



Midwestern State University
Gordon T. & Ellen West College of Education

Course & Contact Information

Course Title: Practicum in School Counseling

Course Number: COUN 5813

Semester Credits: 3

Semester: Spring 2026; 17 Weeks

Class Format: Online

Professor: Dr. Wendy Helmcamp, PhD, LPC-S, CSC

Office: Bridwell Hall 327

E-mail: wendy.helmcamp@msutexas.edu

Work phone: (940) 397-4983

Cell Phone: (940) 631-0808 (for emergencies)

Office Hours: 8:30-10:30 am Tuesday-Thursday (aside from holidays) in office and via zoom

In this syllabus, you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday), I will respond within 24 hours. I do not respond to email during holidays and weekends to encourage and promote self-care. I respond to my email wendy.helmcamp@msutexas.edu consistently. Please do not hesitate to contact me.

The MSU Clinical Mental Health program requires at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

I. COURSE DESCRIPTION

Designed as the culminating experience in the counseling program; provides 160 clock hours of school counseling experience under the supervision of experienced personnel. Required for the student seeking certification as a school counselor. School Counseling students will be required to enroll in three hours of Practicum. This course will require mandatory weekly zoom classes. Course must be repeated if a grade of B or better is not attained. Satisfactory evaluations are required from both the site supervisor and the university supervisor.

Prerequisites: Must have completed 39 hours, including COUN 5253, COUN 5273, and COUN 5283.

II. COURSE RATIONALE

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 different populations of their community. In this class, students will obtain the required direct and indirect counseling hours in a supervised setting and will demonstrate knowledge and skills to prepare them for the field of counseling. This course meets the 160-hour practicum required by Texas Education Agency (TEA) for students seeking school counselor certification.

III. RECOMMENDED TEXTBOOKS

Liability Insurance: Students must retain their own liability insurance before the start of the semester. Students are required to obtain their liability insurance by becoming a member of American Counseling Association (ACA). Students will **NOT** be allowed to begin gaining hours without active liability insurance. Students must upload their liability insurance documents to their Tk20 portfolio before gaining hours.

Recommended Textbooks:

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed. TR) DSM V TR.

American School Counseling Association. (2019). ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: Author.

American School Counselor Association. (2019). The ASCA National Model Implementation Guide, Second Edition. Alexandria, VA: Author.

Zambrano, E., Cox, E., Kessel, S., Lerman, E., Solmonson, L., Wines, L. (2018). The Texas model for comprehensive school counseling programs (5th ed). Texas Counseling Association.

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

- Section 3: A.2. the multiple professional roles and functions of counselors across specialized practice areas
- Section 3: A.3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
- Section 3: A.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
- Section 3: A.12. the purpose of and roles within counseling supervision in the profession
- Section 3: C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness KPI
- Section 3: E.1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds KPI
- Section 3: E.4. consultation models and strategies
- Section 3: E.5. application of technology related to counseling
- Section 3: E.6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
- Section 3: E.8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
- Section 3: E.9. interviewing, attending, and listening skills in the counseling process
- Section 3: E.13. developmentally relevant and culturally sustaining counseling treatment or intervention plans
- Section 3: E.14. development of measurable outcomes for clients
- Section 3: E.15. evidence-based counseling strategies and techniques for prevention and intervention KPI
- Section 3: E.16. record-keeping and documentation skills
- Section 3: E.17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
- Section 3: E.19. suicide prevention and response models and strategies
- Section 3: E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
- Section 3: E.21. processes for developing a personal model of counseling grounded in theory and research
- Section 3: F.2. dynamics associated with group process and development
- Section 3: F.3. therapeutic factors of group work and how they contribute to group effectiveness
- Section 3: F.4. characteristics and functions of effective group leaders
- Section 3: F.5. approaches to group formation, including recruiting, screening, and selecting members

- Section 3: G.7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes KPI
- Section 3: G.11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems KPI
- Section 3: G.14. procedures for assessing clients' experience of trauma
- Section 3: G.15. procedures for identifying and reporting signs of abuse and neglect
- Section 5: C.1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
- Section 5: C.2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
- Section 5: C.3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
- Section 5: C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- Section 5: C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues KPI
- Section 5: C.6. strategies for interfacing with the legal system regarding court-referred clients
- Section 5: C.7. strategies for interfacing with integrated behavioral healthcare professionals
- Section 5: C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
- Section 5: C.9. third-party reimbursement and other practice and management issues in clinical mental health counseling
- Section 4: A. The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.
- Section 4: B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- Section 4: C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
- Section 4: D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.
- Section 4: E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

- Section 4: F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- Section 4: G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:
 1. CACREP standards and definitions related to supervised practicum and internship;
 2. supervision agreement;
 3. evaluation procedures and requirements; and
 4. policy for student retention, remediation, and dismissal from the program.
- Section 4: H. Written supervision agreements:
 1. define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship;
 2. include emergency procedures; and
 3. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.
- Section 4: I. The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.
- Section 4: J. During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement.
- Section 4: K. The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.
- Section 4: L. Students have opportunities to evaluate their experience with the practicum and internship placement process.
- Section 4: M. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.
- Section 4: Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.
- Section 4: R. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.
- Section 4: S. Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
 1. a counselor education program core or affiliate faculty member, or
 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
 3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

- Section 4: T. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
 1. a counselor education program faculty member or
 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.
- Section 4: Y. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- Section 4L Z. When individual/triadic supervision is provided solely by a fieldwork site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- Section 4: AA. Practicum and internship students are not combined for group supervision.
- Section 4: BB. Group supervision for practicum or internship students should not exceed 12 students per group.

TExES Standards and Competencies Addressed:

Domain I: Knowledge of Learners

SC Competency 001 (Human Development and Learning):

- **001 A.** Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains.
- **001 B.** Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.
- **001 C.** Demonstrate knowledge of learning theories; how students construct knowledge, acquire skills, and develop strategies for responding effectively to challenges; and how students' development in the various domains can influence learning.
- **001 D.** Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, language fluency, stress, trauma, and varied life experiences).

SC Competency 002 (Developing a Safe and Supportive School Environment for All Students' Competence):

- **002 A.** Demonstrate knowledge of ways in which varied characteristics (e.g., socioeconomic status, linguistic differences, exceptionality, physical or cognitive

abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas.

- **002 B.** Apply knowledge of strategies for promoting understanding of, and interaction with students' characteristics and for fostering awareness, appreciation, and respect. TEC 239.15.e.2
- **002 C.** Apply knowledge of strategies for helping all students feel welcome; using students' varied characteristics and backgrounds to enrich learning experiences; and building a learning community characterized by respect for, affirmation of, and interaction with all students.

Domain II: The Comprehensive School Counseling Program

SC Competency 003 (Guidance):

- **003 A.** Apply knowledge of how to analyze various types of data (i.e., process, perception, and outcome) and other information to identify students' strengths and needs in order to inform guidance curriculum development.
- **003 B.** Demonstrate knowledge of procedures for engaging in ongoing review of students' knowledge, skills, and abilities; strategies for providing appropriate and relevant feedback; and methods for evaluating student progress.
- **003 C.** Demonstrate knowledge of curriculum design, lesson plan development, differentiated instruction, assessment of student competency attainment, and classroom management as applied to the developmental guidance curriculum.
- **003 D.** Demonstrate knowledge of the scope and sequence of student competencies in the strategic curricular areas of the guidance curriculum (i.e., intrapersonal effectiveness, interpersonal effectiveness, postsecondary and career readiness, and personal health and safety) and strategies for supporting students in setting and attaining challenging educational, career, personal, and social goals.
- **003 E.** Apply knowledge of instructional strategies, activities, and resources to promote students' acquisition of age-appropriate knowledge, skills, and abilities in the developmental guidance curriculum and strategies for working collaboratively to integrate guidance and academic curricula.
- **003 F.** Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.

SC Competency 004 (Responsive Services):

- **004 A.** Distinguish between preventive, remedial, and crisis levels of responsive services.
- **004 B.** Apply knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).
- **004 C.** Apply knowledge of how to design, implement, and evaluate intervention plans within a multi-tiered system of supports, linking interventions to assessment data and considering varied student factors related to the use of data.
- **004 D.** Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches.
- **004 E.** Use appropriate methods and procedures for counseling individuals in given situations.

- **004 F.** Use appropriate methods and procedures for group counseling and demonstrate knowledge of group dynamics as well as productive group interaction.
- **004 G.** Use consultative theories and related strategies, techniques, and behavioral interventions to assist teachers with classroom management.
- **004 H.** Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.
- **004 I.** Use consultative skills to support parents/guardians in clarifying identified student problems and underlying causes and in determining alternative solutions for problem resolution.
- **004 J.** Apply knowledge of techniques for helping students develop decision-making skills, recognize the relationship between decisions and outcomes, and understand the potential consequences of choices.
- **004 K.** Demonstrate knowledge of signs and symptoms of mental health and trauma-related issues in children and adolescents and a variety of intervention skills and trauma-informed practices to respond effectively to the needs of individuals and groups experiencing crises or other traumatic events.

SC Competency 005 (Individual Planning):

- **005 C.** Apply knowledge of methods for helping students establish short- and long-term goals, monitor progress, and direct their own learning as appropriate.
- **005 D.** Apply knowledge of strategies for helping students fulfill graduation requirements, research and choose postsecondary programs, prepare for entrance examinations, and meet admission requirements
- **005 E.** Apply knowledge of strategies for supporting students in identifying and understanding their abilities, interests, and aptitudes and for assisting all students with programs of study to prepare effectively for secondary and postsecondary educational or employment opportunities.

SC Competency 006 (Systems Support):

- **006 A.** Demonstrate knowledge of systems support as a component of a comprehensive school counseling program (e.g., participation on campus-based improvement teams, formation of campus policies and programs to address identified school needs, development of schoolwide programs to promote positive outcomes for students) and the school counselor's role as a change agent in support of systemic improvement.
- **006 C.** Apply knowledge of procedures for planning, designing, and implementing schoolwide programs (e.g., drug education, bullying prevention, personal safety, mental health and wellness, crisis response) to address students' identified personal, social, educational, and career needs.
- **006 D.** Apply knowledge of procedures for designing and presenting professional growth activities to support school staff and parents/guardians in promoting optimal educational, career, personal, and social development of all students.
- **006 E.** Demonstrate knowledge of strategies for facilitating effective teamwork within the school and the community and for building effective working teams of educators, families, and community members to support students' achievement and success.

SC Competency 007 (Program Management):

- **007 A.** Demonstrate knowledge of strategies for and factors to consider in developing a meaningful and purposeful mission statement for the comprehensive school counseling program.
- **007 B.** Demonstrate knowledge of the assumptions on which effective and comprehensive school counseling programs are based, including recommended programmatic conditions and resource allocations, and strategies for defining the program's rationale and parameters.
- **007 C.** Apply knowledge of processes and strategies for defining goals and priorities for a comprehensive school counseling program based on various needs assessment strategies and data sources.
- **007 D.** Demonstrate knowledge of the organizational structure and components of an effective and comprehensive school counseling program that is aligned with The Texas Model for Comprehensive School Counseling Programs.
- **007 F.** Apply knowledge of processes and techniques for engaging in ongoing data collection and analysis to assess, adapt, and improve the comprehensive school counseling program and demonstrate accountability; processes for defining criteria for the evaluation of the program; and methods for reporting results of program evaluations.
- **007 H.** Demonstrate knowledge of planning and managing tasks that support the activities of the comprehensive school counseling program and the appropriate allocation of time and resources.

Domain III: The Professional School Counselor

SC Competency 008 (Communication, Consultation, and Collaboration):

- **008 A.** Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based communication methods.
- **008 B.** Demonstrate knowledge of the components of school-based consultation.
- **008 C.** Apply knowledge of strategies, procedures, and processes for collaborating with stakeholders and using data, resources, and technology to create learning environments that promote educational access, opportunity, and success for every student.
- **008 D.** Apply knowledge of methods for communicating with stakeholders for the purpose of promoting understanding of the professional school counselor's role and the comprehensive school counseling program's goals and services.
- **008 E.** Demonstrate knowledge of methods and processes for identifying, accessing, and coordinating school and community resources to make appropriate in-school and out-of-school referrals.
- **008 F.** Apply knowledge of strategies for facilitating parent/guardian involvement in the educational process in order to promote student achievement and success.
- **008 G.** Apply knowledge of strategies for communicating the purpose and results of assessment information accurately, legally, and ethically to students, parents/guardians, educational professionals, and others as appropriate.

SC Competency 009 (Professional Practice):

- **009 A.** Demonstrate knowledge of the history and philosophy of comprehensive school counseling programs.

- **009 C.** Identify elements of the professional school counselor orientation; the roles and responsibilities of the school counselor in various educational contexts; and strategies for articulating, modeling, and advocating for an appropriate school counselor identity.
- **009 D.** Demonstrate knowledge and interpretation of various formal and informal assessments to assist students and others in sound decision making and goal setting.
- **009 E.** Apply knowledge of leadership and advocacy strategies to promote a positive school environment and support educational access, opportunity, inclusiveness, and student success in the school and community.
- **009 F.** Demonstrate knowledge of various activities to facilitate ongoing professional growth and development at the personal and program level.
- **009 G.** Demonstrate knowledge of how to use self-assessment, professional relationships and consultation, and continuing education, including maintaining technological proficiency, to improve professional practice and outcomes for students.
- **009 H.** Demonstrate knowledge of federal, state, and local laws, regulations, rules, and policies related to the practice of school counseling and their application in various school counseling contexts.
- **009 I.** Apply knowledge of ethical standards for professional school counselors (e.g., Code of Ethics and Standard Practices for Texas Educators, American Counseling Association Code of Ethics, American School Counselor Association Ethical Standards for School Counselors) and their application in various school counseling contexts.
- **009 J.** Recognize emerging issues and trends in school counseling and the legal and ethical implications associated with these issues and trends.

Domain IV: Analysis and Response

SC Competency 010 (Analysis and Response):

- **010 A.** Analyze various forms of student data to identify and describe, with supporting evidence, a student's educational, career, personal, or social need.
- **010 B.** Integrate knowledge of effective counseling approaches and best practice to select an age appropriate intervention for addressing an identified student need.
- **010 C.** Apply knowledge of techniques for collaboration to explain an appropriate method for involving others in the implementation of interventions to address an identified student need.
- **010 D.** Apply knowledge of assessment to select an appropriate method for evaluating the effectiveness of an intervention in addressing an identified student need.

Learning Objectives

1. Students will understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
2. Students will demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
3. Students will understand professional issues relevant to the practice of clinical mental health counseling.

4. Students will use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
5. Students will utilize best practices related to ethical counseling practices and multicultural counseling competencies.
6. Students will complete a minimum of 160 hours of counseling experience in a school setting, of which 60 hours will be direct contact with clients/students.
7. Students will apply a comprehensive developmental counseling program based on the Texas Model.
8. Students will be observed at least three times either live or through video during the semester in direct service to students.
9. Students will engage in group supervision, which may include case presentations, listening to/viewing recordings, consultation, feedback, course readings and discussions of counseling issues, or minilectures.

V. COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the American Counseling Association website for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Misconduct Policy & Procedures: Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#). Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software; this does not include Microsoft Word editing tools or Grammarly, i.e., spell check or rewriting suggestions for clarity.

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Services for Students with Disabilities: In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Attendance: You are required to attend mandatory weekly zoom classes. Failure to attend zoom classes will result in not obtaining enough hours to pass the course and/or could also result in a PICS/remediation plan.

Inclement Weather: Since our classes meet online, inclement weather will not affect our classes. Our class will still resume online regardless of inclement weather.

Late Work: All papers and assignments must be submitted the day they are due. **No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment. Any late papers will be lowered by **10%.** Please observe that your assignments are worth a considerable number of points and skipping even one assignment will significantly lower your grade. Please begin planning your semester schedule accordingly. Note that discussion board posts are not accepted late.

Practicum School Counseling: Students must register for a three-credit hour practicum. Placements must begin and end in one academic semester (Fall or Spring) for the duration of 15/16 weeks. The practicum is the first experience during which students apply their counseling theory and demonstrate their counseling skills in a professional supervised school setting. A minimum of 160 hours is required for practicum. To meet the 160 hours of field experience requirement, students must gain a minimum of four direct hours per week, and seven indirect hours per week. Students must get all placements approved by their professor of record. Additionally, practicum in school counseling must be conducted in a face-to-face Texas school setting. This course may not be taken in the summer semester.

The students' practicum includes the following:

1. A **minimum** of 160 hours is required for practicum in school counseling. Of the minimum 160 hours, at least 60 hours must be direct hours, and 100 hours must be indirect hours.
2. It is recommended in practicum that students participate in facilitating a counseling group at their practicum site as part of their 60 direct hours.
3. A minimum of **one hour per week** of individual on-site supervision from site supervisor each week students are present at the site.
4. An average of **one and one-half hours per week of group supervision** with other students in practicum with the university supervisor.
5. Formal evaluations of students' performance will be submitted at the end of the semester by all supervisors (site, university).
6. Students will conduct three 45-minute counseling sessions with a client. A pre-observation conference must be held with the professor at least 24 hours before the session. The professor will provide feedback to the student using a rubric/rating form during a post-observation conference. Any skills' strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rubric/rating form. Students will receive a copy of the rubric/rating form. A video of a counseling session is required. For students who are unable to record at their site, the university supervisor may observe counseling sessions live via telehealth.
7. **Internship I to II Rollover Policy:** Students are permitted to roll over a maximum of 50 hours. Hours can be transferred between COUN 6043 Graduate Internship I and COUN 6053 Graduate Internship II. These hours can include direct hours, indirect hours, or a combination of both. However, students are not allowed to accumulate hours between semesters, nor can any hours from the practicum be rolled over into internship semesters. Roll-over hours are strictly limited to COUN 6043 and COUN 6053. Failure to acquire 240 direct hours and 360 indirect hours over the course of COUN 6043 and COUN 6053 will result in the student having to retake COUN 6053.

VI. SEMESTER COURSE OUTLINE

| Class Dates | Class Topics | Assignments/Reading |
|--|---|--|
| 1. Week of Tuesday, January 20 – Sunday, January 25, 2026 TExES Competencies: 007: B., H.; 008: D.; 009: C., F., G. | <ul style="list-style-type: none"> • Class Introductions • Syllabus Review • Class Instructions • Liability Insurance | <ul style="list-style-type: none"> • NO Monday Zoom Class Supervision due to holiday • Do Discussion Board, Post, and Comment |
| 2. Week of Monday, January 26 – Sunday, February 1, 2026 TExES Competencies: 004: B., C., D., K.; 009: H., I. | <ul style="list-style-type: none"> • Class Introductions • Syllabus Review • Class Instructions • Liability Insurance | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment |
| 3. Week of Monday, February 2 – Sunday, February 8, 2026 TExES Competencies 004: A., B., C., K.; 008: E., 009: I., J. CACREP: KPI *3.E.15., *5.C.5. | <ul style="list-style-type: none"> • Informed Consent • Reporting Child Abuse • Reporting Sexual Contact Regarding Minors • Resources • Confidentiality Poster and Resource Assignment Appendix B to D2L | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Turn in Confidentiality Poster and Resource Assignment Appendix B to D2L • Informal Observation #1 (upload into Tk20 after signed by student, site supervisor, university supervisor) |
| 4. Week of Monday, February 9 – Sunday, February 15, 2026 TExES Competencies 004: A., B., C., K.; 009: I. | <ul style="list-style-type: none"> • Suicide • Safety Plan • Students in Crisis | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment |

| Class Dates | Class Topics | Assignments/Reading |
|---|--|--|
| <p>5. Week of Monday, February 16 – Sunday, February 22, 2026</p> <p>TExES Competencies 004: A., B., C., K.; 009: I.</p> | <ul style="list-style-type: none"> • Suicide • Non-Suicidal Self-Injury | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment |
| <p>6. Week of Monday, February 23 – Sunday, March 1, 2026</p> <p>TExES Competencies: 003: C., D., E.; 004: D., E., F., G.; 008: D., E.; 009: C., D., E., F.</p> <p>CACREP: 3.A.11, 3.E.9, *3.E.1., *3.E.15., *5.C.5.</p> | <ul style="list-style-type: none"> • Suicide • Non-Suicidal Self-Injury • Video #1 Due Appendix C • Video Reflection Paper #1 Due Appendix D to D2L & Tk20 | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Video #1 Due Appendix C • Video Reflection Paper #1 Due Appendix D to D2L & Tk20 |
| <p>7. Week of Monday, March 2 – Sunday, March 8, 2026</p> <p>TExES Competencies 003: A., D.; 004: C., G., J., K.; 009: H., I.; 010: A.</p> | <ul style="list-style-type: none"> • Switching Roles from Teacher to Counselor • Counseling Skills • Counseling Activities | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Informal Observation #2 (upload into Tk20 after signed by student, site supervisor, university supervisor) |
| <p>8. Week of Monday, March 9 – Sunday, March 15, 2026</p> | <ul style="list-style-type: none"> • SPRING BREAK! • Engage in self-care | <ul style="list-style-type: none"> • NO Monday Zoom Class Supervision |

| Class Dates | Class Topics | Assignments/Reading |
|---|--|--|
| <p>9. Week of Monday, March 16 – Sunday, March 22, 2026</p> <p>TExES Competencies: 004: B., G., H., K.; 009: H., I.</p> <p>CACREP: 3.A.11, 3.E.9, *3.E.1., *3.E.15., *5.C.5.</p> | <ul style="list-style-type: none"> • TExES Exam • School Counseling Notes • Psychosocial • HEADSSS Assessment • Video #2 Due Appendix C • Video Reflection Paper #2 Due Appendix D to D2L & Tk20 | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Video #2 Due Appendix C • Video Reflection Paper #2 Due Appendix D to D2L & Tk20 |
| <p>10. Week of Monday, March 23 – Sunday, March 29, 2026</p> <p>TExES Competencies: 002: A., B., G.; 003: D; 007: A.; 009: C., E., G., I.</p> | <ul style="list-style-type: none"> • Ethics • Ethical Case Scenario • Ethical Decision-Making Model | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment |
| <p>11. Week of Monday, March 30 – Sunday, April 5, 2026</p> <p>TExES Competencies: 002: C., 003: D., E., F.; 004: B., D., F., G., H., I; 009: G.</p> | <ul style="list-style-type: none"> • Ethics • Values • Submit Informal Observations Appendix E | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Informal Observation #3 (upload into Tk20 after signed by student, site supervisor, university supervisor) • Submit All Three Informal Observations to D2L Appendix E |

| Class Dates | Class Topics | Assignments/Reading |
|--|---|---|
| <p>12. Week of Monday, April 6 – Sunday, April 12, 2026</p> <p>TExES Competencies 003: E.; 004: D., F., H., K.; 009: C., I.; 010: B.</p> <p>CACREP: 3.A.11, 3.E.9, *3.E.1., *3.E.15., *5.C.5.</p> | <ul style="list-style-type: none"> • Ethics • Values • Video #3 Due Appendix C • Video Reflection Paper #3 Due Appendix D to D2L & Tk20 | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Video #3 Due Appendix C • Video Reflection Paper #3 Due Appendix D to D2L & Tk20 |
| <p>13. Week of Monday, April 13 – Sunday, April 19, 2026</p> <p>TExES Competencies: 002: A., B., G.; 003: D., F.; 006: A., C.; 009: C., D., E.</p> | <ul style="list-style-type: none"> • Group Counseling • Turn in TExES Constructed Response Appendix F to D2L | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Turn in TExES Constructed Response Appendix F to D2L |
| <p>14. Week of Monday, April 20 – Sunday, April 26, 2026</p> <p>TExES Competencies: 002: B.; 003: D., E., F.; 004: C., H.; 005: C.; 009: E.</p> | <ul style="list-style-type: none"> • Reflection on Counseling Sessions • Foundational Counseling Theory • Imposter Syndrome • Submit Certify Teacher Requirements | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Submit Certify Teacher Requirements |

| Class Dates | Class Topics | Assignments/Reading |
|--|--|---|
| 15. Week of Monday, April 27 – Sunday, May 3, 2026 TExES Competencies: 002: B.; 003: A., C., D., E., F.; 004: C., D., F., H.; 005: C, D; 006: D.; 007: F.; 009: D. CACREP: *3.C.11., *3.E.1., *3.E.15., *3.G.7., *5.C.5., 3.A.11. | <ul style="list-style-type: none"> • School Counseling Advocacy • Professional Identity • Student Advocacy • Remind Site Supervisor to complete your final evaluation • Finish Student Evals on Supervisors on Tk20 | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Remind Site Supervisor to complete your final evaluation • Finish Student Evals on Supervisors on Tk20 |
| 16. Week of Monday, May 4 – Sunday, May 10, 2026 | <ul style="list-style-type: none"> • Strength Bombardment • Hours and Site Supervisor Final Evaluations Appendix G to D2L and Tk20 logs | <ul style="list-style-type: none"> • Monday Zoom Class Supervision Meeting 6:30-8:00 pm central • Do Discussion Board, Post, and Comment • Turn in Hours and Site Supervisor Final Evaluations Appendix G to D2L and Tk20 logs |
| 17. Week of Monday, May 11 – Friday, May 15, 2026 | <ul style="list-style-type: none"> • Wrap up/Reflect | <ul style="list-style-type: none"> • NO Monday Zoom Class |

VII. EVALUATION AND ASSIGNMENTS

** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA 7 EDITION STYLE.

Discussion Board and University Supervision: (15 pts.) Students are required to reflect on their practicum experience weekly. Every week students will be required to write about their successes, new knowledge, something that was interesting, something that was difficult or challenging, an innovative technique observed or used, or something in regard to the practicum class. Students are required to participate and comment on at least one other person's thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week and must be written in formal, academic language. Follow directions to get full points each week. Late discussion board posts will not be accepted. Zoom Class Supervision Meetings are **non-negotiable** as they are a CACREP requirement for practicum and internship courses. These zoom group meetings will be 90 minutes in length. Please arrange your schedule to participate in those meetings, otherwise you will not be able to obtain hours for the week (See Appendix A for

Rubric). CACREP: 3.A.2., 3.A.3., 3.A.11., 3.A.12., *3.C.11, *3.E.1., 3.E.4., 3.E.5., 3.E.6., 3.E.8., 3.E.9., 3.E.13., 3.E.14, *3.E.15., 3.E.16, 3.E.17., 3.E.19., 3.E.20., 3.E.21., 3.F.2., 3.F.3., 3.F.4., 3.F.5., *3.G.7., *3.G.11, 3.G.14., 3.G.15., 5.C.1., 5.C.2., 5.C.3., 5.C.4., *5.C.5., 5.C.6., 5.C.7., 5.C.8., 5.C.9.; TExES Competencies: 007: D., 008: A., C.; 009: A., E., G.; 010: B.

Confidentiality Poster & Resource Assignment: (5 pts.) Students will create a creative confidentiality poster they can hang in their office based on the school they are placed in for practicum. Students may seek out examples to create their confidentiality poster but must list all the limits of confidentiality pertaining to the age of the clients at the site. Students will create a document for resources local to them and their clients to utilize throughout practicum and the future. Examples of resources: local mental health resources (private practice and agency), crisis services, doctors' offices, lawyers, job-seeking resources, and benefits offices (Social Security, DMV, SNAP Benefits, Medicaid, Medicare, CPS, etc.) (See Appendix B for Rubric).

CACREP: *3.E.15., *5.C.5.; TExES Competencies 007: C.; 008: E., G.; 009: F., I., J.; 010: D

Three Counseling Sessions & Three Video Reflection Papers: (20 pts. each for a total of 60 pts.) Students must turn in their Video Reflection Paper to Tk20 and D2L and submit their video to the professor. Students also have the option to have the teaching professor (university supervisor) observe their session via telehealth. Students will conduct three 45-minute counseling sessions with a client. The student must have a pre-observation conference with the professor at least 24 hours before the session. The instructor will provide feedback to the student using the rubric/rating form in a post-observation conference. Any skills' strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rubric/rating form. Students will receive a copy of the rubric/rating form. Videos of the counseling sessions are required and must be deleted after they have been graded. Students may email their video using google drive to the university supervisor due to file size. For students who are unable to record at their site, the teaching professor (university supervisor) may observe the session via telehealth. Students are required to write a video reflection paper on their counseling session identifying their strengths and weaknesses. Please use the template to reflect on your performance. APA 7 style is required, and cover pages and references should be included. (See Appendix C & D for Rubric). **Tk20 Link CACREP: 3.A.11, 3.E.9; KPI *3.E.1., *3.E.15., *5.C.5.; TExES Competencies: 003: E.; 004: D., F., H.; 005: C., E.; 008: B., D.; 009: I.**

Informal Observations (5 pts.): The university supervisor will conduct three informal observations throughout the semester. Students need to be prepared to address and reflect upon one of the school counselor professional standards in their post-conference. They will upload all three of their informal observation forms signed by the student, site supervisor, and university supervisor to D2L, and they will also be submitted to Tk20. (See Appendix E for Rubric). **TExES Competencies: 003: A., E.; 004: C., D.; 008: E.; 009: G.; 010: A., B.**

TExES Sample Constructed-Response (5 pts). Students will analyze information provided in exhibits, and citing specific evidence from the exhibits, write a response of 400-600 words in which they:

- identify one important need to address in individual school counseling for the student;
- describe one developmentally appropriate counseling strategy a school counselor could implement to address the need identified;
- explain why the strategy described would be effective in addressing the identified need;
- identify one step the counselor could take to involve others, as appropriate, in implementing the strategy described;
- explain one method the counselor could use to evaluate the effectiveness of the strategy described in addressing the identified need; and
- explain how the response is supported by relevant counseling theory.

• A cover sheet and reference page are not required (See Appendix F for Exhibits and Rubric). **TExES Competencies: 001: A., B.; 004: A., D., F., I.; 008: C., E., F.; 010: A.**

Certify Teacher Requirements (5 pts.): Students will upload proof of their 10-hour study mode mandatory requirement in Certify Teacher and proof that they passed 80% on each domain in one attempt on the mandatory practice exam in D2L. ***Please note that if students do not complete both of these requirements, they will receive an incomplete in the course.** **TExES Competencies: 001: A., B.; 002: A., G.; 003: A., C., D., E.; 004: A., D., F., K.; 008: C., E., F.; 009: H., I.; 010: A., B., C., D.**

Completion of 160 Hours and Satisfactory Site Supervisor Evaluation (5 pts.): Students are required to complete 160 hours of practicum. 60 hours must be direct service hours, and 100 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. A failure to perform satisfactorily throughout the semester, as reflected in the Site Supervisor Evaluation or University Supervisor Evaluation, will result in a PICS, and a possible failure of the class. Client welfare is extremely important, so any interpersonal, professional, or skill-related issues will be addressed. If they cannot be remediated, the student will be asked to retake the class or may be remediated in an alternative format (See Appendix G for Rubric). **CACREP: *3.C.11., *3.E.1., *3.E.15., *3.G.7., *5.C.5., 3.A.11.; TExES Competencies: 001: A., B., C., D.; 003: A., B., C., E.; 004: A., C., D., F.; 006: E.; 009: C., D., F.**

Assignments

| | Points |
|---|--------|
| 1. Online Assignments and Comments D2L | 15 |
| 2. Confidentiality Poster and Resource Assignment D2L | 5 |
| 3. Counseling Session #1 & Reflection Paper #1 D2L and Tk20 | 20 |
| 4. Counseling Session #2 & Reflection Paper #2 D2L and Tk20 | 20 |
| 5. Counseling Session #3 & Reflection Paper #3 D2L and Tk20 | 20 |
| 6. Informal Observations D2L and Tk20 | 5 |
| 7. TExES Constructed-Response D2L | 5 |
| 8. Certify Teacher Requirements D2L | 5 |
| 9. Completion of 160 Hours and Satisfactory Site Supervisor Evaluation D2L | 5 |

Total Points 100

Grade Classifications:

- A = 90-100

- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. To fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on review and retention, refer to the handbook.

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones or text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing distractions during class.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

Student Handbook:

Refer to: [Student Handbook](#)

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information

regarding campus carry, please refer to the University's webpage at: [Campus Carry Rules and Policies](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a welcoming and belonging campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

*Please refer to your Clinical Mental Health student handbook, and your practicum and internship manual located within the D2L shell for review.

Desire-to-Learn (D2L):

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of "W" check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements:

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered as a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.***

****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties on the course, there is also a student helpdesk available to you.

The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule:

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy:

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy:

College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy:

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit

drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process:

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Active Shooter:

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law:

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [online title IX reporting](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [title IX website](#)

***Notice** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

X. RESOURCES

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Author.

Academia (2021). *About*. Retrieved from [Article](#)

American Counseling Association (2021). *About* Retrieved from [Article](#)

American Psychological Association (2021). *About*. Retrieved from [Article](#)

Zambrano, E., Cox, E., Kessel, S., Lerman, E., Solmonson, L., Wines, L. (2018). The Texas model for comprehensive school counseling programs (5th ed.). Texas Counseling Association.

XI. SUGGESTED RESOURCES

Bambrick-Santoyo, P. (2019). *Driven by Data 2.0*. Hoboken, NJ: John Wiley and Sons, Inc.

Curry, J. R., & Milsom, A. (2017). *Career and College Readiness Counseling in P-12 Schools* (2nd ed). New York, NY: Springer Publishing Company.

Hays, D. G. (2017). *Assessment in Counseling: Procedures and Practices* (6th ed). Alexandria, VA: American Counseling Association.

Hays, D. G., & Erford, B. T. (2017). *Developing Multicultural Counseling Competence: A Systems Approach* (3rd ed). New York, NY: Pearson Education, Inc.

Lemov, D. (2015). *Teach Like a Champion 2.0* (2nd ed). Hoboken, NJ: John Wiley and Sons, Inc.

McCormick, C. B., & Scherer, D. G. (2018). *Child and Adolescent Development for Educators* (2nd ed). New York, NY: The Guilford Press.

Remley, T. P., Rock, W. D., & Reed, R. M. (2017). *Legal and Ethical Issues in School Counseling* (4th ed). Alexandria, VA: American School Counselor Association.

Sklare, G. B. (2014). *Brief Counseling That Works* (3rd ed). Thousand Oaks, CA: Corwin Press, Inc.

Stone, C. (2017). *School Counseling Principles: Ethics and Law*. Alexandria, VA: American School Counselor Association.

Texas Counseling Association (2018). *The Texas Model for Comprehensive School Counseling Programs* (5th ed). Austin, TX: Texas Counseling Association.

Texas Counseling Association (2020). *The Texas Evaluation Model for Professional School Counselors (TEMPSC)* (3rd ed). Austin, TX: Texas Counseling Association.

Vernon, A., & Schimmel, C. J. (2018). *Counseling Children and Adolescents* (5th ed). San Diego, CA: Cognella Academic Publishing.

Young, A., & Kaffenberger, C. (2018). *Making DATA Work* (4th ed.). Alexandria, VA: American School Counselor Association.

Zyromski, B., & Mariani, M. A. (2016). *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice*. Thousand Oaks, CA: Sage Publications, Inc.

XII. APPENDICES

Appendix A

Discussion Board and Class Supervision (15 pts.)

CACREP Standards Addressed:

CACREP: 3.A.2., 3.A.3., 3.A.11., 3.A.12., *3.C.11, *3.E.1., 3.E.4., 3.E.5., 3.E.6., 3.E.8., 3.E.9., 3.E.13., 3.E.14., *3.E.15, 3.E.16, 3.E.17., 3.E.19., 3.E.20., 3.E.21., 3.F.2., 3.F.3., 3.F.4., 3.F.5., *3.G.7., *3.G.11, 3.G.14., 3.G.15., 5.C.1., 5.C.2., 5.C.3., 5.C.4., *5.C.5., 5.C.6., 5.C.7., 5.C.8., 5.C.9.; TExES Competencies: 007: D., 008: A., C.; 009: A., E., G.; 010: B.

Students will receive participation points each week that goes into their final grade.

Rubric of Discussion Board and Class Supervision (Possible 15 Pts.)

| Points Earned | Week | Comments |
|---------------|-----------------|----------|
| _____ | Week 1 (1 pt.) | |
| _____ | Week 2 (1 pt.) | |
| _____ | Week 3 (1 pt.) | |
| _____ | Week 4 (1 pt.) | |
| _____ | Week 5 (1 pt.) | |
| _____ | Week 6 (1 pt.) | |
| _____ | Week 7 (1 pt.) | |
| _____ | Week 9 (1 pt.) | |
| _____ | Week 10 (1 pt.) | |
| _____ | Week 11 (1 pt.) | |
| _____ | Week 12 (1 pt.) | |
| _____ | Week 13 (1 pt.) | |
| _____ | Week 14 (1 pt.) | |
| _____ | Week 15 (1 pt.) | |
| _____ | Week 16 (1 pt.) | |

Total Points Earned _____ / 15 points

Appendix B

Confidentiality Poster & Resource Assignment: (5 pts.)

CACREP: *3.E.15., *5.C.5.; TExES Competencies 007: C.; 008: E., G.; 009: F., I., J.; 010: D

Rubric of Confidentiality Poster and Resource Assignment (Possible 5 Pts.)

| Criterion | .25 Improvement Needed | .5 Developing | .75 Proficient | 1 Accomplished | Points |
|------------------------------------|--|--|---|---|--------|
| Limits of Confidentiality | Student did not address the limits of confidentiality. | Student partially addressed the limits of confidentiality. | Student adequately addressed the limits of confidentiality. | Student thoroughly and clearly addressed the limits of confidentiality. | |
| Developmentally Appropriate | Student did not consider the developmental level of the target audience. | Student partially considered the developmental level of the target audience. | Student adequately considered the developmental level of the target audience. | Student expertly tailored content to the developmental level of the target audience. | |
| Clarity and Organization | Information is unclear and poorly organized. | Information is somewhat clear but lacks full organization. | Information is clear and mostly well-organized. | Information is exceptionally clear, concise, and well-organized. | |
| Creativity and Engagement | Poster lacks creativity and does not engage the target audience. | Poster shows minimal creativity and somewhat engages the target audience. | Poster is creative and engages the target audience. | Poster is highly creative, visually appealing, and fully engages the target audience. | |
| Resource Document | Student did not provide a resource list or the list is incomplete. | Student provided a partial resource list with some relevant information. | Student provided a complete and relevant resource list. | Student provided a comprehensive, relevant, and well-organized resource list. | |

| | | | | |
|----------------------|--|--------|---|--|
| Total Points Awarded | | Out of | 5 | |
|----------------------|--|--------|---|--|

Appendix C

Counseling Session (20 pts.)

CACREP: 3.A.11, 3.E.9, *3.E.1., *3.E.15., *5.C.5.

TExES Competencies: 003: E.; 004: D., F., H.; 005: C., E.; 008: B., D.; 009: I.

Turn this into D2L and Tk20.

Recorded Counseling Session Packet
Faculty Evaluation of Student

Counselor Name:

University Supervisor Name:

Date:

Start Time:

End Time:

| | Counseling Skills | # of Times Demonstrated | Comments |
|---|--|-------------------------|----------|
| 1 | Positive Regard/Genuine /Empathy And Validation. | | |
| 2 | Minimal Encouragers/Accents | | |
| 3 | Eye Contact/Body Posture/Active Listening | | |
| 4 | Appropriately uses Supportive Confrontation | | |
| 5 | Uses Silence Appropriately | | |
| 6 | Restatements | | |
| 7 | Verbal Following | | |

| | | | |
|----|--|-------------------------|----------|
| 8 | Paraphrase | | |
| 9 | Summary | | |
| 10 | Reflection of Feeling | | |
| 11 | Reflection of Meaning and Interpretation | | |
| 12 | Uses Opened Ended Questions Appropriately and on a Minimal Basis | | |
| 13 | Sharing-Feedback/Here-and-Now | | |
| 14 | Focusing Statements | | |
| 15 | Uses Clarifying Statements | | |
| 16 | Observing Themes/Patterns | | |
| 17 | Acknowledge Nonverbal Bx | | |
| 18 | Reframing Statements | | |
| 19 | Appropriate Pacing | | |
| 20 | Use of Ethics and Multicultural Competence | | |
| | Theory | # of Times Demonstrated | Comments |
| 22 | Assessment Using Theory | | |
| 23 | Uses 2 Theoretically Based Techniques | | |
| 24 | What theory was used and how did it help manage the session? | | |
| | Inappropriate Items | | Comments |

| | | # of Times Demonstrated | |
|----|---|----------------------------|----------|
| 25 | Sympathy/Reassuring | | |
| 26 | Advising | | |
| 27 | Judging | | |
| 28 | Educating/Teaching | | |
| 29 | Going for the Solution | | |
| 30 | Interrogating | | |
| 31 | Lengthy Descriptive Statements | | |
| 32 | “Why” questions | | |
| 33 | Too many “How does that make you feel?” | | |
| 34 | Shifting Topics | | |
| 35 | Third Person Counseling - Someone not in session | | |
| 36 | Not giving yourself time to think | | |
| 37 | Getting ahead of client | | |
| 38 | Poor balance of reflections/questions/ restatements | | |
| 39 | Uses Closed Questions | | |
| | Supervision | # of Times Demonstrated | Comments |
| 41 | Open, positive discussion | | |
| 42 | Emotionality in supervision | | |
| 43 | Receptivity to feedback | | |
| 44 | Participation in supervision (bring content) | | |
| 45 | Submission of all materials | | |
| 46 | Adheres to procedure and takes initiative | | |
| 47 | Fulfillment of supervision tasks | | |

Session Summary:

Recorded Counseling Session Grading Rubric

| Criteria | Needs Improvement .25 | Developing .5 | Proficient .75 | Accomplished 1 | Points |
|---|--|--|--|--|--------|
| Does an Introduction, Informed Consent, and Goes Over Confidentiality. | Fails to introduce self effectively. Does not provide a clear explanation of counseling theory, client rights, or confidentiality limits. Fails to obtain explicit consent or ensure client comprehension. | Somewhat introduces self. Somewhat provides a clear explanation of counseling theory, client rights, or confidentiality limits. Struggles to obtain explicit consent or ensure client comprehension. | Generally, introduces self. Generally, provides a clear explanation of counseling theory, client rights, or confidentiality limits. Is able to obtain explicit consent or ensure client comprehension. | Thoroughly introduces self. Thoroughly provides a clear explanation of counseling theory, client rights, or confidentiality limits. Obtains explicit consent or ensure client comprehension. | |
| Establishes Rapport with the Client. | Does not establish rapport effectively, neglects informed consent and confidentiality. | Somewhat establishes rapport, attempts informed consent and confidentiality discussion. | Generally, establishes rapport, obtains consent, and discusses confidentiality adequately. | Consistently establishes rapport, obtains informed consent, and discusses confidentiality effectively. | |
| Clinically Explores problem(s) | Fails to explore client's issues effectively, lacks appropriate questioning or listening. | Attempts to explore client's issues but lacks depth or thoroughness in questioning. | Adequately explores client's issues with appropriate questioning and listening skills. | Thoroughly explores client's issues with insightful questioning and active listening. | |
| Attends to Basic Needs of the Client | Fails to attend to client's basic needs adequately during the session. | Occasionally attends to client's basic needs but may be inconsistent. | Generally, attends to client's basic needs but may overlook some aspects. | Consistently attends to client's basic needs throughout the session. | |
| Congruent Verbal and | Shows incongruent or | Displays some congruent | Generally, displays | Demonstrates congruent | |

| | | | | | |
|--|--|---|--|--|--|
| Nonverbal behavior | inappropriate verbal and nonverbal behavior. | behavior but may be inconsistent. | congruent verbal and nonverbal behavior. | verbal and nonverbal behavior consistently. | |
| Uses Active Listening | Demonstrates poor active listening skills during the session. | Attempts active listening but may not sustain it consistently | Engages in active listening for the majority of the session. | Actively listens throughout the session, demonstrating understanding and empathy. | |
| Closed Ended Questions | Frequently uses closed-ended questions. | Uses a moderate amount of closed-ended questions. | Sometimes uses closed-ended questions. | Rarely uses closed-ended questions. | |
| Open-Ended Questions | Overuses open-ended questions and lacks appropriate use of open-ended questions. | Uses open-ended questions occasionally but relies more on closed-ended questions. | Uses a suitable amount of open-ended questions. | Effectively employs appropriate and clinical open-ended questions. | |
| Shows Ability to Use Higher Level Counseling Skills Throughout the Session. | Does not demonstrate higher level counseling skills during the session. | Attempts to use higher level skills but lacks consistency or effectiveness. | Shows ability to use higher level counseling skills appropriately. | Demonstrates advanced counseling skills consistently throughout the session. | |
| Uses two (2) Well-Developed Theoretically-Based Techniques | Does not use any theoretically-based techniques within the session. | Uses one theoretically-based technique within the session. | Uses two theoretically-based techniques but lacks depth within the session. | Skillfully uses two or more theoretically-based techniques with confidence within the session. | |
| Has Empathic Attunement | Lacks empathy or understanding of client's emotions during the session. | Attempts to demonstrate empathy but lacks depth or understanding. | Shows empathy and understanding of client's emotions throughout the session. | Displays empathic understanding and attunement with the client's emotions effectively | |

| | | | | | |
|--|---|--|--|---|--|
| Has Positive Body Language and Posture | Displays negative or inappropriate body language and posture. | Shows some positive body language but may be inconsistent. | Displays generally positive body language and posture. | Maintains positive body language and posture consistently. | |
| Confronts the Client When Needed | Avoids necessary confrontation or handles it inappropriately. | Attempts to confront client but lacks effectiveness or appropriateness. | Effectively confronts client when needed to promote therapeutic goals. | Appropriately confronts client when necessary, fostering insight and progress. | |
| Uses Self-Disclosure Appropriately | Uses self-disclosure inappropriately or excessively during the session. | Attempts to use self-disclosure but lacks appropriateness or effectiveness. | Uses self-disclosure in a balanced manner to benefit therapeutic relationship. | Uses self-disclosure appropriately to enhance therapeutic rapport and understanding | |
| Uses Evidence-Based Theory throughout the Session | Does not apply evidenced-based theory or theories appropriately during the session. | Attempts to apply evidenced-based theory or theories but lacks consistency or integration. | Integrates evidenced-based theory or theories into the counseling process. | Consistently applies evidenced-based theory or theories appropriately throughout the session. | |
| Times using Interventions Appropriately | Inconsistently times interventions, impacting client engagement or progress. | Attempts to time interventions but may miss opportunities or misjudge timing. | Generally, times interventions effectively to support client needs. | Times interventions appropriately, maximizing their impact on client progress. | |
| Shows Counselor Confidence | Demonstrates lack of confidence in counseling abilities during the session. | Shows some confidence but may appear hesitant or unsure at times. | Displays confidence in counseling abilities for the majority of the session. | Demonstrates strong confidence in counseling abilities throughout the session. | |
| Adheres to Multicultural Competencies and Ethical | Lacks awareness or adherence to multicultural | Shows some awareness of multicultural issues but may | Demonstrates awareness of multicultural issues and | Adheres to multicultural competencies and ethical | |

| and Legal Standards | competencies and ethical standards. | not consistently adhere to standards. | ethical standards. | standards consistently. | |
|---|--|--|---|--|--|
| Summarizes Session Before Wrapping Up | Does not provide a session summary or provides an ineffective summary. | Attempts to summarize session content but lacks clarity or completeness. | Summarizes session content adequately to review key points with client. | Provides a clear and effective summary of the session content before concluding. | |
| Maintains Professionalism throughout Session | Displays unprofessional behavior or demeanor during the session. | Shows some aspects of professionalism but may be inconsistent. | Generally, maintains professionalism in interactions and demeanor. | Maintains high level of professionalism throughout the session. | |
| Total Points out of 20 | | | | | |

Signature University Supervisor : _____

Signature Student Supervisee: _____

Signature of Student's Site Supervisor: _____

Appendix D

School Counseling Video Reflection Paper Outline

CACREP: 3.A.11, 3.E.9, *3.E.1., *3.E.15., *5.C.5.

TExES Competencies: 003: E.; 004: D., F., H.; 005: C., E.; 008: B., D.; 009: I.

Please turn in these assignments to Tk20 link as well as D2L.

Note there is not a page requirement for your paper but make sure to address each of the items listed below, using the items as headings.

Typing Instructions: Use APA 7 format

- Include APA coversheet
- Use first-level APA heading to clearly identify each section; use italicized words in question for heading; second-level headings optional
- Double-space; use APA paragraph formatting and margins
- Use in-text citations and references as needed to support your answers

1. Briefly describe the *demographics* of your client and the background you have with the client. What session number with client? First session with client? Informed consent explained? What are the client's goals for himself/herself?

2. Evaluate how you developed a *counseling relationship* with client(s). How effective were you? How does this fit within your broader understanding of your professional identity? Include strengths and areas for improvement. *Cite professional literature as necessary to support your answer.*

3. Evaluate your *personal reactions* to the client(s) and counseling process and how they may have affected treatment dynamics. Include strengths and areas for improvement.

4. Describe and evaluate your *rationales* for (a) choice of theory, (b) assessment approach, and (c) interventions, including an analysis of how these choices fit with client needs. Include strengths and areas for improvement. *Cite professional literature as necessary to support your answer.*

5. Evaluate your handling of *legal, ethical, and crisis issues*. Include strengths and areas for improvement.

6. Evaluate the *treatment and session outcome of your observed session*. How effective was this session and why? Include strengths and areas for improvement.

7. Evaluate the *client's life experiences*. How would you address these in future sessions and/or through advocacy efforts? *Cite professional literature as necessary to support your answer.*

8. Evaluate your overall *clinical skills*. Include strengths and areas for improvement.

9. Identify one *professional standard* you demonstrated in your counseling session. Describe how you addressed the professional standard. See professional standards below. Also, include how you addressed educational practices (i.e., provide flexibility in the ways information is presented; reduce barriers to instruction; provide appropriate accommodations; maintain high achievement expectations for all students).

Texas School Counselor Professional Standards

1. Learner-Centered Knowledge

- Counselors demonstrate knowledge of the developmental needs of students and apply counseling theories and techniques to foster student academic, career, social, and emotional development.
- They have a thorough understanding of child and adolescent development, individual and group counseling techniques, crisis intervention, and effective program implementation.

2. Learner-Centered Skills

- Counselors use effective communication, interpersonal, and counseling skills to develop strong relationships with students, parents, and staff.
- They implement strategies for individual and group counseling, assess student needs, and provide guidance in academic, career, and personal/social domains.
- Skills also include using data to inform and evaluate the impact of counseling programs and interventions.

3. Learner-Centered Process

- This domain focuses on implementing comprehensive, data-driven school counseling programs that are aligned with the Texas Model for Comprehensive School Counseling Programs.
- Counselors manage and deliver services that support students' academic, career, and personal/social growth, while also coordinating with other school staff and external resources.

4. Learner-Centered Excellence for All Learners

- Counselors advocate for and ensure equitable access to counseling services for all students.
- They promote fairness, recognizing and addressing barriers that may impede students' academic and personal success, ensuring that all students receive the necessary support to achieve excellence.

5. Learner-Centered Communications

- Counselors demonstrate effective communication and collaboration with learners, parents/guardians, school staff, and community members through oral, written, nonverbal, and digital methods, while adhering to ethical and legal standards.
- They utilize group dynamics, partnerships, and community resources to promote student success, facilitate positive change, and enhance college and career readiness through responsive interventions and engagement with stakeholders.

6. Learner-Centered Professional Development

- Counselors commit to ongoing professional growth and development. They engage in continuous learning to improve their skills, stay informed of current counseling practices, and adapt to changes in education and counseling.
- This involves attending professional development opportunities, joining professional organizations, and reflecting on their practice to ensure high standards of ethical and professional conduct.

Appendix E

Informal Observations (5 pts.) **TEExES Competencies: 003: A., E.; 004: C., D.; 008: E.; 009: G.; 010: A., B.** Upload in D2L and Tk20

Informal Observations Rubric

| Criteria | 1 - Needs Improvement | 2 - Developing | 3 - Satisfactory | 4 - Proficient | 5 - Exemplary |
|---|--|--|---|---|---|
| Preparedness | Unprepared; lacks materials and organization. | Somewhat prepared but missing key materials. | Adequately prepared with most necessary materials. | Well-prepared with all materials and resources. | Exceptionally prepared with thorough organization and attention to detail. |
| Educational Practice | No educational practice or theory is addressed. | Educational practice is vaguely or inappropriately related. | Educational practice is addressed but lacks clarity or relevance. | Clearly addresses an educational practice related to a professional standard. | Thoroughly and insightfully addresses an educational practice related to a professional standard. |
| Connection to Professional Standards | No connection to professional standards. | Minimal connection to professional standards. | Some connection to professional standards but lacks depth. | Clear and relevant connection to professional standards. | Strong, comprehensive connection to professional standards, with insightful application. |
| Reflection | Reflection is absent or superficial. | Reflection is present but lacks depth or insight. | Reflection is present but basic and lacks critical analysis. | Reflects thoughtfully with good insight into practice and improvement. | Reflection is deeply thoughtful, showing critical analysis and a strong commitment to growth. |
| Engagement and Openness | Unengaged; closed off to feedback or discussion. | Minimally engaged; shows some openness but hesitant to feedback. | Engaged; somewhat open to feedback and discussion. | Highly engaged and open; responsive to feedback and | Fully engaged, consistently open to feedback, highly responsive, and |

| Criteria | 1 - Needs Improvement | 2 - Developing | 3 - Satisfactory | 4 - Proficient | 5 - Exemplary |
|----------|-----------------------|----------------|------------------|---------------------------|------------------------------|
| | | | | willing to discuss ideas. | collaborative in discussion. |

Appendix F

TExES Sample Constructed-Response Question (5 pts.)

TExES Competencies: 001: A., B.; 004: A., D., F., I.; 008: C., E., F.; 010: A.

General Directions

This question requires you to demonstrate your knowledge of the subject area by providing an in-depth written response. Read the question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Exhibits for the constructed-response question will be presented in a tabbed format on the computer-administered test. You will have the ability to move between exhibits by clicking on the tab labels at the top of the screen.

An on-screen answer box will be provided on the computer-administered test. The answer box includes a white response area for typing your response, as well as tools along the top of the box for editing your response. A word counter that counts the number of words entered for the response is also provided in the lower left corner of the box. Note that the size, shape, and placement of the answer box will depend on the content of the assignment.

Sample Assignment

Use the information in the exhibits to complete the assignment that follows.

Analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of **400–600 words** in which you:

- identify one important need to address in individual school counseling for Jimmy;
- describe one developmentally appropriate counseling strategy a school counselor could implement to address the need you identified;
- explain why the strategy you described would be effective in addressing the identified need;

- identify one step the counselor could take to involve others, as appropriate, in implementing the strategy you described;
- explain one method the counselor could use to evaluate the effectiveness of the strategy you described in addressing the identified need; and
- explain how your response is supported by relevant counseling theory.

Description of Student

A school counselor receives a referral for Jimmy, a sixth-grade student who has been exhibiting increased behavioral issues at school. Concerns related to Jimmy's social skills and work habits have also been noted by school staff members. In preparation for individual counseling with Jimmy, the counselor reviews additional information.

Referral Form

| |
|---|
| School Counseling Referral Form |
| Student Name: Jimmy T. |
| Grade: 6 |
| Referred by: S. Nickels, homeroom teacher |
| Reason for Referral |
| <input checked="" type="checkbox"/> Change in behavior |
| <input checked="" type="checkbox"/> Change in social skills |
| <input checked="" type="checkbox"/> Change in work habits |
| <input checked="" type="checkbox"/> Personal/family concern |
| Additional concerns or information related to this referral: |
| Jimmy has exhibited increasing difficulties at school. He has engaged in verbal and physical altercations with other students. He typically does not complete or hand in homework assignments or projects, which impacts his grades. Jimmy also does not participate in classroom discussions and often puts his head down on his desk or draws pictures. He has several friends in his classes but has issues getting along with some students. Jimmy scores very high on quizzes and tests in all classes. It should be noted that Jimmy enrolled as a new student this year after living in another state. |
| Steps taken to address concern (check all that apply) |

- Student conference
- Parent/guardian conference
- Discipline referral
- Behavior contract
- Academic support

Have these concerns been discussed with the student's parents/guardians?

Yes, these concerns have been discussed with Jimmy's parents.

Outcome of the discussion:

A conference was held with Jimmy's parents during the first month of school. Jimmy's parents stated that his father was relocated to the area several months ago due to a job opportunity. They reported changes in Jimmy's behavior and social skills at home. His parents mentioned that they have spoken with Jimmy about his behavior in school and he states, "I am fine." Jimmy has also stated that he misses his previous school and friends and wants to move back. Jimmy has not established any close friends in the neighborhood.

Please rate the severity of this referral on the scale below.

| Less Serious | | | Moderately Serious | | | | Very Serious | | |
|--------------|---|---|--------------------|---|---|---|--------------|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Student Interest Inventory Excerpt

Excerpt from Student Interest Inventory

Name: Jimmy T.

Grade: 6

Date: September 26

1. What is your favorite class in school and why?

My favorite class is gym because I enjoy playing games and sports.

2. What is your least favorite class in school and why?

My least favorite class is science because I do not really like some of my classmates and I am usually really bored. My teacher also calls on me

sometimes to answer questions and I don't like being put on the spot to speak out loud in front of all my classmates.

3. If you could change anything about school what would it be?

I wish I could pick out people I want to have class with. Some students in my classes are really annoying. I also wish my friends from my other school would go to school with me. I really miss them. I would also get rid of homework assignments.

4. What do you want to be when you grow up?

I want to become an electrical engineer or a pharmacist.

5. What are your hobbies outside of school?

I enjoy playing computer games and watching movies.

6. What is a past accomplishment that made you feel proud of yourself?

I felt proud of myself when I won a computer game this week.

Excerpt from Classroom Incident Reports

Excerpts from Jimmy's Classroom Incident Reports (from the assistant principal's notes)

Wednesday, September 12

Jimmy had difficulty completing the English language arts assignment today. The assignment involved working in groups to brainstorm potential solutions to a problem described in an assigned homework article. Jimmy stated that he preferred to work alone. When Jimmy was asked to try working with his group he stated, "No" and walked out of the classroom. After I spoke with Jimmy, he apologized and said that he did not read the article for homework.

- English Language Arts Teacher

Tuesday, September 18

Jimmy demonstrated a strong understanding of math concepts being taught today. I asked him to assist several other students who were having difficulties with the math concepts after he finished the assignment and he agreed. Jimmy worked with the other students until almost the end of class. At the end of class, one student made an inappropriate comment to one of the students that Jimmy was assisting. I intervened and informed the student that his comment was extremely inappropriate, but Jimmy went up to the other

student and verbally threatened harm. Both Jimmy and the other student were written up. They agreed not to speak to each other.

- Math Teacher

Friday, September 21

Jimmy received a 98 on today's science test. He was the first person in the class to complete the test and I was able to correct it before the end of class. I allowed Jimmy to read a book of his choice while other students finished their tests. Another student made a rude comment to Jimmy in passing. The student got out of his seat and verbally threatened to assault Jimmy. Jimmy lunged at the other student and a physical altercation ensued. The principal was called. Jimmy and the other student each received a three-day in-school suspension.

- Science Teacher

Tuesday, September 25

Jimmy was written up today for refusing to complete an assignment in Spanish class. He stated that he was tired, did not feel like completing the assignment, and put his head on his desk throughout the entire class.

- Spanish Teacher

Tuesday, October 2

Jimmy refused to work with another student during science class. He stated that he did not like the other student because the student was rude to other classmates. Jimmy walked out of class for several minutes without permission before returning.

- Science Teacher

Scoring Rubric

| Score Point | Score Point Description |
|-------------|---|
| 5 | <p>The "5" response reflects a thorough understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none">• The response fully addresses all parts of the assignment. |

| | |
|---|---|
| | <ul style="list-style-type: none">• The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills.• The response provides strong, relevant evidence, specific examples, and well-reasoned explanations. |
| 4 | <p>The "4" response reflects a general understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none">• The response addresses most or all parts of the assignment.• The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills.• The response provides sufficient evidence, some examples, and generally sound explanations. |
| 3 | <p>The "3" response reflects a limited understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none">• The response addresses at least some of the parts of the assignment.• The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills.• The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate. |
| 2 | <p>The "2" response reflects little understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none">• The response addresses, few, if any, parts of the assignment.• The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills.• The response provides little to no evidence, and if provided, examples or |

| | |
|---|--|
| | explanations are weak or inappropriate. |
| 1 | <p>The "1" response reflects no understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none">• The response minimally addresses parts of the assignment.• The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills.• The response provides no evidence. |

Texas Education Agency. (2021). Preparation Manual.

http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_CRI_252.htm

Appendix G

Completion of 160 Hours and Satisfactory Site Supervisor Evaluation (5 Pts.) **Please have your site supervisors turn in their final evaluation to Tk20.** Students are required to complete 160 hours of practicum. 60 hours must be direct service hours, and 100 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. A failure to perform satisfactorily throughout the semester, as reflected in the Site Supervisor Evaluation, will result in a PICS, and a possible failure of the class. Client welfare is extremely important, so any interpersonal, professional, or skill-related issues will be addressed. If they cannot be remediated, the student will be asked to retake the class or may be remediated in an alternative format. CACREP: ***3.C.11., *3.E.1., *3.E.15., *3.G.7., *5.C.5., 3.A.11. TExES**

Competencies: 001: A., B., C., D.; 003: A., B., C., E.; 004: A., C., D., F.; 006: E.; 009: C., D., F.

Completion of 160 Hours and Satisfactory Site Supervisor Evaluations (Possible 5 Pts.)

| Criterion | 0 Improvement Needed | .5 Developing | .75 Proficient | 1 Accomplished | Points |
|--|----------------------------|---------------------|-------------------|--------------------------------|--------|
| At least 60 direct hours | Not Completed | Partially Completed | Completed | Completed, with good attitude. | |
| At least 100 indirect hours | Not Completed | Partially Completed | Completed | Completed, with good attitude. | |
| Completed Site and University Supervision | Not Completed | Partially Completed | Completed | Completed, with good attitude. | |
| Student's Supervisors (site and university) evaluations are completed | Not Completed | Partially Completed | Completed | Completed, with good attitude. | |
| Student maintained appropriate codes | Not Completed | Partially Completed | Completed | Completed, with good attitude. | |

| | | | | | |
|---|--|--|------------------------|--|--|
| of ethics and professionalism within the class, and on site. | | | | | |
| Total Points Awarded | | | Out of 5 points | | |

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.