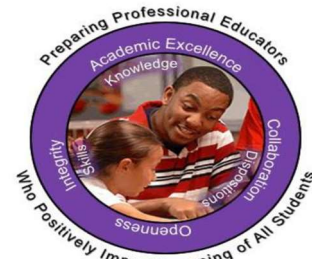




**James I Perkins College of Education  
Human Services Department  
COU 594.020 – Practicum  
Fall 2019**

**Instructor:** Leigh Kirby, Ph.D., LPC  
**Office:** Human Services Building, Room 229  
**Phone:** (214) 417-9780  
**Email:** leigh.kirby@sfasu.edu  
**Course Time/Location:** W 7:15pm to 9:45pm  
 Ferguson Liberal Arts 292



**Course Credits:** 3 hours  
**Prerequisites:** Completion of Tier I Courses, COU 591,  
 Admission to Candidacy, and Program Approval  
**Office Hours:** Tues 10:00 – 1:00  
 & Thurs 2:00 – 4:00  
 Or by appointment

**Course Description:**

The practicum provides the opportunity to apply the content of core curriculum areas through practical experience as a counselor, primarily in the SFASU Counseling Clinic. This course includes a one hour individual instruction plus one-and-a-half-hour group supervision, and 16 hours in the clinic are required per week. Prerequisite: Completion of Tier I courses and COU 591 and admission to candidacy and program approval. Students are required to carry professional liability insurance for this course.

**Course Format:**

This course will utilize a variety of teaching methods including readings, discussions, class activities, experiential groups, and exams. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities and assignments, and exam performance.

**Required Texts:**

Hodges, S. (2016). The counseling practicum and internship manual: A resource for graduate counseling students, (2nd ed.). Springer Publishing Company: New York, NY.  
 ISBN: 9780826128430

Face-to-Face Lecture

Typically meets once each week in 150-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to take regular reading quizzes and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

### **Program Learning Outcomes**

#### ***Professional Orientation and Ethical Practice (CACREP 2.F.1)***

Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

#### ***Social and Cultural Diversity (CACREP 2.F.2)***

Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

#### ***Human Growth and Development (CACREP 2.F.3)***

Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

#### ***Career Development (CACREP 2.F.4)***

Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

#### ***Counseling and Helping Relationships (CACREP 2.F.5)***

Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

#### ***Group Counseling and Group Work (CACREP 2.F.6)***

Students demonstrate competency in preparing and facilitation of group counseling.

#### ***Assessment and Treatment Planning (CACREP 2.F.7)***

Students identify effective assessment strategies in order to facilitate treatment planning.

#### ***Research and Program Evaluation (CACREP 2.F.8)***

Students evaluate research methods to inform evidence-based practice.

### **Program and Student Learning Outcomes**

The mission of the Perkins College of Education (PCOE) is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, the Masters of Arts degree in Professional Counseling located in the Department of Human Services in the PCOE supports this mission. Specifically, as described in this syllabus, COU 594 follows the mission, vision and core values of the PCOE as they align with the counseling curriculum, clinical experiences, and assessments.

Through the activities and objectives in COU 594 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular practical experience providing counseling services, supervision, and case presentations, students will gain academic and professional excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas.

### **Objectives/Learning Outcomes**

Student Learning Outcomes	Activities (*Indicates a field-based activity)	Performance Assessment	Standards
---------------------------	--	------------------------	-----------

Demonstrates the ability to apply and adhere to ethicA2:D10a1 and legal standards in clinical mental health/rehabilitation counseling	Direct client contact Individual and group supervision	Review of sessions	CACREP CMH C.2.1
Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling	Direct client contact Individual and group supervision	Mid-term and Final Evaluations Case Presentations	CACREP CMH C.3.b
Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling	Direct client contact Individual and group supervision	Mid-term and Final Evaluations Case Presentations	CACREP F.2.c CACREP F.5.d
Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	Direct client contact Individual and group supervision	Mid-term and Final Evaluations	CACREP CMH 2.e
Demonstrates ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Direct client contact Individual and group supervision	Mid-term and Final Evaluations Video Evaluation	CACREP F.3.i
Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for case conceptualization, treatment planning and caseload management	Direct client contact Individual and group supervision	Mid-term and Final Evaluations Video Evaluation	CACREP F.5.g CACREP F.7.b CACREP F.7.c CACREP F.7.d CACREP CMH 3.a
Effectively utilizes screening and assessment tools for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Direct client contact Individual and group supervision	Mid-term and Final Evaluations	CACREP F.7.e CACREP F.7.k CACREP F.7.l CACREP CMH 3.a
Develops developmentally appropriate measurable outcomes for clinical mental health counseling/career counseling programs, interventions, and treatments that are evidence based	Direct client contact Individual and group supervision	Case Notes	CACREP F.5.h CACREP F.5.i CACREP F.5.j CACREP F.8.b

Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments	Direct client contact Individual and group supervision	Mid-term and Final Evaluations Case Notes	CACREP CMH C.2.b CACREP CMH C.2.d
Demonstrates effective record keeping and documentation	Individual and group supervision	Case Notes	CACREP CMH C.2.m
Provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process	Direct client contact Individual and group supervision	Mid-term and Final Evaluations	
Demonstrate an understanding of the role of counseling supervision in the profession	Individual and group supervision Textbook	Mid-term and Final Evaluations Personal Learning Plan	CACREP F.1.m
Utilizes strategies to promote client understanding of and access to a variety of community-based resources	Direct client contact	Mid-term and Final Evaluations	CACREP F.5.k
Engages in processes to aid in developing a personal model of counseling	Direct client contact Individual and group supervision	Mid-term and Final Evaluations Video Evaluation	CACREP F.5.n

### COURSE REQUIREMENTS:

**Practicum Hours:** Students are required to accrue a minimum of **100 hours** of counseling practicum experience, with a minimum of **40** direct hours and **60** indirect counseling hours. To provide continuity of care to clients, students will be required to continue to see clients until the next transition period, which may result in excess hours. Check with faculty of record for any clarification in direct/indirect hours. Practicum hours are a requirement, but do not weigh heavily with the overall grade for practicum.

**Direct client contact hours** largely are defined as face-to-face counseling/consulting with a client. A limited amount of counseling on the telephone may be counted toward direct hours as determined by faculty of record.

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

**Individual Supervision:** All counseling sessions are to be recorded for supervision. Students will receive a minimum of one hour of individual supervision per week with site supervisor. Items required for each supervision session are 2 copies of the weekly log and completion of video review with comments in the video system. The notes should be a self-evaluation of what the student felt was done well and where improvement could have been demonstrated. All *Therascribe* notes and assessments are to be up to date at the time of the weekly supervision.

**Group supervision:** Students will meet for group supervision once a week for a minimum of 1.5 hours. For each supervision class, be prepared to present a summary of your cases. See D2I for specifics. The group time will be used to process cases accompanied by video record, discuss current problems, provide peer feedback, engage in professional growth experiences, and practice/demonstrate counseling skills.

**Practicum Log & Practicum Weekly Supervision Form:** Students will keep the official Practicum log, which can be found on D2L, includes activity, duration and accrued hours. Students must also keep a detailed supervision form in which they list their activities with the following information: date, the name of the client (use client initials), a brief statement of goals, content of the session, recommendations, demonstrated strengths and areas of improvement.

### **Weekly Review**

Students are expected to reflect on weekly cases to communicate with instructor, evaluate development, and engage in self-appraisal. A part of your journal will have a weekly focus based on readings/chapters.

**Peer observations:** Students will complete two peer observations during the semester. The purpose is to give students an opportunity to recognize and assess performance of counseling skills while providing constructive feedback to fellow CIT. Students will meet to discuss the observation.

**Theoretical position statement:** Students are expected to write a one-page, single spaced statement describing their theoretical counseling position.

**Intervention demonstration:** Each student will select an intervention to demonstrate/role play for the class.

**Personal reflection paper:** Students will evaluate their counseling practicum experience in a 4 page paper in APA format. This paper will be due at the end of the semester.

**Participation.** Attendance is mandatory. You are expected to attend every class meeting. Our weekly sessions are required for successful completion of the course. You need to be present in the class to earn points. If you do need to miss a class meeting due to some emergency, please contact the instructor prior to the class session if at all possible.

**Supervision Assignment:** Students will explore the experience of supervision in a classroom and site by learning about supervision models and evaluating own expectations.

### **GRADING**

Hours/Documentation	40
Attendance/Individual and Group Supervision	50
Mid-Term and Final Evaluation	100
Participation in Class	20
Peer observations	50
Theoretical statement	50
Intervention	100
Reflection paper	100
Supervisory model	50
<b>TOTAL</b>	<b>560</b>

## EVALUATION

The course grade will be determined by the assessment of student, counseling, and professional behaviors. Although all areas are important, counseling behaviors will weigh more heavily in the final grade. Grades will be assigned according to an A, B, C, etc. format. Students must earn a minimum of a B for successful completion of the course and approval for to begin internship. Unless unusual or extenuating circumstances occur (e.g., medical, death, trauma, etc.) students are expected to complete the course requirements by the end of the semester. Students will receive a Mid-Term and Final Evaluation. The Mid-Term Evaluation will provide formative assessment information that should be utilized for improvement prior to the end of the semester. Students have to complete the required hours, show counseling competencies, and complete assignments to successfully pass the course. The final grade for the class will be a combination of completion of hours and requirements

### Student Behaviors

- Attendance and punctuality
- Timely submission/completion of required assignments (logs, client/case documentation, etc.)
- Participation in individual and group supervision
- Case presentations and theory articulation
- Critique of counseling sessions (personal and those of classmates)
- Ability to give and receive feedback
- Discussion of assigned materials

### Professional Behaviors

- Punctuality and attendance for all client appointments/clinic hours
- Appropriate hygiene and dress (no shorts, flip-flops, t-shirts with writing, excessively tight or revealing clothing, or clothing with rips or tears)
- Professional/respectful demeanor with clients, supervisor, faculty, and clinic staff
- Ethical behavior (confidentiality, etc.)
- Timely documentation of all client interactions in the electronic database in the clinic
  - Case notes
  - Contact attempts
  - Updates/changes
  - Data from outside sources

**Remember that when students are assigned clients, it is their responsibility to manage the case from start to finish.** Students are bound by the ACA code of ethics even if clients are not.

### Counseling Behaviors

- Case conceptualization
- Psychosocial intake
- Assessment and diagnosis
  - DSM-5 diagnoses with codes and specifiers
  - Systemic structures/issues
- Treatment planning
  - Problem(s)/issue(s)/symptom(s) clearly and accurately identified
  - Achievable goals
  - Appropriate interventions
  - Periodic review of treatment progress
- Case closing

- Basic counseling skills
  - Attending
  - Active listening
  - Reframing, paraphrasing
  - Interpreting
  - Challenging
  - Summarizing
  - Ability to build, maintain, and terminate therapeutic relationship effectively
  - Ability to manage client affect appropriately
  - Ability to recognize and explore countertransference and analyze counselor/client interactions
  - Openness to and implementation of supervisory feedback
  - Ethical behaviors

Students are expected to be familiar with the evidence-based practices (empirical research) in working with clients as well as familiarity with their chosen (recognized) counseling theory(ies).

**A** - The grade of **A** is reserved for **exceptional work** that greatly exceeds requirements for a **B**.

**Strengths:** To receive an **A**, students will demonstrate a **consistently high level of skill performance**, as well as, thorough preparation for individual and group supervision, and will maintain professional and ethical behavior with clients, students, faculty and staff. In addition, students will demonstrate a moderate degree of confidence; flexibility; ability to identify, understand, and employ client dynamics in-session; self-awareness of feelings and reactions; familiarity with the counseling approaches and appropriate supportive empirical literature; and the ability to demonstrate a level of consistency between his/her practice and counseling models/evidence-based treatment protocols. **Failure to complete assignments and session notes in *Therascribe* on a weekly basis and/or failure to complete the weekly video review will preclude a student from earning an A.**

**B** - A grade of **B** indicates above average performance regarding knowledge, counseling skills, and professional behavior in class and in the Clinic.

**Strengths:** Students earning a B will demonstrate effective use of the skills. These students will exhibit the ability to develop and maintain a therapeutic alliance with clients; clarify a problem, establish appropriate goals, and move toward a therapeutic end; use various challenging skills; self-awareness of feelings/reactions; and will be open to feedback in individual and group supervision.

**Deficiencies:** Students earning a B will be less consistent in employing skills such as processing client/counselor interactions and case conceptual skills; will struggle with understanding client dynamics and employing that understanding in a therapeutic manner; will experience difficulty demonstrating coherence between practice and counseling approaches/treatment protocols; and will have difficulty helping clients engage in self-exploration.

**C** - A grade of **C** is a passing grade but indicates sufficient deficits to prevent the student from progressing to internship without some remediation which may include but not be limited to retaking the practicum.

**Strengths:** Students earning a C will meet regularly with clients and supervisors; demonstrate a minimal ability to establish a therapeutic alliance with clients; conduct themselves in an ethical and professional manner; demonstrate professional/ethical behavior with clients and in supervision; and attempt to identify and explore relevant client problem.

**Deficiencies:** Students earning a C will demonstrate the deficiencies noted under the grade of B above; will have difficulty moving beyond basic counseling skills such as listening and reflecting; will experience difficulty in problem identification and in movement toward a therapeutic end; and will have difficulty accepting and implementing supervisory feedback.

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

Grading Criteria	
A = 89.5% or above B = 79.5 % to 89.4% C = 69.5% to 79.4% D = 59.5% to 69.4% F = 59.4% or below	This course emphasizes performance of counseling skill. Therefore, if a student scores the equivalent of a C (less than 79.5% of points). A grade of C will require the student to retake the course.

The D2L online system will cut off at the designated time and students will not be able to submit assignments after that time.

Late assignments will not be accepted. I strongly recommend you not wait until the last minute to prepare and submit assignments due to the potential for technology problems. Technology problems that occur within the last hour an assignment is open will not be accepted as justification for further consideration.

#### **Borderline grades.**

If the total number of a student's points is on the border of the next letter grade, no consideration for an adjustment will be given if s/he has missed any assignments (for whatever reason), received approval for a late assignment (for whatever reason), or did not attend all classes and participate appropriately in discussions (unless s/he has documented evidence of not being able to attend and/or speak).

#### **LiveText/Watermark Statement:**

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

**If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail [LiveText@sfasu.edu](mailto:LiveText@sfasu.edu).** Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**\*Failure to complete LiveText assignments will result in a grade of WH in the course.**

**Course Evaluations:** Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;



2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.

Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

### **Student Ethics and Other Policy Information:**

**Attendance** – Attendance and on time arrival are presumed and expected in all graduate courses. Because this is a skills-based course, experiential learning that occurs in class cannot be recaptured. For that reason, students are permitted to miss only one class (3 hours) with no penalty, but an email to the professor of the class is expected to determine whether the absence will be excused or not. Failure to notify the professor will result in the absence being unexcused and will result in a drop of one letter on the final grade. (2) With a second absence, a drop of one letter grade will occur. (3) A drop of an additional letter grade will occur for each subsequent absence.

**Academic Integrity** - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

### **Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to

- (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or
- (3) Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own.

Examples of plagiarism are

- (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and
- (2) Incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university.

**Most students who plagiarize do so unintentionally. However, that does not lessen the consequences.**

The following websites have excellent information regarding plagiarism and proper citation

methods.

I strongly recommend that you review this information.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

<http://www.msresource.com/format.html>

<http://owl.english.purdue.edu/owl/printable/589/>

***Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points.***

#### **Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

#### **Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Students with Disabilities** - To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468- 3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

**Acceptable Student Behavior** Respect and professionalism are expected in the online environment.

Online behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1).

Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program.

This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

### **ACA Code of Ethics**

All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

### **Additional Information:**

#### **Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

### **To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an

evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

[https://tea.texas.gov/Texas\\_Educators/Investigations/Preliminary\\_Criminal\\_History\\_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [http://www.tx.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information, contact the Office of Assessment and Accountability at 936-468-1282 or [edprep@sfasu.edu](mailto:edprep@sfasu.edu).**

**\*\*\*RUBRICS will be provided for all assignments in D2L**

**Course Outline/Calendar** (Homework assignments will be announced in class the week before they are due)

\*\*\*\*\*All dates and assignments subject to change depending on course needs and circumstances. Notices will be provided in advance.

<b>DATE</b>	<b>CHAPTERS and CLASS DISCUSSION</b>	<b>Readings/Quizes</b>
<b>28-Aug</b>	Introduction/Orientation Syllabus Review Schedule	Evidence of Liability Insurance
<b>4-Sep</b>	Introduction to Counseling Profession	Chapter 1 Weekly Self-Assessment Weekly Logs
<b>11-Sep</b>	Ethics and Legal Issues	Chapter 3
<b>18-Sep</b>	Clinical Writing Skills	Chapter 5
<b>25-Sep</b>	Clinical Issues in Practicum	Chapter 4
<b>2-Oct</b>	Multicultural Issues	Chapter 7
9-Oct	Suicide Assessments/Crisis Counseling	Chapter 9
16-Oct	Group Supervision Counselor Burn-Out Counselor Self-Care	Chapter 8 Managing Stress During your practicum/Internship
<b>23-Oct</b>	Group Supervision Multicultural Issues Social Justice and Advocacy	Readings
<b>30-Oct</b>	Models of Supervision	Chapter 6
<b>6-Nov</b>	Selecting Sites Experiential Activities/Demonstrations	Chapter 2
<b>13-Nov</b>	Protecting Self	Chapter 10
<b>20-Nov</b>	Termination	Chapter 11 and 12
<b>28-Nov</b>	Thanksgiving Holiday	
<b>4-Dec</b>	Group Supervision Practicum Debriefing Internship Discussion	Final Meetings

<b>11-Dec</b>	TBD	
---------------	-----	--