values clarification, attitude, clinical judgment, case conceptualization, organization, etc.) (4 pts.)

Identify the greatest professional growth area you have observed in your supervisee as a new counselor. (3 pts.)

Supervisor Focused Feedback

What are your strengths as a supervisor during this session? Provide times from video where you demonstrated your strengths. (3pts.)

Discuss how you responded to supervisee's concerns to demonstrate your understanding; this does not signify agreement only that you have acknowledged and validated expressed concerns. (2 pts.)

Discuss your progress and growth and a supervisor? (3 pts.)

Total points: 15

**Supervision Record and Reflection
Process/Reflective Supervision Model
Form III**

Date: _____ Supervision Session #: _____
 Supervisee: _____ Supervisor: _____
 Client Initials with a (v) for viewed and age if child or (A) for adult client: _____

Trigger Event: Identify trigger event(s) that result in the supervisee initiating a critical review of the situation that is surprising, uncomfortable, puzzling, and/or confusion. Briefly discuss the supervisee's reflective process and provide time from video where this discussion or these discussions occurred. (3 pts.)

Does your supervisee show evidence of self-supervision and evaluation of his/her counseling skills? Please explain your response with specific examples from the supervision session that support your response. Provide times on video to support your response. (4 pts.)

Discuss how you asked questions, responded, and reflected to guide the supervisee's reflections and processing about the trigger event(s) experience. How did you stimulate the awareness of the supervisee beyond the point at which she operated during the counseling session? (5 pts.)

How did your supervisee integrate the information discovered through reflecting on the trigger event into good counseling practice? (3 pts.)

(Note: Please feel free to move these questions around if they seem to flow better in a different order.)

Total Points: 15

Supervision Record and Reflection
Social Role Model – The Discrimination Model
Form IV

Date: _____ Supervision Session #: _____
Supervisee: _____ Supervisor: _____
Client Initials with a (v) for viewed and age if child or (A) for adult client:

Evaluate the supervision session through the lens of The Discrimination Model by responding to all that apply to this week's session.

Focus of supervisor on the supervisee's:

Describe how the supervisee demonstrated the following skills during the counseling session(s). Select the best example of the supervisee demonstrating these skills and describe in the space provided: Select the best example and provide times on video where the two of you are discussing the skills. (2 pts each)

Intervention skills:
Conceptualization skills:
Personalization skills:

Supervision Role:

Describe the supervision role you implemented for each of the three skills discussion in the previous section: (Refer to textbook for a definition of the three roles). (2 pts each)

Teacher:
Counselor:
Consultant:

Discuss your comfort level working from each of the three roles. (3 pts)
 Total Points: 15

**Supervision Experience Paper
 Guidelines and Grading Criteria**

Students will submit a paper describing their supervision experience(s) in either practicum or internship course(s) or supervision hours for licensure as a Mental Health Community Counselor (LPC) Intern or a combination of these experiences. Students should address the following in the paper:

1. Describe the supervisory relationship.
2. What were the goals of supervision? Did you and your supervisor discuss the goals of supervision?
3. What was the model of supervision your supervisor(s) followed? Substantiate your response with specific actions, roles, responsibilities, etc. your supervisor demonstrated from the model.
4. Discuss what you learned from the supervisor that you consider effective and will most likely model as a supervisor. Include how ethical guidelines were followed.
5. Discuss what you learned from your supervision experience that you will avoid or do differently.
6. APA 6th edition guidelines, scholarly writing including good organization of ideas and responses, avoidance of choppy writing. Length of paper is five pages.

Grading Rubric for Supervision Experience Paper

Criteria and Points: (Total possible points = 50)	Points Earned
7. Supervisory Relationship (0 to 5 points)	
8. Goals (0 to 5 points)	
9. Model of Supervision (0 to 10 points)	
10. Effective and may model (0 to 10 points)	
11. Avoid and do differently (0 to 10 points)	
12. APA, scholarly writing, and length (0 to 10 points)	

3. Understands the roles and relationships related to clinical supervision.

An example of this standard being met is in the required course [COUN 7334](#) Theories of Counselor Supervision in the knowledge exhibited through a paper describing their supervision experience in practicum, internship, or for licensure, a paper articulating their personal model of supervision, and a case study presentation.

**Supervision Experience Paper
Guidelines and Grading Criteria**

Students will submit a paper describing their supervision experience(s) in either practicum or internship course(s) or supervision hours for licensure as a Mental Health Community Counselor (LPC) Intern or a combination of these experiences. Students should address the following in the paper:

1. Describe the supervisory relationship.
2. What were the goals of supervision? Did you and your supervisor discuss the goals of supervision?
3. What was the model of supervision your supervisor(s) followed? Substantiate your response with specific actions, roles, responsibilities, etc. your supervisor demonstrated from the model.
4. Discuss what you learned from the supervisor that you consider effective and will most likely model as a supervisor. Include how ethical guidelines were followed.
5. Discuss what you learned from your supervision experience that you will avoid or do differently.
6. APA 6th edition guidelines, scholarly writing including good organization of ideas and responses, avoidance of choppy writing. Length of paper is five pages.

Grading Rubric for Supervision Experience Paper

Criteria and Points: (Total possible points = 50)	Points Earned
13. Supervisory Relationship (0 to 5 points)	
14. Goals (0 to 5 points)	
15. Model of Supervision (0 to 10 points)	
16. Effective and may model (0 to 10 points)	

17. Avoid and do differently (0 to 10 points)	
18. APA, scholarly writing, and length (0 to 10 points)	

**Personal Style of Supervision Paper
Guidelines and Grading Rubric**

Students will submit a paper that articulates their personal model of supervision and relate it to their preferred model of counseling based on this semester’s supervision experience. The personal model of supervision should include the following:

1. Overview of your personal model of supervision and how this model relates to your preferred model of counseling
2. Goals of Supervision
3. The nature of the supervisory relationship
4. Procedures used in supervision (General organization and sequence of activities during the supervision session)
5. Methods used in evaluating and communicating the supervisee’s strengths and areas for growth
6. Discuss how ethical guidelines and supervision competencies based on supervision standards established by professional organizations (ACA, ACES, and NBCC) were practiced in supervision.
7. APA 6th edition guidelines are to be followed including scholarly writing. Length of paper is six to eight pages with a minimum of six references

Grading Rubric for Personal Style of Supervision Paper

Criteria and Points: (Total possible points = 75)	Points Earned
1. Overview (0 to 15 points)	
2. Goals (0 to 10 points)	
3. Nature of the relationship (0 to 10 points)	
4. Procedures (0 to 10 points)	
5. Methods of Evaluation (0 to 10 points)	

6. Ethical guidelines and supervision competencies of ACA, ACES, and NBCC (0 to 10 points)	
7. APA, scholarly writing, length, and references (0 to 10 points)	

In the case study presentation, describe the supervisory relationship and address the following questions:

1. How were you attentive to the dynamics of the relationship with your supervisee?
2. How did you demonstrate sensitivity to the supervisee's anxiety as a novice counselor?
3. How did you support a collegial relationship with your supervisee?
4. How did you demonstrate respect for the differences in contextual factors between you and your supervisee?
5. How did you create an atmosphere that encouraged your supervisee to share their hunches, hypothesis, and ideas that may be different from yours? (20)

4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

An example of this standard being met is in the required course [COUN 7334](#) Theories of Counselor Supervision in the knowledge exhibited through reading, class discussions, completion of midterm examination questions, a paper articulating their personal model of supervision, and submit a paper describing their supervision experience in practicum, internship, or for licensure.

1. What is contextual sensitivity and why is it so important in supervision? Are their ethical responsibilities involved, explain your response. (16 pts.)
2. Based on the following case scenario, identify potential ethical issue(s) and discuss how you would approach working with the supervisee. (20 pts.)

**Personal Style of Supervision Paper
Guidelines and Grading Rubric**

Students will submit a paper that articulates their personal model of supervision and relate it to their preferred model of counseling based on this semester's supervision experience. The personal model of supervision should include the following:

1. Overview of your personal model of supervision and how this model relates to your preferred model of counseling

2. Goals of Supervision
3. The nature of the supervisory relationship
4. Procedures used in supervision (General organization and sequence of activities during the supervision session)
5. Methods used in evaluating and communicating the supervisee’s strengths and areas for growth
6. Discuss how ethical guidelines and supervision competencies based on supervision standards established by professional organizations (ACA, ACES, and NBCC) were practiced in supervision.
7. APA 6th edition guidelines are to be followed including scholarly writing. Length of paper is six to eight pages with a minimum of six references

Grading Rubric for Personal Style of Supervision Paper

Criteria and Points: (Total possible points = 75)	Points Earned
8. Overview (0 to 15 points)	
9. Goals (0 to 10 points)	
10. Nature of the relationship (0 to 10 points)	
11. Procedures (0 to 10 points)	
12. Methods of Evaluation (0 to 10 points)	
13. Ethical guidelines and supervision competencies of ACA, ACES, and NBCC (0 to 10 points)	
14. APA, scholarly writing, length, and references (0 to 10 points)	

**Supervision Experience Paper
Guidelines and Grading Criteria**

Students will submit a paper describing their supervision experience(s) in either practicum or internship course(s) or supervision hours for licensure as a Mental Health Community Counselor (LPC) Intern or a combination of these experiences. Students should address the following in the paper:

1. Describe the supervisory relationship.

2. What were the goals of supervision? Did you and your supervisor discuss the goals of supervision?
3. What was the model of supervision your supervisor(s) followed? Substantiate your response with specific actions, roles, responsibilities, etc. your supervisor demonstrated from the model.
4. Discuss what you learned from the supervisor that you consider effective and will most likely model as a supervisor. Include how ethical guidelines were followed.
5. Discuss what you learned from your supervision experience that you will avoid or do differently.
6. APA 6th edition guidelines, scholarly writing including good organization of ideas and responses, avoidance of choppy writing. Length of paper is five pages.

Grading Rubric for Supervision Experience Paper

Criteria and Points: (Total possible points = 50)	Points Earned
19. Supervisory Relationship (0 to 5 points)	
20. Goals (0 to 5 points)	
21. Model of Supervision (0 to 10 points)	
22. Effective and may model (0 to 10 points)	
23. Avoid and do differently (0 to 10 points)	
24. APA, scholarly writing, and length (0 to 10 points)	

B. Skill/Practices

1. Demonstrates the application of theory and skills of clinical supervision.

An example of this standard being met is in the required course [COUN 7334](#) Theories of Counselor Supervision in the knowledge gained through completion of reading, class discussions, answering questions on a midterm exam, and evaluation of supervision record and reflection forms.

1. Bernard and Goodyear provide a table of models of clinical supervision and categorize by psychotherapy therapy, developmental models, and social role models. Developmental models are further grouped by stage, process, and life span. From the developmental models category, select the stage model provided and a process model from this category along with one model from the social role models and discuss each. Provide details of how supervision looks when working from each model. Include what you like about each model and how you might find this model useful as a supervisor. (24 pts.)

Supervision Record and Reflection Form I

Date: _____ Session #: _____
 Supervisor: _____ Supervisee: _____
 Initials of client(s) discussed: _____

For the clients listed, indicate the ones you viewed the counseling session by placing a lower case (v) in parenthesis behind their initials. If the client is an adult indicate with an A following initials. If the client is a child, please include the age of the child after initials.

What are the goal(s) for this session? (1 pt.)

Where these accomplished, discuss how and if not explain why? (1pt.)

Provide examples with times from video demonstrating your supervision from the IDM Supervision Model. Identify the supervisee's developmental level or stage including the supervisee's behavior and/or comments that support the assignment of the level/stage. Identify the role you were responding from based on the needs of your supervisee. (3 pts.)

Give examples with times from video when you used Socratic questions and/or Bloom's Taxonomy to encourage your supervisee to think more deeply about the client, the process of counseling, her/his role as a counselor, etc. (2 pts.)

List **client(s)-focused** supervision interventions, suggestions, or hunches **you** offered supervisee during supervision. (2 pts.)

Provide time(s) on video where these occurred.

List **supervisee-focused** supervision interventions **you** offered supervisee during supervision (including a rationale for each). (2 pts.)

Provide time(s) on video where these occurred.

Risk management review: Note any concerns based on review of supervisee's entire caseload. Include (a) initials of client, (b) nature of the concern, and (c) supervision intervention at this time. (1 pt.)

Personal Reflection: (Discuss how you think you are progressing as a supervisor and why. Include examples from the supervision session to support your response. Are there skills you want to focus on for the next session? Where there any missed opportunities? (3 pts.)

Total Points: 15

**Supervision Record and Reflection
Strengths-based Supervision
Form II**

Date: _____ Supervision Session #: _____
 Supervisee: _____ Supervisor: _____
 Client Initials with a (v) for viewed and age if child or (A) for adult client: _____

Supervisee Focused Feedback

Identify the strengths of your supervisee and provide times from the supervision video where supervisee's strengths were presented and discussed: (strengths may have been presented by supervisee or by you. If presented by supervisee, how did you respond?) (i.e., strengths may include understanding, counseling skills, values clarification, attitude, clinical judgment, case conceptualization, organization, etc.) (4 pts.)

Identify the greatest professional growth area you have observed in your supervisee as a new counselor. (3 pts.)

Supervisor Focused Feedback

What are your strengths as a supervisor during this session? Provide times from video where you demonstrated your strengths. (3pts.)

Discuss how you responded to supervisee's concerns to demonstrate your understanding; this does not signify agreement only that you have acknowledged and validated expressed concerns. (2 pts.)

Discuss your progress and growth and a supervisor? (3 pts.)

Total points: 15

**Supervision Record and Reflection
Process/Reflective Supervision Model
Form III**

Date: _____ Supervision Session #: _____
 Supervisee: _____ Supervisor: _____
 Client Initials with a (v) for viewed and age if child or (A) for adult client: _____

Trigger Event: Identify trigger event(s) that result in the supervisee initiating a critical review of the situation that is surprising, uncomfortable, puzzling, and/or confusion. Briefly discuss the supervisee's reflective process and provide time from video where this discussion or these discussions occurred. (3 pts.)

Does your supervisee show evidence of self-supervision and evaluation of his/her counseling skills? Please explain your response with specific examples from the supervision session that support your response. Provide times on video to support your response. (4 pts.)

Discuss how you asked questions, responded, and reflected to guide the supervisee's reflections and processing about the trigger event(s) experience. How did you stimulate the awareness of the supervisee beyond the point at which she operated during the counseling session? (5 pts.)

How did your supervisee integrate the information discovered through reflecting on the trigger event into good counseling practice? (3 pts.)

(Note: Please feel free to move these questions around if they seem to flow better in a different order.)

Total Points: 15

Supervision Record and Reflection
Social Role Model – The Discrimination Model
Form IV

Date: _____ Supervision Session #: _____
 Supervisee: _____ Supervisor: _____
 Client Initials with a (v) for viewed and age if child or (A) for adult client:

Evaluate the supervision session through the lens of The Discrimination Model by responding to all that apply to this week's session.

Focus of supervisor on the supervisee's:

Describe how the supervisee demonstrated the following skills during the counseling session(s). Select the best example of the supervisee demonstrating these skills and describe in the space provided: Select the best example and provide times on video where the two of you are discussing the skills. (2 pts each)

Intervention skills:
 Conceptualization skills:
 Personalization skills:

Supervision Role:

Describe the supervision role you implemented for each of the three skills discussion in the previous section: (Refer to textbook for a definition of the three roles). (2 pts each)

Teacher:
Counselor:
Consultant:

Discuss your comfort level working from each of the three roles. (3 pts)
Total Points: 15

2. Develops and demonstrates a personal style of supervision.

An example of this standard being met is in the required course [COUN 7334](#) Theories of Counselor Supervision in the knowledge exhibited through submitting a paper that articulates their personal model of supervision and relate it to their preferred model of therapy based on this semester's supervisor/supervision experience.

Personal Style of Supervision Paper Guidelines and Grading Rubric

Students will submit a paper that articulates their personal model of supervision and relate it to their preferred model of counseling based on this semester's supervision experience. The personal model of supervision should include the following:

1. Overview of your personal model of supervision and how this model relates to your preferred model of counseling
2. Goals of Supervision
3. The nature of the supervisory relationship
4. Procedures used in supervision (General organization and sequence of activities during the supervision session)
5. Methods used in evaluating and communicating the supervisee's strengths and areas for growth
6. Discuss how ethical guidelines and supervision competencies based on supervision standards established by professional organizations (ACA, ACES, and NBCC) were practiced in supervision.
7. APA 6th edition guidelines are to be followed including scholarly writing. Length of paper is six to eight pages with a minimum of six references

Grading Rubric for Personal Style of Supervision Paper

Criteria and Points: (Total possible points = 75)	Points Earned
15. Overview (0 to 15 points)	
16. Goals (0 to 10 points)	
17. Nature of the relationship (0 to 10 points)	
18. Procedures (0 to 10 points)	
19. Methods of Evaluation (0 to 10 points)	
20. Ethical guidelines and supervision competencies of ACA, ACES, and NBCC (0 to 10 points)	
21. APA, scholarly writing, length, and references (0 to 10 points)	

TEACHING

C. Knowledge

1. Understands the major roles, responsibilities, and activities of counselor educators.

An example of this standard being met is in the required course [COUN 7336](#) College Teaching in Counseling in the knowledge exhibited through conducting an interview of a university faculty professor and write a 2-3 page written reflection of what was learned, and preparing teaching philosophy statements, creating a job search application packet as if applying for a counselor educator position, selecting and demonstrating a teaching strategy about a counseling topic in a class presentation.

- **Interview**

Interview a college or university faculty member. You will have the opportunity to do this in Costa Rica. Do not interview a SHSU faculty member. Use Suggested Teaching Interview Outline and additional questions you want to ask the interviewee.

- ✓ Consider questions you have as an emerging professional counselor educator, questions about the profession, and questions about the future direction of

counselor education as well as ethical, legal and/or multicultural issues. Please request a copy of a course syllabus taught by the interviewee.

Grading Rubric (25 pts)

Seeks knowledge of the role, responsibilities of counselor educators	5	
Demonstrates curiosity regarding ethical, legal and/or multicultural issues in counselor education	5	
Used suggested questions	5	
Added their own questions	5	
Supplied syllabus	5	
Total points possible:	25	

Teaching Philosophy

You will begin draft of your teaching philosophy that will be finalized when you submit your Job Search Packet. Here is one framework for thinking about and writing your philosophy statement. First, consider this philosophy statement must come from the "heart." Do some self-reflection and soul-searching. This framework is not intended to counter your creativity and I hope you only use it as a means of thinking more deeply about your teaching and the philosophy with which you base your teaching decisions. It is not a hierarchy.

Here are ideas to think about as you are writing your philosophy of education statement. Please don't limit yourself to these, as I am sure you very creative people have more things to add. Be sure to explain why you are making the statements, in other words, back up what you are saying with an explanation.

Foundational beliefs about education in general, purpose, goal, benefits, - why educate?

Role of the learner (remember to think about adult learners)

Role of the educator

How is knowledge created? How does learning happen?

How and why should education be transmitted or shared with society?

Describe the process of learning.

Again, please do not feel limited by these ideas. This is your statement - think deeply about your beliefs. I look forward to reading your statements. :-) Your final draft should be no more than 2 pages.

Grading Rubric (total 50 pts)

Conveyed beliefs/ideas on teaching and learning.	10	
Discussed how the student would be different because of their influence.	10	
Statement was linked to their specific field of practice.	10	

Discussion of how learning happens.	10	
Conveyed how their philosophy was influenced.	10	
Total ability to demonstrate a personal philosophy of teaching:	50	

Teaching Strategy
Presentation and Demonstration of a Teaching Strategy

Present a counseling course from the text (Part II of the McAuliffe and Eriksen text). Make sure that you demonstrate one or more of the teaching pedagogy for learning (i.e., assessing, collaborating, experimenting, imagining, inquiring, performing-simulating, as well as reflecting and technology, teaching with cases, teaching with games and simulations) (25 points)

Select a teaching strategy (part two from the T, M, & F text) listed below and present to class using a counseling topic (from McAuliffe and Eriksen text) to demonstrate the selected strategy: **YOU ARE TO DEMONSTRATE (one or more) THE STRATEGY:** assessing, collaborating, experimenting, imagining, inquiring, performing-simulating, reflecting, (T, M, & F text) technology and teaching, teaching with cases, teaching with games and simulations (McK text).

Grading Rubric (25 pts)

Demonstrated ability to teach core counseling course	5	
Demonstrated ability to deliver course objectives	5	
Demonstrated selected strategy of teaching	5	
Engaged the audience with the topic	5	
Evidence that the presenter was prepared	5	
Total possible	25 pts	

- **Job Search Packet**

You will create a packet as if you were going to apply for a tenure-track college teaching position at SHSU's counseling program. Your packet should include a cover letter, teaching philosophy, a vita highlights page and full curriculum vita. Be prepared to be evaluated by your peers.

Grading Rubric (100 pts)

Cover letter ✓ Knowledge of roles of counselor educator	25	
Teaching philosophy ✓ Statement of philosophy of teaching and learning	25	
Vita highlights ✓ Demonstrates knowledge of activities of counselor educator	25	
Curriculum vita ✓ Demonstrates knowledge of roles, responsibilities and activities of counselor educator	25	
Total possible points:	100	

2. Knows instructional theory and methods relevant to counselor education.

An example of this standard being met is in the required course [COUN 7336](#) College Teaching in Counseling in the knowledge exhibited through selecting and demonstrating a teaching strategy about a counseling topic in a class presentation, through reading about teaching and learning models and participating in class discussions about the models; by selecting a theory that best reflects the student's personal understanding of adult learning; and observing a master's level class, facilitate a teaching/learning activity or group during the second class, and teach then teach a full class, and writing and discussing their teaching experience paper.

Teaching Strategy
Presentation and Demonstration of a Teaching Strategy

Present a counseling course from the text (Part II of the McAuliffe and Eriksen text). Make sure that you demonstrate one or more of the teaching pedagogy for learning (i.e., assessing, collaborating, experimenting, imagining, inquiring, performing-simulating, as well as reflecting and technology, teaching with cases, teaching with games and simulations) (25 points)

Select a teaching strategy (part two from the T, M, & F text) listed below and present to class using a counseling topic (from McAuliffe and Eriksen text) to demonstrate the selected strategy: **YOU ARE TO DEMONSTRATE (one or more) THE STRATEGY:** assessing, collaborating, experimenting, imagining, inquiring, performing-simulating, reflecting, (T, M, & F text) technology and teaching, teaching with cases, teaching with games and simulations (McK text).

Grading Rubric (25 pts)

Demonstrated ability to teach core counseling course	5	
Demonstrated ability to deliver course objectives	5	
Demonstrated selected strategy of teaching	5	
Engaged the audience with the topic	5	
Evidence that the presenter was prepared	5	
Total possible	25 pts	

Observation and Teaching Experience

- **Observation and Teaching Experience (Master’s Class) FOLLOW APA PUBLICATION GUIDELINES**

Choose a lens (theory and orientation to teaching- T, M, and F text) through which to examine and review your experiences in the master’s class. Submit a paper between 1,500 and 2,000 words, in which you analyze the course session through your chosen lens. Be specific in identifying your lens and support your analysis with examples from your observation, participation, and discussion with the professor. Include in the paper things you hope to

incorporate or avoid in your own teaching. ***Please include the word count at the end of the paper. The word count does not include the title page and references.***

Grading Rubric (100 Points)

Demonstrates knowledge of instructional methods of counselor ed.	25	
Demonstrates skill in design, delivery and evaluation appropriate to course delivery	25	
Met page limit & APA guidelines met	25	
Self-Evaluation of skill	10	
Examples given to support analysis	15	
Total possible:	100	

3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

An example of this standard being met is in the required course [COUN 7375](#) Advanced Multicultural Counseling in the knowledge exhibited through completing textbook readings, participating in classroom discussions, and writing a multicultural counselor education paper.

1. Multicultural Counselor Ed Paper (15pts)

Approximately five-page, double-spaced paper (informal report) in which you summarize what you have learned about the process of infusing culture into counselor education and supervision. It should be based on your critiques of the text and, as well as your reading about social change theory. Also, include ethical and legal issues. APA style not required. No references required, but ok if appropriate (put them in APA style).

D. Skill and Practices

1. Develops and demonstrates a personal philosophy of teaching and learning.

An example of this standard being met is in the required course [COUN 7339](#) Doctoral Internship in Counseling - Teaching in the skills and practices exhibited through planning and conducting teaching experiences; writing a personal reflection about their teaching experiences to be observed and evaluated by the internship professor as well as the supervising professor; submitting a portfolio of their teaching materials; and presenting a case study of their teaching including a discussion of their teaching and learning philosophy.

**Portfolio Assignment and Rubric:
Portfolio and Records:**

Doctoral students will create a portfolio for this class which will consist of the following materials and examples of teaching resources used in their class, or the activities while shadowing a director of counseling and guidance. The intern shall have a complete portfolio at the end of this experience which includes:

- Internship Agreement, signed by all involved
- Copy of the course syllabus and teaching materials used in the class including quizzes, tests, etc. (If power point lessons are taught, the slides should be included in the portfolio).
- Copies of activities completed while shadowing a Director of Guidance.
- Proof of Liability Coverage form
- Doctoral Intern Data Form
- Supervisor Data Form
- Evaluation Forms from the supervising professor or director of counseling and guidance at both mid-term and end of the term

RUBRIC:

Develops and demonstrates a personal philosophy of teaching and learning (CA – IV.D.1).

Demonstrates course design, delivery, and evaluation methods appropriate to course objectives (CA – IV.D.2).

Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors (CA – IV.D.3).

Portfolio includes all required documents	20	
Portfolio is organized, neat, and professional	20	
Portfolio is submitted on the due date	10	
Total points	50	

Reflections Assignment and Rubric (CA – IV.D.1)

Reflections will be completed for each class taught or week of Director of Guidance Shadowing. Students will use the appropriate form provided. These can be submitted to Bb, our e-companion course, two days after each class at 7 P.M. or by 7:00 pm on the Monday following the weekly Director of Guidance Shadowing. Example: If a class is taught on Monday, the reflection is due on Wednesday. Due to the fast pace of the summer, students cannot wait until the next class meeting to hand in reflections. For Director of Guidance shadowing students, the reflection will be due on Monday. *No credit will be given if the reflections are not received within the two-day time period.* The number of papers may differ for each student. For example, if you are teaching a class for 10 times, you will need to hand in 10 papers, each worth 10 points. If you are teaching a class that meets for 8 times, you will do eight papers for 12.5 points each. If you are teaching a class that meets every day in the summer for 20 days, 10 reflection papers are due or one every

other day. Students shadowing a director of Guidance will have one reflection for each week of shadowing. 100 points for completing all the reflection papers satisfactorily.

RUBRIC:

Develops and demonstrates a personal philosophy of teaching and learning (CA –IV.D.1)

Forms are complete and typed (not handwritten)	30	
Reflections are submitted on time	10	
Reflections accurately portray the teaching experience	30	
Writing quality is doctoral level	30	
Total points	100	

Reflection Paper (Teaching Interns)

Student's Name:

Date of Class:

Course number and title:

Mode of teaching during this class:

- 1.
- 2.
- 3.

Materials used:

- 1.
- 2.
- 3.

Of the above, which mode of delivery was the most successful and why?

Of the above, which mode of delivery was not successful (or not as successful as you would have liked) and why?

Of the above materials used, which worked best (you would do again) and which did not work out as planned?

What was your greatest strength during this class?

What was your greatest limitation during this class?

On a scale from 1 to 10, with one being “low” and 10 being “high”, rate yourself for this particular class.

Case Presentation in Class:

Each student will give a 30 minute presentation which will include two 10 minute videotaped segments of her or his teaching experience or shadowing of a director. The presentation will begin with a brief description of the course, the level of the students, the classroom environment and a description of the teaching expertise of the supervising professor. In the case of shadowing a director, begin with a brief description of the director's activity including purpose, strategies and/or interventions, and outcomes. The student will critique each video segment for the strengths and weaknesses of teaching/shadowing.

RUBRIC:

Develops and demonstrates a personal philosophy of teaching and learning (CA – IV.D.1).

Demonstrates course design, delivery, and evaluation methods appropriate to course objectives (CA – IV.D.2).

Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors (CA – IV.D.3).

Includes two 10 minute videos that show “growth”; student critiques each segment including strengths and weaknesses	25	
Describes the classroom, the students, the course, and the supervising professor	10	
Includes teaching philosophy	10	
Includes a final reflection on the experience	5	
Total points:	50	

Evaluation by On-Site Supervisor:

The midterm and final evaluations will each count for 50 points. Total = 100 The following guidelines must be met:

1. Complete a 300 hour teaching internship including at least 120 hours of face-to-face contact. Students completing more than 300 hours total time in COUN 7339 I may apply up to 100 hours toward the total time requirement for COUN 7339 II. A minimum of **200 hours must be completed in COUN 7339 II**. A minimum of **42 hours** of face-to-face hours must be completed through teaching/being in the class that is co-taught. Additional face-to-face hours may be completed by observing other graduate classes (with the instructor's permission) or through other clinical activities (e.g. clinical hours in an off-campus setting). Up to 78 face-to-face hours beyond the 120 hours required for COUN 7339 I may be applied to face-to-face hours needed in COUN 7339 II.
2. Meet weekly for 1 hour of individual supervision and course planning with the instructor of the co-taught course. *A log of supervision hours must be kept and turned in to the instructor of COUN 7339 II at every class meeting.* **One hour of supervision must be**

completed for each week during which a student is acquiring hours for COUN 7339

II. May 30 is the earliest date for collecting direct internship hours for COUN 7339 II.

3. Participate in the full range of teaching activities experienced by one or more regularly employed faculty member(s) in a graduate program in counseling.
4. Co-teach a graduate level course in counseling with full responsibility for planning, teaching, evaluation, and grading 50% of the course (intern must be supervised in this teaching by the doctoral level counselor educator.) Interns must provide a log of activities associated with all preparation, activities and evaluation for the co-taught course, as well as class time meeting with the instructor and students in COUN 7339 II. This log must have entries and specific description of activities for each day during which hours are accumulated. **Interns must bring the log to each class for the COUN 7339 instructor's review.**
5. You are expected to attend each class of the teaching course assigned, for the whole duration of class. You will be expected to teach 1/2 of the time, i.e., lecture, discussion, experiential activities. You will also be expected to help in construction of evaluation tools, and to help with grading. For those of you assigned to COUN 6376, the expectation is to provide the individual supervision to the students in that section as well as watch the sessions from the switchboard, and to lead the group supervision for 1 1/2 hours.
6. Interns must be at their assigned class or shadowing sites on-time. Your supervising professor cannot afford for the doctoral intern to set an example of tardiness for the master's degree students to follow. I will be following up with the professors to ensure that this requirement is followed.

RUBRIC:

Develops and demonstrates a personal philosophy of teaching and learning (CA – IV.D.1).

Demonstrates course design, delivery, and evaluation methods appropriate to course objectives (CA – IV.D.2).

Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors (CA – IV.D.3).

Demonstrates the 300 hours/120 face-to-face hours of the teaching internship with activity logs signed by the on-site supervisor	25	
Demonstrates required supervision hours (1 hour per week) with supervision log signed by the on-site supervisor	25	
Demonstrates adequate progress on midterm and final evaluations by on-site supervisor	25	
Participates in full range of teaching duties as evidenced by the midterm and final evaluations by on-site supervisor	25	

Total	100	
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**Evaluation for Doctoral Teaching Interns
Mid-term and Final**

Student Being Evaluated:

Supervising Professor:

Date: Class Taught:

What kind of relationship does the doctoral intern have with the students in the class?

How does the doctoral intern respond to what is occurring in the class?

To what extent do the intern's teaching activities in your class help the intern meet the objectives for CNE 739?

In your opinion, is this a teacher-centered course or a student-centered course?

What are the intern's teaching strengths as demonstrated in your class?

What are the intern's teaching weaknesses as demonstrated in your class?

In your opinion, what do you think this intern can do to improve as a teacher?

Please answer the following on a five-point scale:

Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

- _____ 1. This intern appears to have a thorough knowledge of the subject matter.
- _____ 2. The intern made the requirements and objectives of the course clear.
- _____ 3. The intern presented material in a clear and logical manner.
- _____ 4. The intern kept lectures and class discussion focused on the subject and the course.
- _____ 5. The intern seemed well prepared for this course.
- _____ 6. The intern was available for student conferences, supportive "counseling" and "wayside learning".
- _____ 7. The instructor was concerned with whether or not the students learned the material.
- _____ 8. The intern's grading system was fair.
- _____ 9. The exams or quizzes constructed by the intern were fair.
- _____ 10. Overall, I would rate the value of this class to the students as (5 Very High, 4 High, 3 Neutral, 2 Low, 1 Very Low)

Student's Signature

Supervising Professor's Signature

Observations by the university professor:

The university professor will make a visit and possibly conduct an additional SKYPE observation to the student's class or directorship experience. The observation is worth 50 points.

d. Employs other tools/instructional aids:	___	___	___	___
e. Delivers well-planned lecture.	___	___	___	___

Comments:

3. Teacher-Student Interaction **Could Improve Acceptable Excellent Not Observed**

a. Solicits student input.	___	___	___	___
b. Involves a variety of students.	___	___	___	___
c. Demonstrates awareness of individual needs.	___	___	___	___

Comments:

4. Content **Could Improve Acceptable Excellent Not Observed**

a. Appears knowledgeable.	___	___	___	___
b. Appears well organized.	___	___	___	___
c. Explains concepts clearly.	___	___	___	___
d. Relates concepts to students' experience.	___	___	___	___
e. Selects appropriate learning experiences.	___	___	___	___

Comments:

5. Other comments (note either effective or ineffective teaching practices observed):

2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.

An example of this standard being met is in the required course [COUN 7339](#) Doctoral Internship in Counseling - Teaching in the skills and practices exhibited through planning and conducting teaching experiences to be observed and evaluated by the internship professor as well as the supervising professor; submitting a portfolio of their teaching materials; and presenting a case study of their teaching including a discussion of their teaching and learning philosophy.

**Portfolio Assignment and Rubric:
Portfolio and Records:**

Doctoral students will create a portfolio for this class which will consist of the following materials and examples of teaching resources used in their class, or the activities while

shadowing a director of counseling and guidance. The intern shall have a complete portfolio at the end of this experience which includes:

- Internship Agreement, signed by all involved
- Copy of the course syllabus and teaching materials used in the class including quizzes, tests, etc. (If power point lessons are taught, the slides should be included in the portfolio).
- Copies of activities completed while shadowing a Director of Guidance.
- Proof of Liability Coverage form
- Doctoral Intern Data Form
- Supervisor Data Form
- Evaluation Forms from the supervising professor or director of counseling and guidance at both mid-term and end of the term

RUBRIC:

Develops and demonstrates a personal philosophy of teaching and learning (CA – IV.D.1).

Demonstrates course design, delivery, and evaluation methods appropriate to course objectives (CA – IV.D.2).

Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors (CA – IV.D.3).

Portfolio includes all required documents	20	
Portfolio is organized, neat, and professional	20	
Portfolio is submitted on the due date	10	
Total points	50	

Case Presentation in Class:

Each student will give a 30 minute presentation which will include two 10 minute videotaped segments of her or his teaching experience or shadowing of a director. The presentation will begin with a brief description of the course, the level of the students, the classroom environment and a description of the teaching expertise of the supervising professor. In the case of shadowing a director, begin with a brief description of the director’s activity including purpose, strategies and/or interventions, and outcomes. The student will critique each video segment for the strengths and weaknesses of teaching/shadowing.

RUBRIC:

Develops and demonstrates a personal philosophy of teaching and learning (CA – IV.D.1).

Demonstrates course design, delivery, and evaluation methods appropriate to course objectives (CA – IV.D.2).

Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors (CA – IV.D.3).

Includes two 10 minute videos that show “growth”; student critiques each segment including strengths and weaknesses	25	
Describes the classroom, the students, the course, and the supervising professor	10	
Includes teaching philosophy	10	
Includes a final reflection on the experience	5	
Total points:	50	

Evaluation by On-Site Supervisor:

The midterm and final evaluations will each count for 50 points. Total = 100 The following guidelines must be met:

1. Complete a 300 hour teaching internship including at least 120 hours of face-to-face contact. Students completing more than 300 hours total time in COUN 7339 I may apply up to 100 hours toward the total time requirement for COUN 7339 II. A minimum of **200 hours must be completed in COUN 7339 II**. A minimum of **42 hours** of face-to-face hours must be completed through teaching/being in the class that is co-taught. Additional face-to-face hours may be completed by observing other graduate classes (with the instructor’s permission) or through other clinical activities (e.g. clinical hours in an off-campus setting). Up to 78 face-to-face hours beyond the 120 hours required for COUN 7339 I may be applied to face-to-face hours needed in COUN 7339 II.
2. Meet weekly for 1 hour of individual supervision and course planning with the instructor of the co-taught course. *A log of supervision hours must be kept and turned in to the instructor of COUN 7339 II at every class meeting.* **One hour of supervision must be completed for each week during which a student is acquiring hours for COUN 7339 II. May 30** is the earliest date for collecting direct internship hours for COUN 7339 II.
3. Participate in the full range of teaching activities experienced by one or more regularly employed faculty member(s) in a graduate program in counseling.
4. Co-teach a graduate level course in counseling with full responsibility for planning, teaching, evaluation, and grading 50% of the course (intern must be supervised in this teaching by the doctoral level counselor educator.) Interns must provide a log of activities associated with all preparation, activities and evaluation for the co-taught course, as well as class time meeting with the instructor and students in COUN 7339 II. This log must have entries and specific description of activities for each day during which hours are accumulated. **Interns must bring the log to each class for the COUN 7339 instructor’s review.**

5. You are expected to attend each class of the teaching course assigned, for the whole duration of class. You will be expected to teach 1/2 of the time, i.e., lecture, discussion, experiential activities. You will also be expected to help in construction of evaluation tools, and to help with grading. For those of you assigned to COUN 6376, the expectation is to provide the individual supervision to the students in that section as well as watch the sessions from the switchboard, and to lead the group supervision for 1 1/2 hours.
6. Interns must be at their assigned class or shadowing sites on-time. Your supervising professor cannot afford for the doctoral intern to set an example of tardiness for the master's degree students to follow. I will be following up with the professors to ensure that this requirement is followed.

RUBRIC:

Develops and demonstrates a personal philosophy of teaching and learning (CA – IV.D.1).

Demonstrates course design, delivery, and evaluation methods appropriate to course objectives (CA – IV.D.2).

Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors (CA – IV.D.3).

Demonstrates the 300 hours/120 face-to-face hours of the teaching internship with activity logs signed by the on-site supervisor	25	
Demonstrates required supervision hours (1 hour per week) with supervision log signed by the on-site supervisor	25	
Demonstrates adequate progress on midterm and final evaluations by on-site supervisor	25	
Participates in full range of teaching duties as evidenced by the midterm and final evaluations by on-site supervisor	25	
Total	100	

**Evaluation for Doctoral Teaching Interns
Mid-term and Final**

Student Being Evaluated:

Supervising Professor:

Date: **Class Taught:**

What kind of relationship does the doctoral intern have with the students in the class?

How does the doctoral intern respond to what is occurring in the class?

To what extent do the intern’s teaching activities in your class help the intern meet the objectives for CNE 739?

In your opinion, is this a teacher-centered course or a student-centered course?

What are the intern’s teaching strengths as demonstrated in your class?

What are the intern’s teaching weaknesses as demonstrated in your class?

In your opinion, what do you think this intern can do to improve as a teacher?

Please answer the following on a five-point scale:

Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

- _____ **1. This intern appears to have a thorough knowledge of the subject matter.**
- _____ **2. The intern made the requirements and objectives of the course clear.**
- _____ **3. The intern presented material in a clear and logical manner.**
- _____ **4. The intern kept lectures and class discussion focused on the subject and the course.**
- _____ **5. The intern seemed well prepared for this course.**
- _____ **6. The intern was available for student conferences, supportive “counseling” and “wayside learning”.**
- _____ **7. The instructor was concerned with whether or not the students learned the material.**
- _____ **8. The intern’s grading system was fair.**
- _____ **9. The exams or quizzes constructed by the intern were fair.**
- _____ **10. Overall, I would rate the value of this class to the students as (5 Very High, 4 High, 3 Neutral, 2 Low, 1 Very Low)**

Student’s Signature

Supervising Professor’s Signature

Observations by the university professor:

The university professor will make a visit and possibly conduct an additional SKYPE observation to the student’s class or directorship experience. The observation is worth 50 points.

RUBRIC:

Develops and demonstrates a personal philosophy of teaching and learning (CA – IV.D.1).

Demonstrates course design, delivery, and evaluation methods appropriate to course objectives (CA – IV.D.2).

Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors (CA – IV.D.3).

Structures class to engage students and enhance learning (introducing the objectives; referring to previous learning)	10	
Uses a variety of teaching methods (provides well designed materials; uses non-lecture activities; invites students to question and discuss; delivers well	10	

planned lectures)		
Encourages student/teacher interaction (solicits student input; involves a variety of students; demonstrates awareness of individual student needs)	10	
Understands content (appears knowledgeable; is organized; explains concepts clearly; relates new knowledge to students' previous knowledge; selects appropriate learning experiences)	10	
Overall classroom environment is inviting and exciting	10	
Total points	50	

Teaching Observation Checklist for (student) _____

Prepared by (professor) _____

1. Class Structure

Could Improve Acceptable Excellent Not Observed

- a. Reviews previous day's course content. ___ ___ ___ ___
- b. Gives overview of day's course content. ___ ___ ___ ___
- c. Summarizes course content covered. ___ ___ ___ ___
- d. Directs student preparation for next class. ___ ___ ___ ___

Comments:

2. Methods

Could Improve Acceptable Excellent Not Observed

- a. Provides well-designed materials. ___ ___ ___ ___
- b. Employs non-lecture learning activities. ___ ___ ___ ___
- c. Invites class discussion. ___ ___ ___ ___
- d. Employs other tools/instructional aids: ___ ___ ___ ___
- e. Delivers well-planned lecture. ___ ___ ___ ___

Comments:

3. Teacher-Student Interaction

Could Improve Acceptable Excellent Not Observed

- a. Solicits student input. ___ ___ ___ ___
- b. Involves a variety of students. ___ ___ ___ ___
- c. Demonstrates awareness of individual needs. ___ ___ ___ ___

Comments:

4. Content

Could Improve Acceptable Excellent Not Observed

a. Appears knowledgeable.	___	___	___	___
b. Appears well organized.	___	___	___	___
c. Explains concepts clearly.	___	___	___	___
d. Relates concepts to students' experience.	___	___	___	___
e. Selects appropriate learning experiences.	___	___	___	___

Comments:

5. Other comments (note either effective or ineffective teaching practices observed):

3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

An example of this standard being met is in the required course [COUN 7334](#) Theories of Counselor Supervision in the knowledge exhibited through observing video tapes, critiquing and providing feedback in face-to-face supervision of a master's level student and presenting a case study.

Supervision Record and Reflection Form I

Date: _____ Session #: _____
 Supervisor: _____ Supervisee: _____
 Initials of client(s) discussed: _____

For the clients listed, indicate the ones you viewed the counseling session by placing a lower case (v) in parenthesis behind their initials. If the client is an adult indicate with an A following initials. If the client is a child, please include the age of the child after initials.

What are the goal(s) for this session? (1 pt.)

Where these accomplished, discuss how and if not explain why? (1pt.)

Provide examples with times from video demonstrating your supervision from the IDM Supervision Model. Identify the supervisee's developmental level or stage including the supervisee's behavior and/or comments that support the assignment of the level/stage. Identify the role you were responding from based on the needs of your supervisee. (3 pts.)

Give examples with times from video when you used Socratic questions and/or Bloom's Taxonomy to encourage your supervisee to think more deeply about the client, the process of counseling, her/his role as a counselor, etc. (2 pts.)

List **client(s)-focused** supervision interventions, suggestions, or hunches **you** offered supervisee during supervision. (2 pts.)

Provide time(s) on video where these occurred.

List **supervisee-focused** supervision interventions **you** offered supervisee during supervision (including a rationale for each). (2 pts.)

Provide time(s) on video where these occurred.

Risk management review: Note any concerns based on review of supervisee's entire caseload. Include (a) initials of client, (b) nature of the concern, and (c) supervision intervention at this time. (1 pt.)

Personal Reflection: (Discuss how you think you are progressing as a supervisor and why. Include examples from the supervision session to support your response. Are there skills you want to focus on for the next session? Where there any missed opportunities? (3 pts.)

Total Points: 15

Supervision Record and Reflection Strengths-based Supervision Form II

Date: _____ Supervision Session #: _____
Supervisee: _____ Supervisor: _____
Client Initials with a (v) for viewed and age if child or (A) for adult client:

Supervisee Focused Feedback

Identify the strengths of your supervisee and provide times from the supervision video where supervisee's strengths were presented and discussed: (strengths may have been presented by supervisee or by you. If presented by supervisee, how did you respond?) (i.e., strengths may include understanding, counseling skills, values clarification, attitude, clinical judgment, case conceptualization, organization, etc.) (4 pts.)

Identify the greatest professional growth area you have observed in your supervisee as a new counselor. (3 pts.)

Supervisor Focused Feedback

What are your strengths as a supervisor during this session? Provide times from video where you demonstrated your strengths. (3pts.)

Discuss how you responded to supervisee's concerns to demonstrate your understanding; this does not signify agreement only that you have acknowledged and validated expressed concerns. (2 pts.)

Discuss your progress and growth and a supervisor? (3 pts.)

Total points: 15

Supervision Record and Reflection Process/Reflective Supervision Model Form III

Date:

Supervision Session #:

Supervisee:

Supervisor:

Client Initials with a (v) for viewed and age if child or (A) for adult client:

Trigger Event: Identify trigger event(s) that result in the supervisee initiating a critical review of the situation that is surprising, uncomfortable, puzzling, and/or confusion. Briefly discuss the supervisee's reflective process and provide time from video where this discussion or these discussions occurred. (3 pts.)

Does your supervisee show evidence of self-supervision and evaluation of his/her counseling skills? Please explain your response with specific examples from the supervision session that support your response. Provide times on video to support your response. (4 pts.)

Discuss how you asked questions, responded, and reflected to guide the supervisee's reflections and processing about the trigger event(s) experience. How did you stimulate the awareness of the supervisee beyond the point at which she operated during the counseling session? (5 pts.)

How did your supervisee integrate the information discovered through reflecting on the trigger event into good counseling practice? (3 pts.)

(Note: Please feel free to move these questions around if they seem to flow better in a different order.)

Total Points: 15

Supervision Record and Reflection Social Role Model – The Discrimination Model Form IV

Date:

Supervision Session #:

Supervisee:

Supervisor:

Client Initials with a (v) for viewed and age if child or (A) for adult client:

Evaluate the supervision session through the lens of The Discrimination Model by responding to all that apply to this week's session.

Focus of supervisor on the supervisee's:

Describe how the supervisee demonstrated the following skills during the counseling session(s). Select the best example of the supervisee demonstrating these skills and describe in the space provided: Select the best example and provide times on video where the two of you are discussing the skills. (2 pts each)

Intervention skills:

Conceptualization skills:

Personalization skills:

Supervision Role:

Describe the supervision role you implemented for each of the three skills discussion in the previous section: (Refer to textbook for a definition of the three roles). (2 pts each)

Teacher:

Counselor:

Consultant:

Discuss your comfort level working from each of the three roles. (3 pts)

Total Points: 15

Case Study Presentation Questions:

Describe the supervisory relationship and address the following questions:

How were you attentive to the dynamics of the relationship with your supervisee?

How did you demonstrate sensitivity to the supervisee's anxiety as a novice counselor?

How did you support a collegial relationship with your supervisee?

How did you demonstrate respect for the differences in contextual factors between you and your supervisee?

How did you create an atmosphere that encouraged your supervisee to share their hunches, hypothesis, and ideas that may be different from yours? (20)

Provide an assessment of the supervisee's development and growth as a counselor and supervisee during the semester. Select 3 or 4 segments throughout the semester from supervision tapes that support your assessment. Limit the amount of time spent showing the videos, verbally set up the segment and show a brief clip to support your assessment. (15)

Discuss the major issues addressed in supervision and the interventions used to address the issues. The focus here is on the supervisee skills (your supervision model may provide a framework). (15)

RESEARCH AND SCHOLARSHIP**E. Knowledge****1. Understands univariate and multivariate research designs and data analysis methods.**

An example of this standard being met is in the required course [COUN 7373](#) Statistical Methods for Counselor Education Research in the knowledge gained through reading the statistic textbooks, listening to class lecture, practicing using data in SPSS, and completing homework assignments working with different statistical analyses.

Homework Assignments**50 points each****300 points****2. Understands qualitative designs and approaches to qualitative data analysis.**

An example of this standard being met is in the required course [COUN 7372](#) Qualitative Methodology in the knowledge gained through completing research design presentations including a synopsis of the research design, handouts, visual presentation, and references; writing two five-page critiques of qualitative research articles; writing a qualitative research paper including a literature review, methodology, findings, and discussion over a research study; and presenting a synopsis of the research study in class.

Research Design Presentations

Each group or individual is assigned a topic for presentation. Presentations should last approximately 40 minutes. Presentations must include multicultural applications of the research design.

Rubric for grading and requirements:

20 points - A written synopsis including a reference page (3-4 pages max, typed, d-s, normal margins, 12 point times font, APA Style; post to blackboard)

5 points - At least four references should be used and listed in the bibliography

5 points – Handout for class

20 points - Presentation uses visuals and interaction

Qualitative Critiques

Use the Critique Form provided on Blackboard, the report should be no more than five typed, double-spaced pages, 12 point Times New Roman font, one inch margins. The article critiqued should be attached for verification. Students will critique two qualitative journal articles (each article must be a different methodology and one must include multicultural issues) and one qualitative dissertation. A copy of the journal article should be attached. A complete reference to the dissertation must be provided.

40 points - Critique pays close attention to research design/includes all components of critique

10 points - Critique has correct grammar and spelling, and follows the guidelines of the developed Critique Sheet

Qualitative Research Critique Format

Summarize the study with the following side headings.

1. Bibliographic Information (APA Style)
2. Problem: What is the problem or need? Is it stated clearly? Logical? Convincing?
3. Purpose: What is the use or purpose? Does it focus the research? Does the purpose follow the problem statement logically? Are you convinced from the researcher this study is worthwhile?
4. Theoretical Framework: Is there evidence of grounded theory for the research? Is it well-established?
5. Prior research or Literature review: What previous work has been done leading up to this study? Is there any major body of research missing?
6. Method research question(s): What is/are the research question(s)? Are the research questions specific and clear? Are the research question(s) related to the purpose?
7. Method--Data Collection and Analysis: Are participants, sampling techniques, and context for the study explicit and appropriate? Is the research design clear? Are the collection and analysis based on solid referenced methods? Are the methods the best choice in the study? What improvements would you suggest?
8. Definition(s): Which terms are defined? Are the definitions operational? Are the definitions included within the introduction or within the methods section of the report?
9. Credibility and reliability issues in design: What does the author say regarding issues of credibility and/or generalizing ability internal and/or external validity? Respond to each of the internal/external validity issues. Check each one to see if the item is included or if the item has been overlooked.

10. Method instrumentation: Describe the instrument(s) for interviews, focus groups, etc. Were they pre-existing , or specially created? How were they related? How was reliability established?

11. Ethics: Does the author discuss ethical issues? Do you see any ethical issues in the study? Are the ethical issues properly taken care of?

12. Limitations and delimitations: What limitations/delimitations are identified? How do these limit generalizability? To what extent do the limitations/delimitations (stated or unstated) affect the value of the research?

13. Results and Discussion: Are the research questions answered? Is existing literature brought into the discussion? Are supportive/representative statements used from the data when appropriate?

14. Implications and recommendations: What are the implications/recommendations for theory, further research, and/or practice?

Qualitative Research
Critique Rubric #1

Date: _____

Name: _____

Title: _____

Required components: 40 points _____

- Bibliographic Information
- Problem
- Purpose
- Theoretical Framework
- Prior research or Literature review
- Method research question(s)
- Method--Data Collection and Analysis
- Definition(s)
- Credibility and reliability issues in design
- Method instrumentation
- Ethics
- Limitations and delimitations
- Results and Discussion
- Implications and recommendations

Technical accuracy : 10 points _____

Total _____

Qualitative Research Paper

30 points - Review of literature adequately reflects topic and includes the need or significance

30 points - Methodology -- reflects accurate selection of participants or site, procedural method, and data analysis method (with references)

30 points - Findings -- reports findings accurately, themes, etc. Quotes are accurately and effectively used.

30 points - Discussion -- Relevance of findings and applicability (findings and discussion may be combined)

25 points - Form and style are correct (APA)

5 points- journal submission

Raw Data

All drafts, interview transcripts, notes, coding, and other raw data are due with the final research report. Evidence of coding must be present within the raw data. Human Subjects approval must also be included here.

Qualitative Research
Research Report Rubric

Date: _____
Name: _____
Title: _____

Literature Review: 30 points _____
(Review of literature adequately reflects topic and includes the need or significance)

Methodology: 30 points _____
(Reflects accurate selection of participants or site, procedural method, and data analysis method, with references)

Findings: 30 points _____
(Reports findings accurately, themes, etc. Quotes are accurately and effectively used.)

Discussion: 30 points _____
(Relevance of findings and applicability, findings and

discussion may be combined.)

Form and Style: (APA) 25 points _____

Journal Submission: 5 points _____

Total _____

Qualitative Research
Individual/Group Presentation Rubric

Date: _____

Name: _____

Title: _____

Written synopsis: 20 points _____
(including bibliography, 3-4 pages max, typed, double-spaced,
normal margins, 12 point times font, APA style)

References: 5 points _____
(At least four references should be used and listed
in the bibliography)

Presentation: 20 points _____
(Presentation uses visuals and interaction)

Handout: 5 points _____

Total _____

3. Knows models and methods of instrument design.

An example of this standard being met is in the required course [COUN 7362](#) Methods of Counseling Research in the knowledge gained through completing research design presentations in groups and completing the novice research proposal.

Research assignments (30% of total points or 150 pts.): Research practice activities will be assigned to extend and practice with topics covered in class. Weekly assignments are due after the topic has been discussed. All research assignments must be submitted to the Bb site for this course. Assignments include: a program proposal to be submitted to a state, regional, or national counseling conference; a group research design presentation; a grant proposal to be submitted to

a funding agency; a group presentation outlining a program evaluation; several short assignments to demonstrate mastery of basic research design knowledge and skills.

RUBRIC for Research Design Group Presentation

Has knowledge and experience beyond the entry level in the design, implementation, and analysis of quantitative and qualitative research (II – C.5).

In small groups, students will be assigned one of the research designs studied during the semester. The group is charged with: a. finding a study that represents the assigned design (it does not have to be a stellar example as long as the students are able to point out the weak areas of the study); b. creating a power point that thoroughly explains the design to the rest of the class; and c. submits the power point and the chosen research study to the professor.

Clearly and accurately defines the problem/topic and the purpose of the study	3	
Identifies the research questions or hypotheses and the research design	4	
Describes the sample	3	
Describes the instruments in terms of validity and reliability	3	
Describes the data collection process	3	
Describes the data analysis process and determines if this was a “good fit”	3	
Describes the findings and researcher conclusions	3	
Evaluates the study	3	
Total	25	

RUBRIC for Research Activities

Demonstrates the ability to formulate research questions appropriate for professional research and publication (IV – F.1).

Students will complete the research exercises relevant to choosing a topic to study, formulating research questions, and sampling. See assignments below rubric.

Completion of problem statement and purpose statement exercise	10	
Completion of research question exercise	10	
Completion of sampling exercise	10	
Completion of data collection exercise	10	
Completion of data analysis exercise	10	
Total	50	

Research proposal (50% or 250 pts.): A research proposal is a well-written description of a research design and a detailed description of a planned study. You will prepare a 25 page research proposal (including references and title page). The proposal will describe the research problem, questions (that are logically supported by related literature), theoretical framework, and proposed design (sampling, data collection, data analysis). Components of the proposal will be developed through class practice activities. A sample proposal and general rubric/checklist will be

provided as a guide. You will present your proposal in a **10-15 minute presentation** during the last two class meetings.

RUBRIC for Novice Research Proposal

Has knowledge and experience beyond the entry level in the design, implementation, and analysis of quantitative and qualitative research (II – C.5).

Students will write a novice dissertation proposal focusing on chapters one and two.

Introduction:		
Identifies problem	10	
Provides rationale for studying this problem	10	
States the purpose of the study	10	
Poses the research questions or hypotheses	20	
Literature Review:		
Follows the steps of the ILRP and includes this in the lit review	25	
Content is substantial	50	
Organization is clear	25	
APA style is followed	25	
Style and grammar are excellent (obvious proof of multiple edits)	25	
Methods:		
Sample is clearly described	10	
Instruments are clearly identified and reliability/validity discussed	10	
Data collection process is described	20	
Describes the data analysis process	10	
Total	250	

4. Knows models and methods of program evaluation.

An example of this standard being met is in the required course [COUN 7362](#) Methods of Counseling Research in the knowledge gained through conducting a program evaluation of the Jack Staggs Clinic and the Community Counseling Clinic, the Woodlands Center and present the program evaluations to the class and graded according to content and quality of presentation.

Research assignments (30% of total points or 150 pts.): Research practice activities will be assigned to extend and practice with topics covered in class. Weekly assignments are due after the topic has been discussed. All research assignments must be submitted to the Bb site for this course. Assignments include: a program proposal to be submitted to a state, regional, or national counseling conference; a group research design presentation; a grant proposal to be submitted to a funding agency; a group presentation outlining a program evaluation; several short assignments to demonstrate mastery of basic research design knowledge and skills.

RUBRIC for Program Evaluation

Demonstrates the ability to create and implement a program evaluation design (IV – E.4).

In two groups, students will create and implement a program evaluation of the Jack Staggs Clinic and the Community Counseling Clinic.

Chooses an appropriate program evaluation model for this particular program	5	
Thoroughly completes the evaluation, dividing up tasks among group members	5	
Submits a written program evaluation to the professor to present to the clinic coordinators	5	
Presents the results of the evaluation using power point and handouts for the students in the class	5	
Total:	20	

F. Skill/Practices

1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.

An example of this standard being met is in the required course [COUN 7372](#) Qualitative Methodology in the knowledge gained through writing a qualitative research paper including a literature review, methodology, findings, and discussion over a research study.

Qualitative Research Paper

30 points - Review of literature adequately reflects topic and includes the need or significance

30 points - Methodology -- reflects accurate selection of participants or site, procedural method, and data analysis method (with references)

30 points - Findings -- reports findings accurately, themes, etc. Quotes are accurately and effectively used.

30 points - Discussion -- Relevance of findings and applicability (findings and discussion may be combined)

25 points - Form and style are correct (APA)

5 points- journal submission

Raw Data

All drafts, interview transcripts, notes, coding, and other raw data are due with the final research

report. Evidence of coding must be present within the raw data. Human Subjects approval must also be included here.

Qualitative Research
Research Report Rubric

Date: _____
Name: _____
Title: _____

Literature Review: (Review of literature adequately reflects topic and includes the need or significance)	30 points _____
Methodology: (Reflects accurate selection of participants or site, procedural method, and data analysis method, with references)	30 points _____
Findings: (Reports findings accurately, themes, etc. Quotes are accurately and effectively used.)	30 points _____
Discussion: (Relevance of findings and applicability, findings and discussion may be combined.)	30 points _____
Form and Style: (APA)	25 points _____
Journal Submission:	5 points _____
	Total _____

2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.

An example of this standard being met is in the required course [COUN 7362](#) Methods of Counseling Research in the knowledge gained through completing research design presentations in groups and completing the novice research proposal.

Research assignments (30% of total points or 150 pts.): Research practice activities will be assigned to extend and practice with topics covered in class. Weekly assignments are due after the topic has been discussed. All research assignments must be submitted to the Bb site for this course. Assignments include: a program proposal to be submitted to a state, regional, or national

counseling conference; a group research design presentation; a grant proposal to be submitted to a funding agency; a group presentation outlining a program evaluation; several short assignments to demonstrate mastery of basic research design knowledge and skills.

RUBRIC for Research Design Group Presentation

Has knowledge and experience beyond the entry level in the design, implementation, and analysis of quantitative and qualitative research (II – C.5).

In small groups, students will be assigned one of the research designs studied during the semester. The group is charged with: a. finding a study that represents the assigned design (it does not have to be a stellar example as long as the students are able to point out the weak areas of the study); b. creating a power point that thoroughly explains the design to the rest of the class; and c. submits the power point and the chosen research study to the professor.

Clearly and accurately defines the problem/topic and the purpose of the study	3	
Identifies the research questions or hypotheses and the research design	4	
Describes the sample	3	
Describes the instruments in terms of validity and reliability	3	
Describes the data collection process	3	
Describes the data analysis process and determines if this was a “good fit”	3	
Describes the findings and researcher conclusions	3	
Evaluates the study	3	
Total	25	

RUBRIC for Research Activities

Demonstrates the ability to formulate research questions appropriate for professional research and publication (IV – F.1).

Students will complete the research exercises relevant to choosing a topic to study, formulating research questions, and sampling. See assignments below rubric.

Completion of problem statement and purpose statement exercise	10	
Completion of research question exercise	10	
Completion of sampling exercise	10	
Completion of data collection exercise	10	
Completion of data analysis exercise	10	
Total	50	

Research proposal (50% or 250 pts.): A research proposal is a well-written description of a research design and a detailed description of a planned study. You will prepare a 25 page research proposal (including references and title page). The proposal will describe the research problem, questions (that are logically supported by related literature), theoretical framework, and proposed design (sampling, data collection, data analysis). Components of the proposal will be developed through class practice activities. A sample proposal and general rubric/checklist will be

provided as a guide. You will present your proposal in a **10-15 minute presentation** during the last two class meetings.

RUBRIC for Novice Research Proposal

Has knowledge and experience beyond the entry level in the design, implementation, and analysis of quantitative and qualitative research (II – C.5).

Students will write a novice dissertation proposal focusing on chapters one and two.

Introduction:		
Identifies problem	10	
Provides rationale for studying this problem	10	
States the purpose of the study	10	
Poses the research questions or hypotheses	20	
Literature Review:		
Follows the steps of the ILRP and includes this in the lit review	25	
Content is substantial	50	
Organization is clear	25	
APA style is followed	25	
Style and grammar are excellent (obvious proof of multiple edits)	25	
Methods:		
Sample is clearly described	10	
Instruments are clearly identified and reliability/validity discussed	10	
Data collection process is described	20	
Describes the data analysis process	10	
Total	250	

3. Demonstrates professional writing skills necessary for journal and newsletter publication.

An example of this standard being met is in the required course [COUN 7372](#) Qualitative Methodology in the knowledge gained through writing a qualitative research paper including a literature review, methodology, findings, and discussion over a research study, and submitting the study to a professional journal for publication.

Qualitative Research Paper

30 points - Review of literature adequately reflects topic and includes the need or significance

30 points - Methodology -- reflects accurate selection of participants or site, procedural method, and data analysis method (with references)

30 points - Findings -- reports findings accurately, themes, etc. Quotes are accurately and effectively used.

30 points - Discussion -- Relevance of findings and applicability (findings and discussion may be combined)

25 points - Form and style are correct (APA)

5 points- journal submission

Raw Data

All drafts, interview transcripts, notes, coding, and other raw data are due with the final research report. Evidence of coding must be present within the raw data. Human Subjects approval must also be included here.

Qualitative Research
Research Report Rubric

Date: _____
Name: _____
Title: _____

Literature Review: 30 points _____
 (Review of literature adequately reflects topic and includes the need or significance)

Methodology: 30 points _____
 (Reflects accurate selection of participants or site, procedural method, and data analysis method, with references)

Findings: 30 points _____
 (Reports findings accurately, themes, etc. Quotes are accurately and effectively used.)

Discussion: 30 points _____
 (Relevance of findings and applicability, findings and discussion may be combined.)

Form and Style: (APA) 25 points _____

Journal Submission: 5 points _____
Total _____

4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.

An example of this standard being met is in the required course [COUN 7362](#) Methods of Counseling Research in the skills and practices exhibited through writing a proposal to be submitted to a local, state, or national conference which will be graded for content, writing style, and ability to follow directions.

RUBRIC for Conference Proposal

Contribute to and promote scholarly counseling research (II – B.4).

Demonstrate the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences (IV – F.4).

Students will write a conference proposal, using the professor’s suggestions and the directions for the submission on the organization’s website. Students will submit their proposals to the professional organizations when the professor has awarded 25 points to the proposal. Students are required to revise and resubmit until they earn 25 points.

Followed the professor’s suggestions (see below)	3	
Followed all directions in the organizations invitation to submit	3	
Used professional language and APA style	3	
Topic was innovative and would interest the participants at the particular conference	3	
Shows proof that proposal was submitted (email acceptance)	3	
Total	15	

Keys for a Successful Conference Proposal:

1. Write it with the reviewer in mind and with the audience in mind. For example, if you are focusing on mental health issues, what will a TMHCA member like to see in a program like this since they will most likely be your audience.
2. Develop at least three learning objectives that are measureable.
3. Develop a “catchy” title.
4. Formulate a topic sentence that engages the reviewer and that will draw participants to the program.
5. Always include a statement that handouts will be available (either hard copies or online).
6. Try to find ways to involve the audience towards the end of the presentation. Give them the necessary information first, then ask them to participate in a discussion, activity, etc.
7. Use the most current language and information in your proposal.

8. Make the program interesting by including demonstrations.
9. Word your proposal positively.

5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.

An example of this standard being met is in the required course [COUN 7362](#) Methods of Counseling Research in the knowledge gained through completing and submitting a grant proposal to a state, regional, or national counseling conference.

Research assignments (30% of total points or 150 pts.): Research practice activities will be assigned to extend and practice with topics covered in class. Weekly assignments are due after the topic has been discussed. All research assignments must be submitted to the Bb site for this course. Assignments include: a program proposal to be submitted to a state, regional, or national counseling conference; a group research design presentation; a grant proposal to be submitted to a funding agency; a group presentation outlining a program evaluation; several short assignments to demonstrate mastery of basic research design knowledge and skills.

RUBRIC for Grant Proposal

Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development (IV – E.5).

Students will write a grant proposal to be submitted to the Texas Counseling Association, the Southern Association of Counselor Education and Supervision, or the Graduate Studies at Sam Houston State University.

Submits a proposal according to the guidelines of the funding entity	5	
Proposal is well written, clear, concise, and professional	5	
Proposal is submitted before the end of the semester	5	
Total	15	

6. Demonstrates the ability to create and implement a program evaluation design.

An example of this standard being met is in the required course [COUN 7362](#) Methods of Counseling Research in the knowledge gained through conducting a program evaluation of the Jack Staggs Clinic and the Community Counseling Clinic, the Woodlands Center and present the program evaluations to the class and graded according to content and quality of presentation.

Research assignments (30% of total points or 150 pts.): Research practice activities will be assigned to extend and practice with topics covered in class. Weekly assignments are due after

the topic has been discussed. All research assignments must be submitted to the Bb site for this course. Assignments include: a program proposal to be submitted to a state, regional, or national counseling conference; a group research design presentation; a grant proposal to be submitted to a funding agency; a group presentation outlining a program evaluation; several short assignments to demonstrate mastery of basic research design knowledge and skills.

RUBRIC for Program Evaluation

Demonstrates the ability to create and implement a program evaluation design (IV – E.4).

In two groups, students will create and implement a program evaluation of the Jack Staggs Clinic and the Community Counseling Clinic.

Chooses an appropriate program evaluation model for this particular program	5	
Thoroughly completes the evaluation, dividing up tasks among group members	5	
Submits a written program evaluation to the professor to present to the clinic coordinators	5	
Presents the results of the evaluation using power point and handouts for the students in the class	5	
Total:	20	

COUNSELING

G. Knowledge

1. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.

An example of this standard being met is in the required course [COUN 7331](#) Advanced Counseling Theories in the foundations gained through teaching about a counseling theory including the development of a case conceptualization and treatment plan based on a case study, and writing a term paper identifying common themes throughout several theories and integrating those into a guiding theory.

Assignments:

1. You will be responsible for teaching one particular theory. I will select who will do which theory at random because you will ultimately be responsible for knowing all the theories well. Use the following teaching/discussion outline.
 - o View of humankind/human nature/human development
 - o Maladjustment
 - o Client-counselor relationship/therapeutic alliance
 - o Goals of counseling

- Process and procedures/techniques of counseling
 - Utility for working with culturally diverse populations
 - Utility for working with religious and spiritually diverse populations
 - Utility for group counseling and couples and family counseling
 - Utility for working with crisis, disaster, and other traumatic events/situations
 - **Case Conceptualization and Treatment Plan Discussion (see # 3 below)**
 - Overall reaction and aspects of the theory *de jour* you may want to integrate into your counseling approach (if the theory we are discussing is not your guiding theory).
 - Discuss the degree to which you believe the approach resonates with the transtheoretical (“common factors”) outcome literature we will discuss **the first class day**; and
 - Discuss the degree to which you believe the approach is or could be useful in your present counseling work setting.
2. Using a video case study we will see **the first day**, you will develop a case conceptualization and treatment plan (CC-TP) based on each approach. You will develop CC-TPs for the following theories: Adlerian therapy, [Either: Person-centered therapy or existential therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy or multimodal therapy], [Either: Reality therapy or gestalt Therapy], and [Either: Family therapy, constructivist therapy, solution-focused brief therapy, or narrative therapy]. You are to use the format I will provide in a handout.

NOTE: The **Corsini and Wedding** book does not address constructivist/social constructionist therapies. **Sommers-Flanigan²** does address these approaches and I will provide additional readings.

3. **Term paper. Using your two textbooks AND at least one additional PRIMARY SOURCE for each theory**, you will:
- IDENTIFY common themes or ideas that resonate across the theoretical approaches; in what ways do you see similar themes/ideas even though they use different language to describe them? Every theme does not have to include every theory, but should include most of them.
 - EXPLAIN/DESCRIBE (and cite sources) how these common themes/ideas appear in each theory (although using different language); and
 - INTEGRATION. Identify *your* guiding theory and then identify and discuss theory and practice ideas from other approaches you might integrate/use with your guiding theory. Do not merely identify the ideas but discuss how you would integrate into/use them with your guiding theory.

Include the following theories: Adlerian therapy, [Either: Person-centered therapy, existential therapy, or gestalt therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy, multimodal therapy, or reality therapy], and [Either: family therapy, solution-focused brief therapy, or narrative therapy]. **Thus, the term paper will address five theories, and a section addressing the integration of the five approaches with your personal theory of counseling.**

2. Understands various methods for evaluating counseling effectiveness.

An example of this standard being met is in the required course [COUN 7331](#) Advanced Counseling Theories in the foundations gained through teaching about a counseling theory including the development of a case conceptualization and treatment plan based on a case study, and writing a term paper identifying common themes throughout several theories and integrating those into a guiding theory.

Assignments:

1. You will be responsible for teaching one particular theory. I will select who will do which theory at random because you will ultimately be responsible for knowing all the theories well. Use the following teaching/discussion outline.
 - View of humankind/human nature/human development
 - Maladjustment
 - Client-counselor relationship/therapeutic alliance
 - Goals of counseling
 - Process and procedures/techniques of counseling
 - Utility for working with culturally diverse populations
 - Utility for working with religious and spiritually diverse populations
 - Utility for group counseling and couples and family counseling
 - Utility for working with crisis, disaster, and other traumatic events/situations
 - **Case Conceptualization and Treatment Plan Discussion (see # 3 below)**
 - Overall reaction and aspects of the theory *de jour* you may want to integrate into your counseling approach (if the theory we are discussing is not your guiding theory).
 - Discuss the degree to which you believe the approach resonates with the transtheoretical (“common factors”) outcome literature we will discuss **the first class day**; and
 - Discuss the degree to which you believe the approach is or could be useful in your present counseling work setting.
2. Using a video case study we will see **the first day**, you will develop a case conceptualization and treatment plan (CC-TP) based on each approach. You will develop CC-TPs for the following theories: Adlerian therapy, [Either: Person-centered therapy or existential therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy or multimodal therapy], [Either: Reality therapy or gestalt Therapy], and [Either: Family therapy, constructivist therapy, solution-focused brief therapy, or narrative therapy]. You are to use the format I will provide in a handout.

NOTE: The **Corsini and Wedding** book does not address constructivist/social constructionist therapies. **Sommers-Flanigan²** does address these approaches and I will provide additional readings.

3. **Term paper. Using your two textbooks AND at least one additional PRIMARY SOURCE for each theory**, you will:
- IDENTIFY common themes or ideas that resonate across the theoretical approaches; in what ways do you see similar themes/ideas even though they use different language to describe them? Every theme does not have to include every theory, but should include most of them.
 - EXPLAIN/DESCRIBE (**and cite sources**) how these common themes/ideas appear in each theory (although using different language); and
 - INTEGRATION. Identify *your* guiding theory and then identify and discuss theory and practice ideas from other approaches you might integrate/use with your guiding theory. Do not merely identify the ideas but discuss how you would integrate into/use them with your guiding theory.

Include the following theories: Adlerian therapy, [Either: Person-centered therapy, existential therapy, or gestalt therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy, multimodal therapy, or reality therapy], and [Either: family therapy, solution-focused brief therapy, or narrative therapy]. **Thus, the term paper will address five theories, and a section addressing the integration of the five approaches with your personal theory of counseling.**

3. Understands the research base for existing counseling theories.

An example of this standard being met is in the required course [COUN 7331](#) Advanced Counseling Theories in the foundations gained through teaching about a counseling theory including the development of a case conceptualization and treatment plan based on a case study, and writing a term paper identifying common themes throughout several theories and integrating those into a guiding theory.

Assignments:

1. You will be responsible for teaching one particular theory. I will select who will do which theory at random because you will ultimately be responsible for knowing all the theories well. Use the following teaching/discussion outline.
 - View of humankind/human nature/human development
 - Maladjustment
 - Client-counselor relationship/therapeutic alliance
 - Goals of counseling
 - Process and procedures/techniques of counseling
 - Utility for working with culturally diverse populations

- Utility for working with religious and spiritually diverse populations
 - Utility for group counseling and couples and family counseling
 - Utility for working with crisis, disaster, and other traumatic events/situations
 - **Case Conceptualization and Treatment Plan Discussion (see # 3 below)**
 - Overall reaction and aspects of the theory *de jour* you may want to integrate into your counseling approach (if the theory we are discussing is not your guiding theory).
 - Discuss the degree to which you believe the approach resonates with the transtheoretical (“common factors”) outcome literature we will discuss **the first class day**; and
 - Discuss the degree to which you believe the approach is or could be useful in your present counseling work setting.
2. Using a video case study we will see **the first day**, you will develop a case conceptualization and treatment plan (CC-TP) based on each approach. You will develop CC-TPs for the following theories: Adlerian therapy, [Either: Person-centered therapy or existential therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy or multimodal therapy], [Either: Reality therapy or gestalt Therapy], and [Either: Family therapy, constructivist therapy, solution-focused brief therapy, or narrative therapy]. You are to use the format I will provide in a handout.

NOTE: The **Corsini and Wedding** book does not address constructivist/social constructionist therapies. **Sommers-Flanigan**² does address these approaches and I will provide additional readings.

3. **Term paper. Using your two textbooks AND at least one additional PRIMARY SOURCE for each theory**, you will:
- IDENTIFY common themes or ideas that resonate across the theoretical approaches; in what ways do you see similar themes/ideas even though they use different language to describe them? Every theme does not have to include every theory, but should include most of them.
 - EXPLAIN/DESCRIBE (**and cite sources**) how these common themes/ideas appear in each theory (although using different language); and
 - INTEGRATION. Identify **your** guiding theory and then identify and discuss theory and practice ideas from other approaches you might integrate/use with your guiding theory. Do not merely identify the ideas but discuss how you would integrate into/use them with your guiding theory.

Include the following theories: Adlerian therapy, [Either: Person-centered therapy, existential therapy, or gestalt therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy, multimodal therapy, or reality therapy], and [Either: family therapy, solution-focused brief therapy, or narrative therapy]. **Thus, the term paper will address five theories, and a section addressing the integration of the five approaches with your personal theory of counseling.**

4. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.

An example of this standard being met is in the required course [COUN 7331](#) Advanced Counseling Theories in the foundations gained through teaching about a counseling theory including the development of a case conceptualization and treatment plan based on a case study, and writing a term paper identifying common themes throughout several theories and integrating those into a guiding theory.

Assignments:

1. You will be responsible for teaching one particular theory. I will select who will do which theory at random because you will ultimately be responsible for knowing all the theories well. Use the following teaching/discussion outline.
 - View of humankind/human nature/human development
 - Maladjustment
 - Client-counselor relationship/therapeutic alliance
 - Goals of counseling
 - Process and procedures/techniques of counseling
 - Utility for working with culturally diverse populations
 - Utility for working with religious and spiritually diverse populations
 - Utility for group counseling and couples and family counseling
 - Utility for working with crisis, disaster, and other traumatic events/situations
 - **Case Conceptualization and Treatment Plan Discussion (see # 3 below)**
 - Overall reaction and aspects of the theory *de jour* you may want to integrate into your counseling approach (if the theory we are discussing is not your guiding theory).
 - Discuss the degree to which you believe the approach resonates with the transtheoretical (“common factors”) outcome literature we will discuss **the first class day**; and
 - Discuss the degree to which you believe the approach is or could be useful in your present counseling work setting.

2. Using a video case study we will see **the first day**, you will develop a case conceptualization and treatment plan (CC-TP) based on each approach. You will develop CC-TPs for the following theories: Adlerian therapy, [Either: Person-centered therapy or existential therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy or multimodal therapy], [Either: Reality therapy or gestalt Therapy], and [Either: Family therapy, constructivist therapy, solution-focused brief therapy, or narrative therapy]. You are to use the format I will provide in a handout.

NOTE: The **Corsini and Wedding** book does not address constructivist/social constructionist therapies. **Sommers-Flanigan**² does address these approaches and I will provide additional readings.

3. **Term paper.** *Using your two textbooks AND at least one additional PRIMARY SOURCE for each theory*, you will:
- IDENTIFY common themes or ideas that resonate across the theoretical approaches; in what ways do you see similar themes/ideas even though they use different language to describe them? Every theme does not have to include every theory, but should include most of them.
 - EXPLAIN/DESCRIBE (**and cite sources**) how these common themes/ideas appear in each theory (although using different language); and
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H. Skills and Practices

- 1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.**

An example of this standard being met is in the required course [COUN 7331](#) Advanced Counseling Theories in the foundations gained through teaching about a counseling theory including the development of a case conceptualization and treatment plan based on a case study, and writing a term paper identifying common themes throughout several theories and integrating those into a guiding theory.

Assignments:

1. You will be responsible for teaching one particular theory. I will select who will do which theory at random because you will ultimately be responsible for knowing all the theories well. Use the following teaching/discussion outline.
 - View of humankind/human nature/human development
 - Maladjustment
 - Client-counselor relationship/therapeutic alliance
 - Goals of counseling
 - Process and procedures/techniques of counseling
 - Utility for working with culturally diverse populations
 - Utility for working with religious and spiritually diverse populations

- Utility for group counseling and couples and family counseling
 - Utility for working with crisis, disaster, and other traumatic events/situations
 - **Case Conceptualization and Treatment Plan Discussion (see # 3 below)**
 - Overall reaction and aspects of the theory *de jour* you may want to integrate into your counseling approach (if the theory we are discussing is not your guiding theory).
 - Discuss the degree to which you believe the approach resonates with the transtheoretical (“common factors”) outcome literature we will discuss **the first class day**; and
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- IDENTIFY common themes or ideas that resonate across the theoretical approaches; in what ways do you see similar themes/ideas even though they use different language to describe them? Every theme does not have to include every theory, but should include most of them.
 - EXPLAIN/DESCRIBE (**and cite sources**) how these common themes/ideas appear in each theory (although using different language); and
 - INTEGRATION. Identify *your* guiding theory and then identify and discuss theory and practice ideas from other approaches you might integrate/use with your guiding theory. Do not merely identify the ideas but discuss how you would integrate into/use them with your guiding theory.

Include the following theories: Adlerian therapy, [Either: Person-centered therapy, existential therapy, or gestalt therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy, multimodal therapy, or reality therapy], and [Either: family therapy, solution-focused brief therapy, or narrative therapy]. **Thus, the term paper will address five theories, and a section addressing the integration of the five approaches with your personal theory of counseling.**

2. Demonstrates effective application of multiple counseling theories.

An example of this standard being met is in the required course [COUN 7331](#) Advanced Counseling Theories in the foundations gained through teaching about a counseling theory including the development of a case conceptualization and treatment plan based on a case study, and writing a term paper identifying common themes throughout several theories and integrating those into a guiding theory.

Assignments:

1. You will be responsible for teaching one particular theory. I will select who will do which theory at random because you will ultimately be responsible for knowing all the theories well. Use the following teaching/discussion outline.
 - View of humankind/human nature/human development
 - Maladjustment
 - Client-counselor relationship/therapeutic alliance
 - Goals of counseling
 - Process and procedures/techniques of counseling
 - Utility for working with culturally diverse populations
 - Utility for working with religious and spiritually diverse populations
 - Utility for group counseling and couples and family counseling
 - Utility for working with crisis, disaster, and other traumatic events/situations
 - **Case Conceptualization and Treatment Plan Discussion (see # 3 below)**
 - Overall reaction and aspects of the theory *de jour* you may want to integrate into your counseling approach (if the theory we are discussing is not your guiding theory).
 - Discuss the degree to which you believe the approach resonates with the transtheoretical (“common factors”) outcome literature we will discuss **the first class day**; and
 - Discuss the degree to which you believe the approach is or could be useful in your present counseling work setting.

2. Using a video case study we will see **the first day**, you will develop a case conceptualization and treatment plan (CC-TP) based on each approach. You will develop CC-TPs for the following theories: Adlerian therapy, [Either: Person-centered therapy or existential therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy or multimodal therapy], [Either: Reality therapy or gestalt Therapy], and [Either: Family therapy, constructivist therapy, solution-focused brief therapy, or narrative therapy]. You are to use the format I will provide in a handout.

NOTE: The **Corsini and Wedding** book does not address constructivist/social constructionist therapies. **Sommers-Flanigan**² does address these approaches and I will provide additional readings.

3. **Term paper.** *Using your two textbooks AND at least one additional PRIMARY SOURCE for each theory*, you will:
- IDENTIFY common themes or ideas that resonate across the theoretical approaches; in what ways do you see similar themes/ideas even though they use different language to describe them? Every theme does not have to include every theory, but should include most of them.
 - EXPLAIN/DESCRIBE (**and cite sources**) how these common themes/ideas appear in each theory (although using different language); and
 - INTEGRATION. Identify *your* guiding theory and then identify and discuss theory and practice ideas from other approaches you might integrate/use with your guiding theory. Do not merely identify the ideas but discuss how you would integrate into/use them with your guiding theory.

Include the following theories: Adlerian therapy, [Either: Person-centered therapy, existential therapy, or gestalt therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy, multimodal therapy, or reality therapy], and [Either: family therapy, solution-focused brief therapy, or narrative therapy]. **Thus, the term paper will address five theories, and a section addressing the integration of the five approaches with your personal theory of counseling.**

3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

An example of this standard being met is in the required course [COUN 7337](#) Advanced Counseling Practicum and Techniques in the skills and practices exhibited through reading articles on their theory of choice, demonstrating the ability to use basic and advanced counseling skills in individual and group counseling sessions with clients by demonstrating accurate empathy and counseling excellence throughout entire sessions on at least two occasions, and demonstrating an understanding of case conceptualization and effective interventions across diverse populations and settings shown in two treatment plans.

1. Articulating Your Own Theory of Counseling: (25 points). Follow guidelines provided at the Doctoral Orientation in April. **Due June 5**
2. Log 40 direct and 60 indirect individual, group, or couples/family counseling hours. (50 points)
3. Complete two recordings of counseling sessions (not intakes) for evaluation of counseling skills by the instructor using a form to be provided (100 Points-50 Points each). If a student does not score 52 points or higher on the Counseling Interview Rating Form, a 10 minute transcription using a format provided will be required. Additional transcriptions may be required until the instructor feels the student will be able to score 52 points or higher on the second Counseling Interview Rating Form. **Due June 26 and July 24**

Instructor Observation:

Levels of achievement

-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))

Instructor rating of skills using Counseling Interview Rating Scale (Bruhn’s adaptation)

4. Diagnosis and Treatment Plan (50 Points - 25 Points Each). Students will complete a diagnosis and treatment plan following prescribed guidelines. Students will also describe how they would help a master’s level student develop the necessary skills for effective diagnosis and treatment planning. This part will only be included following the first diagnosis and treatment plan. **Due July 3 and 17**

Designs and implements prevention and intervention plans 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.

Levels of Achievement:

<input type="checkbox"/> Novice	0.000000	0 <span class="ra
<input type="checkbox"/> Competent	0.165000	2.48 <span class
<input type="checkbox"/> Proficient	0.330000	4.95 <span class

Accurately identifies problem situation.

Levels of Achievement:

<input type="checkbox"/> Novice	0.000000	0 <span class="ra
<input type="checkbox"/> Competent	0.165000	2.48 <span class
<input type="checkbox"/> Proficient	0.330000	4.95 <span class

Writes at least two measureable and observable counseling goals.

Levels of Achievement:

<input type="checkbox"/> Novice	0.000000	0 <span class="ra
<input type="checkbox"/> Competent	0.165000	2.48 <span class
<input type="checkbox"/> Proficient	0.330000	4.95 <span class

Designs and Implements in-session and out-of-session interventions congruent with the problem situation and the counseling goals.

Levels of Achievement:

<input type="checkbox"/> Novice	0.0000000	0 <span class="ra
<input type="checkbox"/> Competent	0.1650000	2.48 <span class
<input type="checkbox"/> Proficient	0.3300000	4.95 <span class

5. Complete readings for each week of the semester and a reading log. Reading reviews for each week must be related to the student's theory of choice, current client clinical issues, or assigned by the instructor. Assignments are due at the start of each practicum session. (90 Points)
6. Students must generate two counseling sessions that the instructor deems "good" from beginning to end and demonstrate the ability to facilitate client growth (a.k.a. Carkhuff IV). (200 Points)

Instructor Observation:

Levels of achievement

-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))

Instructor rating of skills using Counseling Interview Rating Scale (Bruhn's adaptation)

7. Write a 5 page integrative paper on your course learning's using APA format. Be sure to include a reflection upon your civic engagement. Details of this paper will be provided. (25 Points)
8. A.C.E. reflection page (minimum one page) (5 Points)
9. **Group Counseling Activities and Assignments (65 points total):**

Each student will participate as a facilitator/leader-counselor of a group in a professional counseling setting. This will provide a field experience that enhances: effective group leadership style and skills; skilled perceptions of group dynamics; and understanding of group processing at a higher level, including the development of capacity to process, analyze, and critically evaluate points of view of others. Students will use self reflection/ assessment as a means for the development of personal counseling identity and values. The type of group and setting can vary depending on the interest of each doctoral student. **Type of group and location must be approved by professor prior to beginning the group experience.**

- c) **Documentation log:** Maintain a log of the weekly group counseling experience. The log must include your name and class; the name of the group; name and signature of the supervisor/ administrator in charge; number of sessions with dates of each group meeting and your signature. **Due July 31.** (25 Points)
- d) **Reflection paper:** Each student will write a five page reflection on the group experience. The paper will include the student's observations of the learning and behavior/attitude changes as the group evolved through stages of development (15 points); leader-therapist

challenges of a doctoral professional in advanced training (15 points), and other issues and experiences of the group counseling (10 points). Please follow APA guidelines for the paper. **Due July 31.**

LEADERSHIP AND ADVOCACY

I. Knowledge

1. Understands theories and skills of leadership.

An example of this standard being met is in the required course [COUN 7110](#) Ethics and Professional Orientation in the knowledge exhibited through reading about leadership and participating in class discussions, interviewing a professional in a leadership role, and discussing leadership roles the student can engage in.

Activities

1. Students will gain greater familiarity with leadership and professional advocacy knowledge and skills by (a) assigned readings, (b) an interview discussing potential leadership positions with a person in leadership with TCA or ACA, (c) selecting a counseling issue requiring advocacy and writing a advocacy letter to a state or national legislator, (d) and class discussion of readings, the interview, a leadership position they can engage in as a doctoral student, and the advocacy letter they wrote. Students will also be encouraged to participate in TCA counselor advocacy events as they occur during their doctoral program. [100 points]

2. Understands advocacy models.

An example of this standard being met is in the required course [COUN 7375](#) Advanced Multicultural Counseling in the knowledge exhibited through completing textbook readings, participating in class discussions, and writing a letter to a state legislator advocating for mental health services.

1. Advocacy Project (25 points)

Based on your Cultural Immersion and CIE activities what you learned from them especially in the areas of public policy and how public policy affects the accessibility of mental health services. Write a letter to a state legislator advocating for their support concerning the provision of mental health services. This letter is to be both sent to the

legislator and submitted to the instructor. Additionally, turn in a two page paper describing at least three advocacy models described in research literature.

Grading Rubric:

Advocacy model paper	25
Composing Letter addressing advocacy issue	20
Sending letter (Turn in to instructor in stamped envelope)	5
Total	50

3. Identifies current multicultural issues as they relate to social change theories.

An example of this standard being met is in the required course [COUN 7375](#) Advanced Multicultural Counseling in the knowledge exhibited through completing textbook readings, participating in class discussions, participating in a cultural immersion project, and writing a multicultural counselor education paper.

1. Cultural Immersion (“Plunge”) Project: (Interview, Experience) with a Diverse Cultural Group social/educational agency/program (100 points).

Purpose: To have you empathically experience newness in the form of a different and non-dominant culture or social program so that you can relativize your own cultural norms and learn about a specific group. The emphasis is on emotional responses, self-reflections, and methods of teaching.

First: Choose a cultural group or a counseling-related program. Some ideas:

- Persons who are in poverty
- Rural persons (e. g, small farmers)
- Religious groups
- Recent immigrants
- Corrections programs
- Drug/alcohol rehab
- Domestic violence
- Career assistance
- Pastoral counseling
- Community mental health agency
- Homelessness program
- Youth program (residential/non-residential)
- Immigrant program
- Social services
- Individuals with Disabilities (preferably visible)

- Lesbians and/or Gay men
- Transgendered persons
- Other?

Note: Amount of risk and newness for you will be a factor in grading.

After choosing a cultural group or a human services program, do the following:

1. Tell them that you are interested in their culture or program because you want to work effectively with them in your future.
2. Participate in an experience, as described below, and conduct an interview with someone from the group, as guided by the questions below
3. Share your experiences with our class
4. Describe how you would use this type of activity as a teaching tool for multicultural counseling

Procedure:

- A. First, **choose** a type of institution OR a cultural group with whom you are not familiar.
- B. **Conduct an interview** with one member of that group, especially someone for whom that group membership is important, about their experience as a member of that group. See guidelines below

I. The content of the interview can include the following (You can add more questions if you'd like):
1. How important is membership in that group to the person, or work in that field?
2. What in particular is important?
3. How does this membership or work affect his/her life?
4. (FOR CULTURAL PLUNGE:).What is a source of pride and/or a positive dimension of being in that group?
5. (FOR CULTURAL PLUNGE:).What is a less-desirable or negative dimension of the group's culture and/or of her/his membership?
6. (FOR CULTURAL PLUNGE:).How does that group membership affect:
a.Social life?
b.Career?
c.Housing/Geographical location?
d. Other issues for members of that client or cultural group, e.g., influence on movement in society, in the larger community, political activity, anything else?
7. What would that person like counselors to know about the group/the work and its members/clients?
II. (FOR CULTURAL PLUNGE:) A comparison/contrast of your interviewee with the generalizations and/or stereotypes of this group (e.g., referring to the sources you used in "a")
III. (FOR CULTURAL PLUNGE:). A comment on any intersections of oppression that the person might have (e.g., being lesbian, poor, Latino/Latina, and female)
IV. (FOR CULTURAL PLUNGE:) Factors to keep in mind if you were counseling this person or consulting with her or him (e.g., with her or him as a parent and you as

a school counselor). Articulate why counselors must be aware of the cultural factors when they are counseling members of the targeted group and its potential impact on the counseling process.
V. (FOR PROGRAM PLUNGE): Your impressions of the program, analysis of its effectiveness and methods, comparison to U.S. methods and programs.
VI. Knowledge that you have gained about yourself through your interactions in this project including a critical analysis of your own attitudes, beliefs, assumptions and behaviors as related to this culturally different group.

C. Join that person for a *two-hour experience* with that cultural group or organization– e.g., a social event, a tour, a religious service, a meeting, a festival, a gathering, an extended family experience.

D. Describe your experience and its impact on you to class.

Write a 4-5 page paper following APA format that addresses all aspects of this project.

Grading Rubric:

2. Multicultural Counselor Ed Paper (15pts)

Approximately five-page, double-spaced paper (informal report) in which you summarize what you have learned about the process of infusing culture into counselor education and supervision. It should be based on your critiques of the text and, as well as your reading about social change theory. Also, include ethical and legal issues. APA style not required. No references required, but ok if appropriate (put them in APA style).

4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.

This standard is met in the required course [COUN 7331](#) Advanced Counseling Theories in the knowledge gained through teaching about a counseling theory including the theory's utility with working with culturally and spiritually diverse populations.

Assignments:

- You will be responsible for teaching one particular theory. I will select who will do which theory at random because you will ultimately be responsible for knowing all the theories well. Use the following teaching/discussion outline.
 - View of humankind/human nature/human development
 - Maladjustment
 - Client-counselor relationship/therapeutic alliance
 - Goals of counseling
 - Process and procedures/techniques of counseling
 - Utility for working with culturally diverse populations

- Utility for working with religious and spiritually diverse populations
- Utility for group counseling and couples and family counseling
- Utility for working with crisis, disaster, and other traumatic events/situations
- **Case Conceptualization and Treatment Plan Discussion (see # 3 below)**
- Overall reaction and aspects of the theory *de jour* you may want to integrate into your counseling approach (if the theory we are discussing is not your guiding theory).
- Discuss the degree to which you believe the approach resonates with the transtheoretical (“common factors”) outcome literature we will discuss **the first class day**; and

Discuss the degree to which you believe the approach is or could be useful in your present counseling work setting.

5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

An example of this standard being met is in the required course [COUN 7375](#) Advanced Multicultural Counseling in the knowledge gained through completing textbook readings, participating in class discussions, writing a multicultural counselor education paper, and completing a multicultural research project.

1. Multicultural Counselor Ed Paper (15pts)

Approximately five-page, double-spaced paper (informal report) in which you summarize what you have learned about the process of infusing culture into counselor education and supervision. It should be based on your critiques of the text and, as well as your reading about social change theory. Also, include ethical and legal issues. APA style not required. No references required, but ok if appropriate (put them in APA style).

2. Multicultural Research Project from at least two sources and leading one 20-minute presentation/discussion of cultural/social mores of a specific culture

Topics to be assigned by the instructor for sharing/presenting.

- **Directions:** Lead an informal 20-minute sharing of what you learned about the topic among the participants in the culture researched. See directions below. Present a few facts that you learned from reading books, articles, or internet sources, connect it if possible to ideas from the readings in the text, and lead the group in any discussion that comes up. Be sure to also include issues involving social change theory. We understand that you will be naïve, so the sharing will be guided by “As I understand it,”

NOTE: All of the following should be about the culture you studies. Try to incorporate related knowledge from the text (from any related chapter) to help you lead the discussion. Each topic below should have the word of the culture before it.

- Culture in General
- Social norms
- Personality
- Alcohol use
- Sexuality
- Mental Health
- GLBTQ attitudes
- Religion
- Divorce
- Family
- Gender roles
- Work, career
- Health attitudes
- Immigration
- Racism
- Interculturalism
- Travellers
- Mental health – various
- Death
- Social Class
- Sectarian/religious conflict in Northern Ireland
- Language
- Colonization/History
- Politics
- Music
- Criminology/Crime
- Economy
- Future
- Geography, climate
- Your suggestion?

J. Skills and Practices

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

An example of this standard being met is in the required course [COUN 7110](#) Ethics and Professional Orientation in the skills and practices exhibited through reading about leadership and participating in class discussions, interviewing a professional in a leadership role, and discussing leadership roles the student can engage in.

Activities

1. Students will gain greater familiarity with leadership and professional advocacy knowledge and skills by (a) assigned readings, (b) an interview discussing potential leadership positions with a person in leadership with TCA or ACA, (c) selecting a counseling issue requiring advocacy and writing a advocacy letter to a state or national legislator, (d) and class discussion of readings, the interview, a leadership position they can engage in as a doctoral student, and the advocacy letter they wrote. Students will also be encouraged to participate in TCA counselor advocacy events as they occur during their doctoral program. [100 points]

2. Demonstrates the ability to advocate for the profession and its clientele.

An example of this standard being met is in the required course [COUN 7375](#) Advanced Multicultural Counseling in the knowledge exhibited through completing textbook readings, participating in class discussions, and writing a letter to a state legislator advocating for mental health services.

1. Advocacy Project (25 points)

Based on your Cultural Immersion and CIE activities what you learned from them especially in the areas of public policy and how public policy affects the accessibility of mental health services. Write a letter to a state legislator advocating for their support concerning the provision of mental health services. This letter is to be both sent to the legislator and submitted to the instructor. Additionally, turn in a two page paper describing at least three advocacy models described in research literature.

Grading Rubric:

Advocacy model paper	25
Composing Letter addressing advocacy issue	20
Sending letter (Turn in to instructor in stamped envelope)	5
 Total	 50