



Professional Counseling Program

**Department of Counseling, Leadership, Adult
Education and School Psychology
(CLAS)**

**Clinical Practicum
(COUN 5689)
Manual**

Revised September 2022

 **INTRODUCTION**

The following pages are intended as an orientation to the Clinical Practicum within the Professional Counseling Program at Texas State University. The Clinical Practicum course (COUN 5689) is designed to provide a semester of highly supervised counseling experience prior to the Site-based Internship course (COUN 5389).

Contacts:

Dr. Tracy Chiles- Practicum and Internship Coordinator/ Community Counseling
and Wellness Center Director

Dr. Kathy Ybañez-Llorente- Professional Counseling Program Coordinator

 **GOALS AND OBJECTIVES**

To successfully complete the Clinical Practicum course, the student must earn at least 100 clock-hours of counseling and administrative experiences, with a minimum of 40 of these hours in direct contact with clients. Activities counting toward the 100 hours may include such professional activities as counseling, consultation, clinical supervision, and attending professional conferences. While completing these activities, the student will be expected to demonstrate a wide variety of counseling techniques and communication skills, including, but not limited to, group and individual counseling interventions. Each week, the student must document hours engaged in these activities, and submit a weekly log to the Clinical Practicum professor (see **Weekly Log of Counseling Activities** form). Of the 40 direct contact hours required, 20 must be as a co-facilitator of a counseling group in the community. A list of approved sites is located on the Clinical Experience Canvas site. The group co-leader must be licensed by the state as an LPC-Associate, LPC, LPC-S, LMFT-Associate, LMFT, LMFT-S, LCSW, LMSW, or be certified as a school counselor. A **Group Co-leader Agreement Form** must be completed at the beginning of the semester and submitted to the Clinical Practicum professor. At the end of the group experience, the group co-leader will complete a **Group Co-Leader Rating Form** which will be submitted to the Clinical Practicum professor.

- Direct client-contact hours: 20 hours as a group counseling co-facilitator, 20 hours providing direct client counseling services in the Community Counseling and Wellness Center
- Indirect hours: 60 hours (supervision, consultation, research, observation, documentation, etc.)



PREPARING FOR CLINICAL PRACTICUM

Prior to seeing clients, proof of professional liability insurance must be submitted to the Clinical Practicum professor. Providing a copy of the policy listing your name, the policy number and duration of the policy will meet this requirement. In addition, you will need to have your Group Co-Leader form filled out and signed. Lastly, you will need to come to class with a personalized Professional Disclosure Statement (you should have at least 5 copies). An example of this is also available on Canvas and in both San Marcos and Round Rock Community Counseling and Wellness Centers.

The type of clients you will see in Clinical Practicum will be based on the Intermediate Methods course(s) that you have completed. For example, if you have taken Intermediate Methods for Adults (COU 5366), you will not be able to counsel children requiring play therapy, as you have not been trained to utilize these skills.

Clinical Practicum is meant to be held in a face-to-face setting in the Clinic. The Clinics moved to telemental health services during the height of the impact of COVID-19. As such, a remote/online services manual was created that addresses telemental health services and Clinic procedures that will be implemented, if needed.



PROFESSIONAL RESPONSIBILITIES

1. ***Maintain a professional image.*** As counselors, your behavior, attire, and attitude reflect upon the department, university and the counseling profession in general. Consequently, it is important to maintain a professional image at all times. There are several things you can do to enhance the image you project, including, but not limited to:

- Dressing **appropriately** and **professionally** when seeing clients
 - **NEVER** discuss cases outside of class
 - Not socializing in the client waiting area(s) or outside the clinic in the walkway
 - Maintaining the professional appearance of the clinic by keeping the rooms neat and clean. This includes returning chairs to rooms immediately after sessions and emptying trash containers as needed
 - Ensuring that play therapy toys are returned to their appropriate storage places, in a clean and orderly condition. Any broken toys should be left for the clinic director to repair or replace (Remember: toys are the children's words, and as such should be treated with care)
 - Ensure that sand tray miniatures and sand trays are returned to their appropriate places. Any miniatures used in session should be returned to the walls or shelves, and not removed from the room.
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2. *Know and practice within the current ACA Code of Ethics.*

This includes, but is not limited to:

- Advocating for and maintaining confidentiality. The privacy of the counseling relationship and material shared therein belong to the client. Cases should not be discussed with anyone other than the University supervisor and other Clinical Practicum students in the same section. Other than the legal exceptions to confidentiality, the client is the only one who can direct you to release information. Clients may also request access to their own records. Any request by a client for access to her/his records should be discussed first with your Professor/University Supervisor. A guided access, (i.e., the clinician's interpretations of the information in the records) may be planned. Check with your University supervisor before releasing records. Even in the case of a court order, you need to consult with and get the approval of your Professor/University Supervisor.
- Never reveal that your client is being seen in the counseling practicum clinic, unless you have written permission from the client. Even with written permission, you can only disclose information agreed upon by you and the client, and only to individuals listed on the consent form. If you experience pressure from a parent, lawyer, or fellow mental health professional to reveal information, immediately discuss this with your professor. Also, client files cannot be removed from the Clinical Practicum clinic. Files *must* remain double locked at all times in the clinic.
- Contact with clients is limited to the semester you are enrolled in Clinical Practicum. All contact needs to go through the clinic phone. Should a client contact you outside of the Clinical Practicum course via email, social media, or other means, contact your University Supervisor/Professor. The professor will contact the client.

3. *Recording of client sessions*

- The clinic software allows all sessions to be recorded throughout the duration of the Clinical Practicum semester. This software also allows students to review session recordings securely off campus. If you review any sessions while off campus, you **must** be able to maintain client confidentiality and not view sessions with other people around. You should never access or review sessions in a public place.

CLINICAL SUPERVISION

You will be provided a combination of supervision experiences, including, but not limited to:

- individual/triadic supervision and group supervision with your university professor, provided in person during designated hours or as scheduled by your professor.
- written comments/feedback from professor's review of video recordings; and
- individual consultation and evaluation with your site-based group counseling co-facilitator.

A minimum of 1.5 hours of group supervision and 1 hour of individual supervision will be provided by the University professor each week, according to CACREP requirements. See syllabus for schedule.

Individual Supervision

Most sessions during your Clinical Practicum experience will be observed live by your professor. Your professor may also come into your session when a "teachable moment," or a special client need occurs. Individual supervision will also occur during the course of the class, according to arrangements made between you and the professor. During supervision, if you plan to show a particular segment of a recorded session, be sure to have the recording set to the appropriate spot. Your session notes and treatment plans will also be reviewed and initialed by your supervisor.

Group Supervision

Be prepared to request assistance and help from your peers and supervisor. This allows the entire group to learn from your concerns and helps you to learn to organize and utilize the supervision time in a productive and professional manner. You should review all of your sessions and bring prepared questions and professional concerns for individual and group supervision sessions. Refer to the syllabus regarding any additional requirements.

OBSERVATION GUIDELINES

As part of your class requirements, you are required to observe other students working with clients while you are not seeing clients. This not only fosters your learning, it allows all students to receive feedback from multiple sources.

When observing:

- You are not to disclose or discuss material from the sessions you observe with anyone outside of your class. At no time should you communicate directly with the clients you observe, or in any way acknowledge that you observed them. Remember that professional ethics apply to you even while observing.
- If you have any contact or relationship (current or former) with a client, you are prohibited from observing their sessions, and cannot participate in any group supervision concerning that specific client. Please let the professor know when this occurs.
- There are designated **Peer Feedback forms for play therapy, sandtray and general sessions** for you to complete on the peer session you are observing. Providing your peers with feedback helps both you and the student receiving your input.

PREPARING TO SEE CLIENTS

Have your computer recorder set up and check the readiness/condition of the room before your client arrives. Make sure to have all paperwork ready for your clients as described below.

THE FIRST SESSION

- Prior to meeting the client, review the **Telephone Intake Form** completed by the person who received the referral. If there is missing information, try to collect it during the initial session. Pay particular attention to whether the client reported suicidal ideation, as this may necessitate the use of the **Safety Plan**.
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- Introduce yourself to your client(s). Give client(s) two **Information for Clients forms** (one for your record and one for their record), as well as one copy of your **Professional Disclosure Statement**. Inform the client that he/she does not have to sign any form until their questions are answered and they feel comfortable doing so. **DO NOT** simply summarize the forms. Informed consent requires that the client be given ample opportunity, without pressure, to fully read and understand any form before signing. Sample statement: *“Hi, my name is _____. I’m going to be your counselor. Before we can get started, I need for you to read over this information carefully and sign it. If you don’t understand the information, or if you feel uncomfortable signing these forms for any reason, please let me know and we can discuss any questions or concerns you have once we get to the counseling room.”*
- Once your client(s) has completed the forms, escort them to the counseling room. Begin each initial session by addressing confidentiality and ensure that the client(s) fully understands the purpose, limits and ramifications of confidentiality. Explain that this is a training facility, and you are a student in a professional counseling program. Because of this, make it clear that you will be receiving supervision from your professor and, potentially, classmates. Explain that the sessions may be viewed by other students, as well as why and how the sessions will be recorded, as well as deletion of the recordings at the end of the semester. Next, obtain their signature (if not already signed) and place one copy of the form in the file and give the second copy to the client. Clients cannot be seen in the clinic without signed informed consents, both for counseling and recording.
- Finally, based on the client’s ability to pay, determine the fee that the client(s) will pay for services. You may say something like, *“The fee for counseling is \$25. If you can’t afford that fee, let me know what you can afford, and we can set that as your fee.”* Should the client be unable to afford \$25, ask, *“What can you afford to pay?”* Stress the importance of attendance and promptness as well as inform the client that sessions must be cancelled 24 hours in advance, when possible.
- Depending on the student’s preferences, theoretical orientation, and/or the requirements of a particular professor, the first session is also an opportunity to gain background information on the client in a structured manner. **Lifestyle Assessments** are available for **adults, children and parents**. Also, there are several **Assessment Forms** available (**General, Diagnostic, Family and Child**) that can be used at either the first session, or at termination (see below)

THE LAST SESSION

Termination begins 2-3 sessions before the final session. During that time, help the client determine whether further counseling is desired and/or warranted. Inform the client that another Clinical Practicum class will be held during the following semester, and that they can choose to see a new counselor when that semester begins if they would like to continue in counseling. (NOTE: students can only see clients within the scope of the Clinical Practicum course, so clients cannot follow you to your Internship placement site).

Give your client an opportunity to complete a **Client Rating of Assessment and Counseling Clinic** form. Inform the client that they can complete the form and leave it in the counseling room or on the desk in the waiting room. Also, make sure the client understands how valuable their feedback is and how extensive the measures are to incorporate their feedback.

As appropriate, provide the client with a list of **Community Referrals**, along with emergency phone numbers. Also, complete a **Termination Form** for the client file after the final session. Instead of the termination form, you may be required by your professor to complete a **Client Evaluation of Counseling** form for the purposes of summarizing treatment, making recommendations and identifying progress. The primary purpose of both the termination form and the assessment forms is to provide an overview of the course of counseling (including goals achieved) and any recommendations for further services. When closed, the file should be current and complete, with all signed and relevant forms in reverse chronological order.

SESSION DOCUMENTATION

The session summaries serve to facilitate and document your conceptualization of the session in terms of both content and process. They also provide a documentation of the client's progress over the course of counseling. Keep in mind that these are official case notes--open to client and legal scrutiny. As such, what you document in the notes becomes part of the official record and should never be altered or deleted. (Note: There are **Session Summary forms for the following: general therapy, play therapy, family therapy, sandtray therapy, art/activity therapy, and parent consult**). The session notes should be written immediately following the session, accurately reflecting what happened in the session. Depending on the student's theoretical orientation and/or the requirements of the professor, the student may be required to complete a **Treatment Plan** for each client. You are also required to complete a **Client Summary Report** at the end of the semester.

You are responsible for maintaining a file on each of your clients. Client files are kept in a locked file cabinet located in the secured file storage area in the clinic. All files *must remain locked* in the secured, designated area in the clinic, and should NEVER be removed from the clinic or left out overnight for any reason. The file cabinet should be kept locked at all times. Remember: all recordings and notes are confidential and should be handled accordingly.

Client File Documents Checklist

Each client file should have the following paperwork:

- Background Forms
 - Consent for Recording
 - Informed Consent
 - Telemental Health Informed Consent (if conducting telemental health sessions)
 - Intake
 - All client SOAP notes – reviewed, dated, signed
 - Treatment Plans for each client seen more than 3 times
 - Client Summary Reports for each client – 1 page maximum
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CORRESPONDENCE

All official documents intended for correspondence concerning a client must be co-signed by your University supervisor (for example: **Consent for the Release of Confidential Records**). This includes routine letters sent to clients. Any letter that contains clinical information, the services of the Clinical Practicum clinic, or might be viewed as some form of contract or agreement must be co-signed by your professor. This procedure protects the counseling intern, the client, and the university.

REPORTING ABUSE OF CHILDREN, ELDERLY OR DISABLED PERSONS

- If, during the course of counseling, you suspect that a child, elderly or disabled person is being abused or has been abused, remind the client of your legal obligation to report. Obtain information that would be required for report to the Department of Protective and Regulatory Services. See Texas Family Code for report specifics. Inform your professor as soon as possible and document report to DPRS in the client file.
- It is preferable that you and your client report the abuse together. If, however, you are not physically present with the client, and, consequently, cannot be sure that the client has or will report the abuse, *you must report it*. You are required by law to make the report within 48 hours after learning of the possible abuse and document the report in the client file. **Dept. of Protective & Regulatory Services 1-800-252-5400**
http://www.dfps.state.Texas.us/Contact_Us/report_abuse.asp

ASSESSING AND RESPONDING TO SUICIDE

- If, during the course of counseling, a client states or suggests suicidal ideation, a **Suicide Assessment and Recommendation Form** *must* be completed so that appropriate action can be taken for the safety of the client. Should the student counselor suspect that a client *may be* suicidal, the student counselor must immediately shift direction in counseling. This is true regardless of theory. The student counselor must be direct in order to fulfill the student counselor's ethical obligation to preserve the client's well-being (beneficence).
 - Should a student counselor consider a client to be at moderate to high risk for attempting suicide, the student counselor will notify the University Supervisor and call the university police department at **512-245-2805** immediately after completing the assessment interview.
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FREQUENTLY ASKED QUESTIONS

- 1. For the 20 direct-client hours that are not group co-facilitation hours, are those made up of clients who come through the Texas State University Clinical Practicum clinic and are assigned to me?**

Yes, you will earn 20 direct client contact hours through one of our counseling clinics in San Marcos or Round Rock, under the supervision of a Counseling Faculty member.

- 2. How much time is spent in the classroom/week during Clinical Practicum? Is it multiple days, or do you see all your clients/have class on the same day?**

Depending on which section you are placed in, our Clinical Practicum classes are structured in one of two ways: 1] Clinical Practicum meets from 1 to 9 pm (with the first half being a combination of individual and group supervision), and then clients are seen in the clinic from 4pm to 8pm, paperwork from 8 to 9pm. 2] Clinical Practicum meets on 2 days: for example, Day 1 from 4 to 8pm for individual and group supervision, and Day 2 from 4 to 8pm to see clients and completion of paperwork. Go to CatsWeb and pull up current, future, and past semester course offerings, which may provide an idea of the sections that have been offered in the past. Section offerings change based on faculty availability and student selection.

- 3. Am I expected to co-create a group, or will I be a co-leader for one that already exists?**

You are expected to co-facilitate a group that already exists, alongside a licensed mental health practitioner (cannot be another graduate intern). You will earn 20 hours co-facilitating a group outside of the University Community Counseling and Wellness Center.

- 4. Can I carry over extra hours that I earn from Clinical Practicum into Internship?**

No, hours cannot carry over from Clinical Practicum to Internship. These are two different courses.

- 5. Will I need to recruit clients for the clinic?**

You may be required to recruit clients for the clinic, though many clients continue with services from a previous semester, and the Program recruits clients from the community through regular ongoing efforts. Should caseload fall below necessary levels, student counselors may be encouraged to assist in recruitment of clients for Clinical Practicum sections.

- 6. When do I see my first client?**

During the longer Fall and Spring semesters, you will begin seeing clients during the second week of class. During the shortened summer semester, you will begin seeing clients the first week of class to ensure you have the maximum amount of time to accrue experience in the clinic.

7. How do campus carry (firearm) rules affect Clinical Practicum clinics in San Marcos and Round Rock?

Due to the presence of children and mental health concerns being addressed in the clinics, these settings are exempt from campus carry firearm rules. Outside of each of the clinics, the following sign is clearly posted in English and Spanish: “Pursuant to Section 10.06 Penal Code (Trespass by license holder with a concealed handgun), a person licensed under Subchapter H, Chapter 411, Government Code (Handgun Licensing Law), may not enter this property with a concealed handgun.” For more information, view the Texas State website: www.txstate.edu/campuscarry



TO: Supervisors of Group Counseling
 FROM: Professional Counseling Program
 Counseling, Leadership, Adult Education and School Psychology
 601 University Drive
 San Marcos, TEXAS 78666
 Office: Administrative Assistant:512- 245-2575
 Email:

_____ is an advanced graduate student in our Professional Counseling Program and is currently enrolled in *COUN 5689, Clinical Practicum*. This Clinical Practicum includes counseling clients under my supervision in our *Assessment and Counseling Clinic* at the San Marcos campus and attending a supervision seminar. In addition, as part of the requirements for the course, our students are required to participate as a co-leader of a group. This student is seeking your permission to participate with you in co-leading a group.

The student's role is to support you, to participate in planning and implementing group techniques and intervention strategies, to take part in preparing progress notes, and to receive feedback from you on his/her counseling skills. Attached you will find an evaluation checklist to facilitate the evaluation process and I ask that you complete it with the student as a means of providing specific feedback. If issues arise that are of concern to you or the student, please inform me as soon as possible so that instructional, administrative, or remediation actions may be accomplished. I may be reached at the university via email or at the phone numbers listed above.

As you know, counseling skills cannot all be learned from reading, discussion, or observation. These are advanced students who have completed core course requirements, a group process course, and an intermediate methods course and are ready, under supervision, to practice their skills with clients this semester.

Please sign and return this consent to supervise, along with documentation of your professional licensure or certification and documentation of liability insurance protection. The student is required to carry liability insurance, as are the professors who are duly licensed professionals in the State of Texas.

We appreciate very much your willingness to contribute to our student's professional development. If I may be of assistance to you, please let me know.

Signature, Group Co-Leader and Supervisor _____ Date _____

Printed Name, Licensure and/or Certification Designation _____

Licensure/Certification No. _____

Email: _____ Phone: _____



GROUP CO-LEADER RATING FORM

Student: _____ Date: _____

DATES AND TIMES OF SESSIONS: _____

SUPERVISOR (NAME AND LOCATION): _____

PLEASE CIRCLE YOUR BEST RESPONSE

THE STUDENT...

1. *WAS PREPARED FOR GROUP COUNSELING SESSIONS AND TASKS.*

ALWAYS MOST OF THE TIME SOME OF THE TIME RARELY NEVER

2. *WAS PROMPT FOR BOTH GROUP COUNSELING AND SUPERVISION SESSIONS.*

ALWAYS MOST OF THE TIME SOME OF THE TIME RARELY NEVER

3. *BEHAVED IN AN ETHICAL AND PROFESSIONAL MANNER.*

ALWAYS MOST OF THE TIME SOME OF THE TIME RARELY NEVER

4. *SEEMED PROFESSIONALLY TRAINED AND MET THE TASKS OF A BEGINNING COUNSELOR.*

ALWAYS MOST OF THE TIME SOME OF THE TIME RARELY NEVER

PLEASE WRITE ANY ADDITIONAL COMMENTS BELOW.

Signature _____ Date _____



CONFIDENTIALITY AGREEMENT

Students in the Texas State University Professional Counseling Program have access to and work with confidential records of clients seen in the Community Counseling and Wellness Centers (San Marcos and Round Rock).

Two factors relative to student access of client records during the clinical education process must be stressed:

1. Legally, the information in the client's record belongs to the client. A violation of client confidential information from the client's record has serious legal and ethical consequences.
2. The Code of Ethics of the American Counseling Association and rules of the Texas State Board of Examiners for Licensed Professional Counselors stipulates that confidentiality of client information is a part of professional responsibility and integrity.

Due to these legal and ethical considerations, any student enrolled in the Professional Counseling program who reveals contents of a client's record, except as it relates to the educational process in the classroom or at a clinical site, is subject to a referral to a Program Standards Committee and a completed Professional Counseling Performance Evaluation.

I _____, attest to the following: (1) I understand the Professional Counseling Client Confidentiality Policy and Procedure Statement; (2) I understand that the penalty for violation of a client's confidentiality will result in a referral to a Program Standards Committee (PSC) as documented on the Professional Counseling Performance Evaluation ; (3) I agree to maintain the confidentiality of client information to which I am exposed as a Professional Counseling student.

Student Signature _____

Date Signed _____

University Professor Signature _____

This agreement will remain on file with the Texas State Professional Counseling Program Faculty and will be made available to all supervisors to whom students have been assigned.



TEXAS STATE UNIVERSITY
Community Counseling and Wellness Center

Clinical Ethics Agreement

Please read and sign this form. The original is to be returned to the instructor, and the student should retain a copy.

1. I hereby attest that I have read and understood the American Counseling Association's Code of Ethics and Standards of Practice this semester and will practice my counseling in accordance with those standards.
2. I understand that my responsibilities include keeping my instructor informed regarding my training experiences.

Student signature

Month/day/year



COUN 5689: Clinical Practicum EXAMPLE SYLLABUS

Instructor & Office Hours:	Class Info:
Instructor:	Class meets:
Email:	Tuesdays, 1:00 – 9:00 p.m.
Phone:	Cell:
Office:	Office Hours:
	Class location:

COURSE DESCRIPTION:

Clinical Practicum includes counseling clients in our counseling center and an approved offsite location for group counseling, as well as individual and group staffing and supervision. This class may be taken up to three times (18 credit hours) based on the recommendation of the counseling faculty. This class is graded on a credit (CR), no credit (F) basis. *Prerequisites:* All required course work completed, or departmental permission required.

COURSE OBJECTIVES:

CACREP 2016 Standard #	Students will:	How Objective Will Be Assessed
Section 2:F:5:a	Demonstrate skills necessary to be an effective counselor while applying a theoretical approach	PCPE
Section 2:F:5:d	Implement ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	PCPE
Section 2:F:5:h	Create developmentally relevant counseling treatment or intervention plans	Treatment Plan
Section 2:F:5:i	Develop measurable outcomes for clients	Treatment Plan
Section 2:F:5:k	Demonstrate knowledge of strategies to promote client understanding of and access to a variety of community-based resources	PCPE
Section 2:F:6:d	Demonstrate the use of ethical and culturally relevant strategies for designing and facilitating groups	Group Co-facilitator Evaluation
Section 5:C:1:c	Demonstrate principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Treatment Plan and Case Conceptualization
Section 5:C:2:m	Demonstrate understanding of the basic principles of counseling in clinical mental health settings, including management, record keeping, and credentialing	PCPE

Section 5:C:3:a	Demonstrate ability to conduct intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Treatment Plan
Section 5:C:3:b	Demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues	PCPE

METHODS OF INSTRUCTION:

This course will be taught using both didactic and experiential methods to provide students with comprehensive knowledge and skills to counsel clients that includes, but is not limited to, evaluation of both live and recorded counseling sessions, peer and supervisor feedback, individual and group supervision, outside reading and research, in-class group work, role play, and class discussions. A variety of theory-based strategies and techniques based on current research and aimed at meeting the unique needs of clients will be discussed through case consultation. The student must demonstrate program level skills listed on the PCPE and progressive growth based on supervisor feedback.

REQUIRED TEXTS:

Students are expected to choose at least one text related to their chosen theoretical foundation to read and utilize during the semester. This text should support students in understanding key concepts, techniques, and possible interventions that can be employed from that theoretical perspective. Links to resources will be available on Canvas and OneDrive for students to utilize, as well.

REQUIRED ONLINE CLASS MATERIALS (if needed):

- Laptop computer with a video camera and microphone for online sessions
- Earphones or earbuds
- Necessary software available through TXST – Office 365, Adobe Sign, Zoom

LEARNING FORMAT: Course will take place in the Community Counseling and Wellness Center located either on the San Marcos Campus (Education Building, first floor), or on the Round Rock Campus (Avery Building, first floor)

COURSE REQUIREMENTS:

- 1) ATTENDANCE/PARTICIPATION: ATTENDANCE, PUNCTUALITY, AND FULL PARTICIPATION AT ALL MEETINGS, CLINIC HOURS, AND GROUP SESSIONS IS MANDATORY. THE SUPERVISING PROFESSOR MUST AUTHORIZE ANY ABSENCE DUE TO AN EMERGENCY OR EXCEPTIONAL CONDITION. ATTEND CLASS FULLY PREPARED TO PARTICIPATE IN DISCUSSION OR EXPERIENCE, DEPENDING ON THE CLASS FOCUS. YOU ARE SUBJECT TO REMOVAL FROM THE CLASS FOR UNEXCUSED ABSENCES, EXCESSIVE LATENESS, OR FOR EXCUSED ABSENCES IN EXCESS OF MORE THAN ONE ABSENCE. IT IS EXPECTED THAT STUDENTS WILL ATTEND ALL CLASSES AND ARRIVE ON TIME. BE ADVISED THAT THE GREATEST CONSEQUENCE OF MISSING CLASS WOULD BE AN**

INABILITY TO MEET CLIENT CONTACT REQUIREMENTS AND LACK OF CONSISTENCY FOR CLIENT SESSIONS. IF AN EMERGENCY OR ILLNESS ARISES, ADVISE ME IMMEDIATELY VIA EMAIL; VERIFICATION MAY BE REQUIRED. YOU WILL ALSO BE RESPONSIBLE FOR ANY CLIENT CONTACT THAT MAY BE NECESSARY AS A RESULT OF MISSING SESSIONS.

- 2) **DRESS CODE:** STUDENTS ARE ALSO EXPECTED TO HAVE A PROFESSIONAL APPEARANCE WHEN MEETING WITH CLIENTS. THIS MEANS NO SHORTS, T-SHIRTS, JEANS, SHORT SKIRTS, OR FLIP FLOPS. BUSINESS CASUAL IS THE APPROPRIATE DRESS STYLE FOR THE COUNSELING CLINIC.
- 3) **PROOF OF LIABILITY INSURANCE:** PROOF OF INSURANCE MUST BE PROVIDED TO THE SUPERVISING INSTRUCTOR BEFORE ANY CLIENT IS SEEN IN THE CLINIC. SUBMIT ONE COPY OF THE FACE SHEET OF THE POLICY LISTING YOUR NAME, POLICY NUMBER, AND EFFECTIVE DATES OF THE POLICY. THIS FORM SHOULD BE SUBMITTED ONLINE INTO CANVAS.

Student liability insurance MUST BE received before you may see a client in this course. Post a copy of the face page of your liability insurance policy, making sure it notes your name, company name, and coverage period, in Canvas.

- 4) **CLIENT INTAKE/RECRUITMENT:** TYPICALLY, OUR CLINICAL GRADUATE ASSISTANT WILL CONDUCT TELEPHONE INTAKES AND RESPOND TO REFERRALS TO IDENTIFY CLIENTS FOR CLINICAL PRACTICUM. IF WE DO NOT HAVE ENOUGH CLIENTS REFERRED, STUDENTS MAY NEED TO ASSIST IN RECRUITING CLIENTS AND COMPLETING TELEPHONE INTAKES FOR PEOPLE REFERRED TO OUR CLINIC.
- 5) **CLINIC MAINTENANCE:** KEEPING IN MIND THAT THE CLINIC IS A PROFESSIONAL ENVIRONMENT, STUDENTS WILL BE EXPECTED TO PARTICIPATE IN CLINIC MAINTENANCE. STUDENTS WILL SET UP THE OBSERVATION ROOM EACH WEEK, OPEN CLINIC ROOMS, SET UP ROOMS WITH RESOURCES FOR COUNSELING, UTILIZE EQUIPMENT APPROPRIATELY, TURN OFF EQUIPMENT AT THE END OF CLASS, KEEP THE OBSERVATION AND CLINIC ROOMS CLEAN, AND OTHER MISCELLANEOUS DUTIES.

WHEN/IF STUDENTS ARE SEEING CLIENTS ONLINE, STUDENTS ARE EXPECTED TO MAINTAIN A PROFESSIONAL ONLINE ENVIRONMENT. THIS INCLUDES BEING INTERACTIVE, COMMUNICATING ANY CONCERNS WITH YOUR PROFESSOR, AND PROVIDING CLIENT SESSION INFORMATION, SUCH AS LINKS AND PASSWORDS, FOR SUPERVISION.

- 6) **DIRECT COUNSELING:** STUDENTS WILL EARN A MINIMUM OF **100** HOURS OF COUNSELING ACTIVITIES. THESE **100** HOURS CONSIST OF:
 - **20 HOURS IN THE COMMUNITY COUNSELING AND WELLNESS CENTER (CCWC)**
 - **20 HOURS CO-LEADING A GROUP IN THE COMMUNITY**
 - **60 INDIRECT HOURS – SUPERVISION, TRAINING, READING THEORY BOOK, SESSION PAPERWORK****ALL COUNSELING SESSIONS IN THE CCWC OR ZOOM ARE TO BE RECORDED. STUDENTS ARE EXPECTED TO WATCH ALL THEIR SESSIONS AND BE PREPARED TO DISCUSS THESE SESSIONS DURING CLASS AND SUPERVISION. WHEN NOT CONDUCTING SESSIONS, STUDENTS WILL BE ENGAGED IN PEER OBSERVATION, WRITING CASE NOTES, OR REVIEWING CLIENT SESSIONS.**
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Individual/Couple/Family/Play Therapy Hours

Client Appointment Times: Tuesday, 4:00, 5:00, 6:00, 7:00 p.m.

- A. See two to three clients each week during the four appointment times. Each session will last 45-50 minutes.
- B. Peers will observe sessions and provide feedback
- C. Students should check in with Dr. Chiles after each session to discuss the session.

Group Hours

Appt. times as arranged by the student and agency

- A. Co-lead a group in the community (e.g., school or agency -- the setting is of the Clinical Practicum student's choice to meet individual career and professional growth goals). The group may be of any type or format (e.g., psycho-educational, guidance group, preventative, support, or therapeutic).
- B. Co-leader must be licensed or certified in their mental health field (e.g., LPC Associate/LMFT Associate, LPC/LMFT, LMSW/LCSW).
- C. The co-leader will sign off on hours and assess the student on the Texas State form before the end of the semester
- D. This experience should begin the first week of the semester. As this is a crucial site for logging clinical hours, please make every attempt to begin the first week.
- E. A co-leader evaluation of your skills and your evaluation of the site will be required at the end of the semester.

Students must turn in a *Weekly Log* form and session SOAP notes each week.

7) Session Recordings

Every client session must be recorded. The student is responsible for making sure the CCWC or Zoom session is recording. Students must review their sessions every week to observe and document their skills and use of theory.

- 8) PEER OBSERVATION: STUDENTS WILL OBSERVE OTHER STUDENTS IN THE CLASS AND COMPLETE PEER FEEDBACK FORMS. PEERS WILL PROVIDE ORAL AND WRITTEN FEEDBACK TO THOSE BEING OBSERVED. THIS OBSERVATION IS AN INTEGRAL PART OF YOUR TRAINING, AND ACTIVE PARTICIPATION IS REQUIRED. THIS PROCESS WILL PROVIDE AN OPPORTUNITY TO GIVE OTHER STUDENTS FEEDBACK ON THEIR COUNSELING SKILLS, ENHANCE YOUR UNDERSTANDING OF SKILLS AND THEORETICAL ORIENTATION, AND DEMONSTRATE AN UNDERSTANDING AND INTEGRATION OF THE READINGS AND FEEDBACK FROM THE PROFESSOR.**

- 9) Individual/Triadic Supervision and Feedback:** The professor will meet with students for individual/triadic supervision to discuss and review clinical skills, case consultation, and discuss any questions or concerns. Students should incorporate this feedback into their therapeutic work with their client. If a student is not able to integrate feedback, this may demonstrate that the student is not able to meet the program standards for certain counseling skills. ***Students are encouraged to view both positive and constructive feedback as the professor's intent to help each student have effective counseling skills.***
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- A. Be prepared to fully discuss your counseling sessions from the previous week.
 - Review recording of each session before coming to supervision
 - Identify what went well in session and assisted in the movement of the session; identify process and content
 - Identify where the session got off track, what contributed to it going off track, and what changes are planned for the next session.
- B. Be prepared to show a few minutes of your session recording to share in supervision; it can be either a section that went well, or a spot where you would like some help.
- C. Be able to frame all the above in your theoretical perspective.

10) Group Supervision and Discussion: Students will be expected to participate in regular group supervision and discussion. Group supervision will consist of weekly check ins, live observation, case consultation, technique instruction, role play, genogram presentation, and other interactive modalities. Group supervision requirements include:

- A. Be prepared to fully discuss your counseling sessions from the previous week.
 - Review recording of each session before coming to supervision
 - Identify what went well in session and assisted in the movement of the session; identify process and content
 - Identify where the session got off track, what contributed to it going off track, and what changes are planned for the next session.
 - B. Be prepared to show a portion of your session recording to share in supervision; it can be either a section that went well, or a spot where you would like some help.
 - C. Be able to frame all the above in your theoretical perspective.
 - D. Discussion of such issues as:
 - Consultation in the community, school, and various agencies and inherent ethical issues.
 - Advocacy for clients in areas of public policy & government relations issues.
 - Professional development (acquisition of a temporary license, membership in state and national organizations, issues re: managed care, etc.).
 - Self- care.
 - E. **Case Presentation** - Students will present a client's case and Treatment Plan as part of group supervision. Students must be prepared to ask the group one question about her/his clients and the counseling process. This assignment may be delayed or excluded if class time is not sufficient. An example of the format is provided to you on Canvas and the OneDrive.
 - F. **Challenge/Celebration** - Towards the end of the semester, students will present and discuss a clinical challenge and celebration, as well as what they have learned through this course. Students will present two (two- to five-minute) video segments to demonstrate a challenge and a celebration experienced during the semester and discuss their learning from that experience.
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11) Client Record: Client files are an important part of your learning in this clinical class.

Client files are confidential and must remain on the OneDrive or on campus and worked on confidentially at all times. ***No confidential client information may be shared.***

Students are responsible for keeping client files up to date on a weekly basis. The client or legal guardian must complete all initial forms fully before counseling services can be provided. Use the Client File Order form to put your client folder in the correct order and assure you have all required forms.

- Client paperwork - must be completed and signed before beginning work with a client. This includes informed consent, background information form, and telemental health consent.
- Session Notes – Complete session notes each week for every session, due the Saturday after the session was completed.
- Treatment Plan – due one week after the 2nd session
- Client Evaluation of Counseling – we will send clients a survey to complete regarding their experience of working with you. This provides helpful feedback to you from your clients.
- Client Summary Reports – are a summary of the client and their work with you this semester. They are due at the end of the semester.

All paperwork must be completed in a timely manner. University professor/supervisor will check files weekly to make sure files are up to date.

12) Confidentiality: It is important to remember that what clients share with you is confidential. The ACA and AAMFT codes of ethics and licensure regulations are clear that counselors should not share information about clients, what they share in counseling, or any crisis situations you have handled with partners, family members, or friends. You can consult on cases with Dr. Chiles and your peers during class, and with Dr. Chiles outside of class. Make sure you maintain your client's confidentiality in this class and in the future. You **cannot** share or consult with students in other Clinical Practicum classes. We have clients referred by some of those students.

EVALUATION

This course is not simply accumulating client contact hours. Your work must be considered quality counseling by your supervisor(s) before passing this class. An active involvement with clients, supervisor, group, and fellow classmates is essential to meet the requirements of this class. This includes, but is not limited to, the following:

- All items listed on the PCPE
 - Attendance, punctuality, and professional participation in all clinic activities, supervision, and group activities
 - Presentations and networking to maintain client base (if needed)
 - Observing sessions and giving written and oral feedback to classmates
 - Receiving, critically assessing, and integrating feedback.
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- Quality case presentations
 - Record all client sessions
 - Review all recorded sessions and identify the sections you want to discuss
 - View sections with classmates and/or instructor
 - Have your completed session notes with you when you discuss/present a case
 - Share your plans/goals for a client's next session (consistent with theory)
 - Keep your session reports and weekly log up to date
 - Be able to frame all the above from your theoretical perspective.
- Session transcriptions (as assigned)
- Outside reading for specific client issues or situations
- Specific reading and written assignments required by your supervisor
- Discussion of issues such as:
 - Consultation in the community, school, and various agencies inherent ethical issues
 - Advocacy for clients in areas of public policy and government relations issues
 - Professional development (acquisition of a temporary license, membership in state and national organizations, issues: re: managed care, etc.)

Professional Counseling Performance Evaluation (PCPE)

The *PCPE* is used to evaluate your performance in this class. A copy of this evaluation form can be found on Canvas. *Please note:* In order to pass this course, all students must receive a satisfactory evaluation on the *PCPE* (required in all clinical classes in the counseling program), which means *no "0"s* and minimal *"1"s* on the rating scale. The last class of the semester will be scheduled as individual meetings with each student to go over the *PCPE*. Students will submit a self-evaluation of the skills listed on the *PCPE* in Canvas at the end of the semester. A copy of the *PCPE* that the instructor completes will be provided to each student and a copy will also go in each student folder kept in the Professional Counseling administrative office.

Students will receive a Credit (CR) or Fail (F) for this course. If the student demonstrates skill progress, but it is not yet performing at an acceptable skill level by the end of the semester, a grade of "PR" for Progress rather than an "F" for Fail *may* be given for the course. If the student does not complete the required number of client contact hours, a grade of "PR" *may* be given. In case of a grade of "PR," the student will need to register for another semester of the course. Similarly, if a student fails to demonstrate skill improvement or failure to implement a remediation plan, a grade of "F" can be assigned, and the student would need to enroll in another semester of the course.

ALL WRITTEN AND VERBAL FEEDBACK SHOULD BE CONSIDERED AS AN EVALUATION OF YOUR PROGRESS.

Please provide me with your contact phone number/email address so I can contact you in case of any sudden clinic changes!

SPECIAL INFORMATION:

Student Performance:

Students are expected to demonstrate professional behavior described in the [American Counseling Association's Code of Ethics](#) and [Texas State University Code of Student Conduct](#). to interact with peers, faculty, supervisors, community members, presenters, and administration in a manner consistent with the performance expectations of a professional counselor or helping professional may result in a failing grade for the course and a referral to a Professional Standards Committee meeting. This policy can also be found in the [Professional Counseling Program Student Handbook](#). This policy also applies to and includes those students enrolled in other academic programs taking this course as a required or elective course.

Accommodations for Disabilities:

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the instructor as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to contact the instructor in a timely manner may delay your accommodations. For information on how to register a disability and on a range of support services, visit the [Office of Disability Services](#) website at <http://www.ods.txstate.edu/>

Texas State University Mission and Shared Values

Mission

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

Shared Values

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
 - Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
 - The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
 - A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
 - A commitment to service and leadership for the public good;
 - Responsible stewardship of our resources and environment; and
 - Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.
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Health and Wellbeing

On a regular basis, please visit the [Student Health Center](#) for information on vaccinations, quarantine and isolation guidelines, on-campus services, travel guidance, frequently asked questions, and much more. Please watch your Texas State email for updates from Dr. Emilio Carranco and the Student Health Center through the VPSA email account.

- Bobcat Trace has been discontinued, as the [CDC COVID-19 Community Level](#) is now a more reliable tool for assessing transmission and providing guidance on prevention measures.
- While vaccines and medications have reduced the risk of severe illness, COVID-19 continues to circulate and cause infections. We still need to take steps to protect against infection with COVID-19. Protecting against illnesses starts with practicing good health hygiene by covering coughs and sneezes, staying home when ill, washing hands or using hand sanitizer, and other safe measures.
- There are no requirements for face coverings, social distancing, and other measures at Texas State. Off-site providers of clinical courses, internships, student teaching, or other activities may have different requirements.

Student Resources for Wellbeing

The Dean of Students Office unveiled a new initiative, [HERE TO HELP](#), which replaces PAWS Alert. Submissions are received directly by the Dean of Students Office's [CARE Center](#) to assist students experiencing crises or emergencies or displaying concerning behaviors. This process takes an individualized and holistic approach to assessing submissions and determining an appropriate course of action or referral based on the information provided in the submission.

The [Counseling Center](#) provides counseling, telemental health, and educational workshops and videos for students. If students are struggling with anxiety or depression, [Therapy Assistance Online \(TAO\)](#) is a free online program available to faculty, staff, and students that helps build skills for dealing with such problems. In addition, the [Student Health Center](#) provides evaluation and medical management of these common mental health issues and others.

Student Absences and Absence Notification

Faculty are encouraged to remain flexible in supporting students who are ill. As in the past, faculty have discretion in managing student absences, including those due to illness. Faculty members determine appropriate arrangements for students who miss class.

For faculty who ask students requesting excused absences to contact the Dean of Students Office, students should be directed to use the online [Student Absence Notification System](#). Additional information is available on the Dean of Students' [Absence Notifications webpage](#). Students should only be referred to the Dean of Students Office if they are unable to complete the on-line request due to access limitations or emergencies/crises. For questions, contact the Dean of Students Office at (512) 245-2124.

Class Instruction Modes and Substantive Interaction

Classes will be fully implemented in the instruction mode that appears on the Fall 2022 Schedule of Classes in [Catsweb](#). In all courses, faculty members provide regular and substantive interaction with students. This interaction is instructor-driven, content-oriented, frequent, and consistent throughout the semester.

Statement on Civility in the Classroom and Instructional Settings

Civility in instructional settings is fundamental to an effective educational process and is everyone's responsibility. The university's shared values, sense of community, and collective commitment to respect, civil dialogue, and the free exchange of ideas are the cornerstones of successful teaching and learning. If students have questions about appropriate behavior in a particular class, they should address them with their instructor first. Although rare, disciplinary procedures may be implemented for refusing to follow an instructor's directive, disrupting classroom activities, posting offensive comments on class discussion boards, or disregarding university policies. For more information regarding conduct in the classroom, please review policies at [AA/PPS 02.03.02](#), Section 03: Courteous and Civil Learning Environment, and [Code of Student Conduct](#), number II, Responsibilities of Students, Section 2.02: Conduct Prohibited. [Academic Integrity and Student Conduct](#) [Code of Student Conduct](#) [The Honor Code](#)

Emergency Management

In the event of an emergency, students, faculty, and staff should monitor the [Safety and Emergency Communications web page](#). This page will be updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures. Faculty, staff, and students are encouraged to sign up for the [TXState Alert](#) system.

Sexual Misconduct Reporting (SB 212)

Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX Coordinator or Deputy Title IX coordinator. According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university policy and The Texas State University System Rules and Regulations. Please access the webpage of the [Office of Equal Opportunity and Title IX](#) for more information.
