

## Practicum Portfolio Checklist

**Overview:** After completing all contact-hour, clinical, and bureaucratic requirements for the Practicum in Counseling (EDSR 7316), please use this checklist to verify the inclusion of all necessary documents, reports and verifications in your completed Practicum Portfolio. You can insert the completed checklist in the initial section of your final Practicum Portfolio.

1. \_\_\_\_\_ Professional Disclosure Statement including Client Informed Consent Statement **(A)**
2. \_\_\_\_\_ Ethical Practice Statement **(B)**
3. \_\_\_\_\_ Professional Liability Insurance **(C)**
4. \_\_\_\_\_ Practicum Placement Form(s) **(D)**
5. \_\_\_\_\_ Verification of Site Supervisor(s) **(E)**
6. \_\_\_\_\_ Parent Permission Statement **(F)**
7. \_\_\_\_\_ Weekly Practicum Logs (*site specific*) **(G)**
8. \_\_\_\_\_ Summary of Practicum Contact Hours (*completed for each site*) **(H)**
9. \_\_\_\_\_ Total Summary of 100 Practicum Hours (40 direct) (*total all hours and include at front of Portfolio*) **(I)**
10. \_\_\_\_\_ Practicum Counselor Evaluation Instrument(s) (*completed by Site Supervisors*) **(J)**
11. \_\_\_\_\_ Practicum Self-Evaluation **(K)**
12. \_\_\_\_\_ Practicum Counselor Evaluation of the Clinical Supervisor(s) (*completed by Intern for Site Supervisors*) **(L)**
13. \_\_\_\_\_ Practicum Site Evaluation(s) (*completed by Internship Counselor*) **(M)**
14. \_\_\_\_\_ Practicum Counselor Skill Evaluation (completed by University Instructor) **(N)**
15. \_\_\_\_\_ Practicum Counselor Reflections (*per 25 hours completed - total of 4*) **(O)**
16. \_\_\_\_\_ Dates of Group Supervision Meeting Participation (*class and Meetings*)
17. \_\_\_\_\_ Letter(s) of Appreciation to Internship Site(s) and Supervisor(s)  
(*completed by Intern and sent to Sites and Supervisors*)

# **Practicum in Counseling**

## *Handbook and Syllabus*



**Department of Education**  
**Counseling Program**  
*2623 Garner Field Road*  
*Uvalde, Texas 78801*

**EDSR 7316 Practicum in Counseling**  
***Handbook and Syllabus***  
**3 semester credit hours**  
**Summer 2023**

**Instructor:** Monica Gutierrez, Ph.D.  
**Office:** RGC Uvalde Campus A117  
**Office Phone:** (830) 279-3021  
**Cell Phone:** (830)279-7577      **Email:** [monicag@sulross.edu](mailto:monicag@sulross.edu)

**Student Availability and Office Hours:**  
Available to meet with students by appointment in Uvalde  
Available for virtual assistance via Collaborate, email, text or voice Monday-Friday 10:00 a.m. – 8:00 p.m.  
Available at other times and locations by appointment

*Revised 5/19/23*

# Course Description

EDSR 7316 Practicum in Counseling (3-0). A course that provides reality field experiences in counseling in an appropriate school or agency setting; students spend between 100-160 clock hours under supervision in the conduction of counseling and guidance activities with 40-100 of these hours being direct client hours. Prerequisite: Approval of advisor and completion of a minimum of 42 semester hours of counseling coursework. Practicum fee: \$300. Prerequisites: EDUC/EDSR 6321 & EDUC/EDSR 7315. Equivalent courses: EDUC 7316 (through Summer 2022),

## Practicum Overview

The ***Practicum in Counseling*** (EDSR 7316) is designed to provide the advanced graduate student in the Counseling Program with a closely supervised experience to facilitate further development as a professional counselor in a variety of work settings. The practicum experience requires dedication, a willingness to risk new behaviors and experiment with new methods, assumption of personal responsibility, and a major commitment of emotional and physical energy.

## Practicum Purpose

The purpose of this fieldwork experience is to provide students with supervised practice in guidance, counseling, and psychotherapy to enhance their skills and development as professional counselors. This practicum experience will provide the counselor-trainee with opportunities to work directly under the supervision of a qualified professional who will provide feedback and assistance.

**Note:** The practicum counselor must provide the University Practicum Instructor (Field Supervisor) with proof of liability insurance before beginning the direct-contact experiences of practicum by completing and returning the Insurance Verification Form. *(Students continuing the practicum experience from a previous semester are not required to resubmit the practicum documentation.)*

# Practicum Structure

Practicum is not structured like a traditional course. The counselor-trainee's primary responsibility is to practice counseling in a school, agency, or institutional setting. To successfully complete this three-semester credit hour practicum, each trainee must complete a minimum total of 100 clock hours of counseling experience, with a minimum of 40 direct-contact clock hours (face-to-face counseling). When all requirements have been met, the counselor-trainee will be granted a final letter grade which signifies completion of the required experience. The practicum counselor is responsible for maintaining regular weekly contact with the University Instructor via weekly group supervision meetings on Collaborate Ultra, telephone, email, or in-person meetings. Practicum counselors who are not able to complete all specified requirements in a given semester will be awarded a grade of "PR" (In-Progress) for that semester of practicum work and they will have up to one calendar year to complete all specified requirements. Once all requirements have been completed, and the **Practicum Portfolio** submitted to the University Instructor, the grade of In-progress (PR) will be changed to a final letter grade. Exemplary completion of all requirements of the practicum will earn the student a final grade of "A." Students are encouraged to pace the practicum work in appropriate balance with other career and life demands.

# Student Learning Objectives

**Upon successfully completing this fieldwork experience, students will be able to:**

1. Demonstrate professional counseling skills, at the entry level of competence, under the supervision of experienced professionals. *Assessment of this objective will be conducted by the Practicum Counselor Evaluation, the Comprehensive Counseling Experiences and Recordkeeping, and instructor review of case conceptualization presentations.*
2. Identify and describe the basic principles of human growth and development, and how these principles impact the counseling process. *Assessment of this objective will be conducted by the Practicum Counselor Evaluation, the Comprehensive Counseling Experiences and Recordkeeping, and instructor review of case conceptualization presentations.*
3. Formulate and implement counseling hypotheses and treatment plans that reflect a keen awareness of the theories, techniques, and procedures relevant to the counselor's emerging integrated personal approach to counseling. *Assessment of this objective will be conducted by the Practicum Counselor Evaluation, the Practicum Experience Record, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Self-Evaluation, and instructor review of case conceptualization presentations.*
4. Initiate, maintain, and successfully terminate professional counseling relationships in both small groups and individual settings in a professional and ethical manner. *Assessment of this objective will be conducted by the Ethical Practice Agreement, the Practicum Counselor Evaluation, the Practicum Experience Record, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Self-Evaluation, and instructor review of case conceptualization presentations.*
5. Utilize and appropriately interpret a variety of assessment devices for personal, education, and career counseling purposes. *Assessment of this objective will be conducted by the Practicum Experience Record.*
6. Work with other professional personnel in a comprehensive counseling approach to meet the individual needs of clients. *Assessment of this objective will be conducted by the Practicum Counselor Evaluation, the Practicum Experience Record, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Self-Evaluation, instructor review of case conceptualization presentations.*
7. Utilize published resources and community agencies in assisting persons with personal, educational, or career needs. *Assessment of this objective will be conducted by the Practicum Counselor Evaluation, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Self-Evaluation, and instructor review of case conceptualization presentations.*
8. Demonstrate a commitment and loyalty to professional counseling ethics, statutory standards of professional practice, and client confidentiality. *Assessment of this objective will be conducted by the Ethical Practice Agreement, the Practicum Counselor Evaluation, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Self-Evaluation, and instructor review of case conceptualization presentations.*

9. Organize, integrate and present case study information, maintain appropriate counseling records, and make appropriate reports to teachers, principals, parents, psychologists, social workers, and other professionals as requested. *Assessment of this objective will be conducted by the Practicum Counselor Evaluation, the Practicum Experience Record, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Self-Evaluation, and instructor review of case conceptualization presentations.*
10. Recognize personal and professional limitations and the ability to make appropriate referrals that enhance the achievement of a client's unique counseling goals. *Assessment of this objective will be conducted by the Ethical Practice Agreement, the Practicum Counselor Evaluation, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Self-Evaluation, and instructor review of case conceptualization presentations.*
11. Collaborate and work effectively under the direction of supervisory personnel. *Assessment of this objective will be conducted by the Practicum Counselor Evaluation, the Comprehensive Self-Evaluation, and instructor review of case conceptualization presentations.*
12. Initiate and maintain a positive and professional working relationship with the University Instructor of the *Practicum in Counseling*. *Assessment of this objective will be conducted by the Practicum Experience Record and instructor review of case conceptualization presentations.*
13. Cultivate a personal life style that is genuine, authentic, and mindful, yet at the same time communicates a commitment to personal values. *Assessment of this objective will be conducted by the Practicum Counselor Evaluation, Comprehensive Self-Evaluation, and instructor review of case conceptualization presentations.*
14. Model professional identity and development by participating in learning experiences beyond the minimum requirements of the degree plan, and by maintaining involvement in the Graduate Counseling Club, as well as professional counseling organizations such as the Texas Counseling Association and/or the American Counseling Association. *Assessment of this objective will be conducted by the Professional Liability Insurance Coverage, the Practicum Counselor Evaluation, Comprehensive Self-Evaluation, and instructor review of case conceptualization presentations.*

# **Counseling Program Objectives: Student Learning Outcomes**

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ✿ Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ✿ Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- ✿ Comprehend the role and function of the counselor in a variety of work settings.
- ✿ Know and apply the professional standards of practice and the relevant code of ethics.
- ✿ Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ✿ Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- ✿ Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ✿ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ✿ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

# Practicum Requirements

A student's final grade in the *Practicum in Counseling* (EDSR 7316) will be based on the successful completion of the following:

1. Carefully review the ***Ethical Standards of the American Counseling Association*** and sign and submit the **Ethical Practice Statement** prior to logging contact hours
2. Select a practicum site and site supervisor, and complete the **Practicum Placement Form**, and return to the University Instructor prior to logging contact hours. Student counselors may choose to work at more than one practicum site. Complete the Practicum Placement Form for each site and supervisor and email to the instructor prior to logging contact hours toward the *Practicum* requirements.
3. Obtain professional liability insurance, complete the **Insurance Verification Form**, and email to the University Instructor prior to logging contact hours toward the *Practicum* requirements.
4. Develop and disseminate to all clients a personalized **Professional Disclosure Statement** (and a Spanish version if necessary), approved by both the site supervisor and the University Instructor, before engaging in direct contact with clients.
5. Successfully complete a minimum of 100 clock hours of practicum experience, which includes a minimum of 40 clock hours of direct contact. A minimum of 20 hours of direct contact in a volunteer (unpaid) capacity is required as part of the 100 clock-hour total for those practicum students who are participating in a paid practicum experience.
6. Maintain reflections over each 25 hours of completed practicum hours.
7. Maintain the **Weekly Practicum Log** of counseling-related experiences and complete an end-of-the-experience **Summary of Practicum Hours** (when you have completed all requirements); weekly logs and summary are due, as part of your final **Practicum Portfolio**, to the University Instructor, when you have completed all specified requirements. If you do not complete the practicum requirements at the end of the initial semester of enrollment, and you are granted an Incomplete (PR), you are not required to submit anything to the University Instructor.
8. Maintain contact with the University Instructor (through weekly group supervision on Collaborate Ultra, in person, via telephone or text, or via email) on a regular basis for the review and supervision of counseling skills.
9. Read various texts and articles posted on Blackboard and/or recommended by the University Instructor. This is an individualized requirement based on the practicum counselor's specific needs.
10. Engage in self-review and self-evaluation for at least one hour per week, and complete a comprehensive written **Self-Evaluation** which is to be included in the **Practicum Portfolio**. The final Self-Evaluation is a narrative of two to three pages in length that critically examines and discusses the practicum experience, personal strengths and weaknesses, acquired knowledge and skills, and goals for continued professional growth.



11. Include site supervisor's completed **Practicum Counselor Evaluation Checklist with recommendation** in the **Practicum Portfolio**. Student counselor's final grade is partially based on the site supervisors' feedback and recommendation. Any unprofessional or unethical behavior on the part of the practicum student will result in the student's immediate removal from the *Practicum*; the student will receive a final grade of F; and the student will be denied enrollment in any future *Practicum* courses at Sul Ross State University Rio Grande College.
12. Include a completed **Evaluation of Clinical Supervisor** in the **Practicum Portfolio**. This instrument provides a platform for the Practicum Counselor to evaluate the supervision, guidance and mentoring of the Clinical Supervisor. The general objective of this evaluation is to provide the Clinical Supervisor with constructive feedback to help improve and enhance future supervisory processes and relationships. Practicum Counselors must complete this evaluation form at the end of the practicum experience and share the feedback with the Clinical Supervisor during an exit interview or final supervision session.
13. Include a completed **Practicum Site Evaluation** in the **Practicum Portfolio**.
14. Upon completion of all *Practicum* requirements, schedule an individual exit interview with the University Instructor. You will provide clinical documentations of your counseling work and the University Instructor will complete the **Practicum Skill Evaluation**, which must be included in the final **Practicum Portfolio**.
15. Finalize and submit to the University Instructor your complete **Practicum Portfolio**, if you have completed all stated requirements for the *Practicum*, on or before the first day of the university-specified final examination period.

**Note:** Only those counselor-trainees who successfully complete all of the *Practicum* requirements during a given semester are required to submit a completed **Practicum Portfolio** to the University Instructor by the specified date. Practicum counselors who plan to complete the practicum requirements in a future semester are not required to submit any documentation by the specified dates.

# Class Sessions

All counselor-trainees are required to participate in weekly group supervision meetings on the Collaborate Ultra feature of Blackboard. Weekly Collaborate meetings will be on Wednesday from 5:30 p.m. to 7:00 p.m. Recommended readings, resources, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual aspect of this field-based course.

## Accessibility and Safe Learning Environment

### **RGC Disability Statement:**

ADA Statement SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

### **RGC Library Information:**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **SRSU Distance Education Statement:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### **Academic Integrity:**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

**American with Disabilities Act (ADA):**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus.

**Marketable Skills**

1. Students will demonstrate analytical and critical thinking skills.
2. Students will demonstrate empathy and listening skills.
3. Students will demonstrate deductive and inductive cognitive skills

**Scholastic Misconduct:**

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

# Professional Counseling Identity and Behavior

In registering for classes in the Counseling Program at Sul Ross State University Rio Grande College, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, contributing to class discussions, and fully participating in all experiential learning activities. Counseling faculty members maintain specific attendance and participation requirements for each particular class. Faculty members may impose academic penalties upon absences from some classes and/or experiences; however, such penalties for absences will be a part of each course syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office.

The Counseling Program expects graduate students to demonstrate the following characteristics and attitudes at all times inside and outside the classroom:

- ☉ **Commitment** to professional identity as a counselor, investment, advocacy, collaboration, and interpersonal competence
- ☉ **Openness** to ideas, learning, change, giving and receiving feedback, others, and self-development
- ☉ **Respect** to self and others, including honoring diversity, self-care, and personal wellness
- ☉ **Integrity** demonstrated through personal responsibility, maturity, honesty, courage, and congruence
- ☉ **Self-awareness** modeled through humility, self-reflection, and understanding of context

The Counseling Program has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. By the time a student is admitted to the Experiential Block, it is expected that she or he has thoroughly read and comprehended the complete policies, procedures and recommendations of the most recent issue of the ***Practicum in Counseling Program Handbook***.

Unethical behavior (as defined by the *Code of Ethics* of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Sul Ross State University Rio Grande College, and may subject the student to civil penalties as well. Professional behavior is expected of each and every student at all times across all counseling courses. Failure to maintain professionalism is considered unethical behavior.

The Counseling Program emphasizes professional, personal, and academic development as essential in counselor education and training. Students must not only excel academically, but must adhere to the professional and ethical standards of the profession, demonstrate effective counseling skills and competencies, and focus on their own personal development as it impacts their ability to work effectively and ethically as counseling professionals.

Counseling students are expected to attend to their own social and emotional development through extensive self-reflection and mindfulness. They must be open to new and divergent ideas, prepared to examine their own values and assumptions, ready to recognize their own prejudices and biases, willing to be present in the moment with highly uncomfortable (painful) emotions that initially evoke the “*fight-flight-freeze*” hijacking of the primitive limbic system, able to receive critical feedback in the company of peers with an open mind and a tender heart, and capable of engaging in personal growth and transformation. At times this will involve examining one’s own life experiences while creating space and understanding for one’s inner

demons and emotional obstacles to personal growth. Willingness to do this important personal work is an integral part of any counselor's professional training.

Therefore, graduation from the Counseling Program requires that students successfully complete the academic and experiential requirements with mindful regard to both professional and personal development. Students must, in the professional judgment of the faculty and supervisors, understand and behave in accordance with the professional standards of behavior, meet the requisite counseling competencies and skills to work as an effective professional counselor, and be free from any psychological or emotional impairment that may act as a barrier to effective interpersonal and therapeutic interventions. Throughout the counseling course work and the practical experiences, the faculty members regularly review student progress on the following basic qualities:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to express feelings effectively and appropriately
- Attention to ethical and legal considerations
- Initiative and motivation
- Development of professional skills and competencies
- Psychological functioning and mindful self-management



**A.**

## **Professional Disclosure Statement**

The Counseling Program in the Department of Education at Sul Ross State University-Rio Grande College conducts counseling practicum experiences for graduate counseling students. This semester (*practicum counselor's name*) will be working at (*name of practicum site/agency*) as a practicum counselor.

### **Education and Experience**

The counseling practicum is open to advanced graduate students in the Counseling Program. Before participating in the practicum experience, trainees must complete required course work, and must demonstrate competency in and knowledge of counseling theories and techniques. (*practicum counselor's name*) has a bachelor's degree in Psychology or related field of study and has (relevant work experience). In addition, (*she or he*) has skills and knowledge in multicultural issues; group counseling, ethical and legal issues, human growth and development, family counseling, community referral resources, and testing and assessment.

### **Counseling Services**

Practicum counselors are expected to work with clients who are seeking counseling services. Practicum counselors may conduct individual and small group counseling sessions, large group guidance and training, and consultation with persons regarding a specific client.

### **Confidentiality**

All client and counseling information is highly confidential and cannot be released without the written permission of the client, or in the case of a client under the age of 17, permission of the parents. However, Texas state law requires the reporting of persons who present a danger to themselves or others and any known or suspected cases of child abuse.

### **Supervision**

As a practicum counselor, (*counselor student name*) is closely supervised by (*name of site supervisor*), (*title of supervisor*) of the (*name of practicum site*) (*site supervisor contact number*), and Dr. Monica Gutierrez, Professor at Sul Ross State University Sul Ross State University Sul Ross State University Rio Grande College (830-279-7577).

### **Personal Responsibility**

In compliance with Texas state law, the university administration requests that licensed concealed handgun holders leave their weapons at home or in their vehicle during all counseling sessions.

## **Client Informed Consent Statement**

I agree to participate in counseling with a Practicum Counselor. I understand that I will participate in counseling sessions that may be discussed confidentially with clinical supervisors. I understand that the practicum counselor will be supervised by (*name of site supervisor*) and Dr. Monica Gutierrez.

Client's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Practicum Counselor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Professional Disclosure Statement Example

*Practicum Counselor: Rogelio A. Ramirez*

The Counseling Program in the Department of Education at Sul Ross State University Sul Ross State University Rio Grande College conducts counseling practicum experiences each semester and during the summer. This semester, **Rogelio A. Ramirez** will be working at the **D’Hanis Metropolitan Mental Health Center** as a Practicum Counselor.

## **Education and Experience**

The counseling practicum is a requirement for all advanced graduate students in the Counseling Program at Sul Ross State University Sul Ross State University Rio Grande College. Before participating in the practicum experience, graduate students must complete required course work, and must demonstrate competency in and knowledge of counseling theories and techniques. Rogelio A. Ramirez has a bachelor’s degree in Sociology from the University of Texas at San Antonio. For the past four years he has worked for the Texas Department of Family and Adult Protective Services as a case worker in the adult protective division. Mr. Ramirez has successfully completed graduate-level course work in personality and counseling theories, testing and assessment, group counseling, counseling skills and techniques, play therapy, human growth and development, graduate research, and couples and family counseling. Additionally, he has attended professional workshops and trainings in action-oriented therapy, the use of the expressive arts in counseling, and mindfulness-based counseling and psychotherapy.

## **Services Offered**

Mr. Ramirez has volunteered to work with clients and patients of the D’Hanis Metropolitan Mental Health Center for the duration of the summer. As a student counselor, he is able to provide individual, family, and small group counseling. Additionally, Mr. Ramirez will engage in professional consultation and collaboration when necessary for the benefit of his clients.

## **Confidentiality**

All client and counseling information is highly confidential and cannot be released without the written permission of the client, or in the case of a client under the age of 17, permission of the parents. However, Texas state law requires the reporting of persons who present a danger to themselves or others and any known or suspected cases of child abuse.

## **Supervision**

As a practicum counselor, Mr. Ramirez is closely supervised by Mr. Marco Tijerina, Assistant Director of the D’Hanis Metropolitan Mental Health Center (830-773-9675), and Dr. Monica Gutierrez, Professor at Sul Ross State University Sul Ross State University Rio Grande College (830-279-7577).

## **Personal Responsibility**

In compliance with Texas state law, the university administration requests that licensed concealed handgun holders leave their weapons at home or in their vehicle during all counseling sessions.

## **Client Informed Consent Statement**

I agree to participate in counseling with Mr. Rogelio A. Ramirez. I understand that I will participate in counseling sessions that may be discussed confidentially with clinical supervisors. I further understand that Mr. Ramirez will be supervised by Mr. Marco Tijerina and Dr. Monica Gutierrez.

Client’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Practicum Counselor’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **B.**

### **Ethical Practice Statement**

Carefully review the Code of Ethics and the Standards of Practice of the American Counseling Association (refer to Appendix B) and sign the Ethical Practice Statement. Return this signed form to the instructor prior to beginning any field-based experiences.

*All Counselor -trainees are required to read the **Code of Ethics and the Standards of Practice** of the American Counseling Association and then sign and submit to the University Instructor this **Ethical Practice Statement** prior to engaging in any direct counseling experiences.*

### **Ethical Practice Agreement**

I have read and subscribe to the professional Ethical Standards of the American Counseling Association. I understand that it is my obligation to protect the privacy of the clients about whom I have confidential information, and to not reveal confidential materials (information, case notes, video tapes, audio tapes) to unauthorized persons, except where state law requires, without the written consent of the client. I am aware that I am prohibited from discussing my clients with anyone except my supervisors, professors, and professional colleagues.

I have read the Ethical Standards of the American Counseling Association and I agree to abide by these standards and the confidentiality rules stated above. I understand that violation of this agreement, or any unprofessional behavior, may subject me to civil penalties, as well as exclusion from further practicum experiences in the Counseling Program of Sul Ross State University.

Printed Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_

Zip: \_\_\_\_\_

Cell Phone: Preferred Email: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_





C.

# Professional Liability Insurance Verification Form

Practicum Counselor's Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

Date to Begin Practicum: \_\_\_\_\_

Practicum Counselor's Home Mailing Address: \_\_\_\_\_

Insurance Company/Provider: Insurance Company Address: \_\_\_\_\_

Policy Number: \_\_\_\_\_

Period of Coverage: \_\_\_\_\_

My signature below certifies that the above information is accurate and true.

\_\_\_\_\_

Signature of Practicum Counselor

\_\_\_\_\_

Date Signed

Return this completed form to the University Instructor prior to beginning your fieldwork experiences.

# Practicum Site and Site Supervision

Each counselor-trainee enrolled in the *Practicum in Counseling* (EDSR 7316) must accumulate a minimum of 100 hours of counseling-related work at an approved practicum site under the guidance and direction of a site-based supervisor. The practicum site must be a school, agency, or institution in which counseling and psychotherapy (individual, group, couples and/or family) are the primary services. Practicum counselors are required to make all necessary arrangements with potential practicum sites and are required to complete the **Practicum Placement Form** as soon as a practicum site has been established. Completed Practicum Placement Forms are due to the University Instructor prior to beginning any fieldwork activities or experiences. The site supervisor must have the following:

Site-based individual clinical supervision should be conducted at least one hour per week or one hour of clinical supervision for every ten hours of client contact. Procedures and methods for conducting clinical supervision are entirely at the discretion of the site supervisor. The site supervisor must sign the weekly practicum logs and submit the **Practicum Counselor Evaluation Checklist** (included in the latter sections of this *Handbook*). A student's final grade is partially based on the feedback from the site supervisor. Any unprofessional or unethical behavior on the part of the counselor-trainee will result in the student's immediate removal from the *Practicum in Counseling* (EDSR 7316) and the student will receive a final grade of F. At the end of the practicum experience, when all specified requirements have been met, the student must complete a **Practicum Site Evaluation** (included in *Practicum Portfolio*).

Unless the instructor hears otherwise from either the counselor-trainee or the site supervisor, it is assumed that everything is going well.

# **Counseling Practicum Site Supervisor Role Statement**

## ***The role of the Practicum Site Supervisor includes:***

- ❖ Providing one hour of individual supervision to the practicum counselor for every ten hours of practicum experience accrued.
- ❖ Providing an evaluation of the practicum counselor's development and progress prior to the end of the practicum experience.
- ❖ Introducing and orienting the practicum counselor to the structure, programs, function, forms and procedural practices at the site.
- ❖ Familiarizing the practicum counselor with policies and procedures regarding case management, record-keeping and confidentiality, crisis team functions, abuse reporting procedures, and the consulting role.
- ❖ Orienting the practicum counselor to the dynamics and diversity of the client population.
- ❖ Assigning and supervising the completion of tasks and responsibilities consistent with the practicum counselor's role at the site.
- ❖ Consulting with the Professor of the Counseling Program in the event that the supervisor becomes aware of personal or professional issues or limitations which are impairing the practicum counselor's learning and/or performance.
- ❖ Providing independent counseling experiences with a caseload that reflects a variety of client needs.
- ❖ Providing opportunities for decision-making and risk-taking.
- ❖ Introducing the practicum counselor to the professional and support staff associated with the site.
- ❖ Orienting the practicum counselor to the site policies regarding appropriate dress, office hours, scheduled meetings and conferences, and scheduled counseling sessions.
- ❖ Providing opportunities for gaining counseling experience in multiple areas such as individual counseling, small group counseling, couples and family counseling, psycho-education, and professional consultation.



# D.

## Practicum Placement Form

Practicum Counselor Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Alternate Phone: \_\_\_\_\_

Date to Begin Practicum: \_\_\_\_\_ Preferred Email: \_\_\_\_\_

Practicum Placement Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Site Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Supervisor Primary Phone: \_\_\_\_\_ Alternate Phone: \_\_\_\_\_

Supervisor Email: \_\_\_\_\_ Fax: \_\_\_\_\_

# E.

## Verification of Site Supervisor

I understand the requirements of the *Practicum in Counseling* (EDSR 7316) in the Counseling Program at Sul Ross State University Sul Ross State University Sul Ross State University Rio Grande University and I agree to serve as the Site Supervisor for the above-named Practicum Counselor. I agree to provide at least one hour of individual supervision to the above named practicum counselor for every ten hours of practicum experience accrued. I understand that the Practicum Counselor will be providing counseling services to clients or students by conducting individual and small group counseling, as well as other counseling-related tasks and responsibilities. Additionally, I agree to contact Dr. Monica Gutierrez, University Practicum Instructor (830-279-7577), if the performance of the above-named Practicum Counselor becomes problematic or unsatisfactory. **My signature attests that I have received, reviewed my role as a site supervisor regarding my duties as a site supervisor.**

Site Supervisor's Name: \_\_\_\_\_

Site Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appreciation

*Sul Ross State University Sul Ross State University-Rio Grande College wants to thank you for the supervision of our practicum student. Experiences in the field are the basis for the betterment of the school counseling profession. Your choice to engage in the process of supervision indicates your commitment to the field.*

# F.

## Information for Parents

The Counseling Program in the Department of Education at Sul Ross State University Rio Grande College conducts counseling practicum experiences each semester and summer sessions. This semester, (*practicum counselor's name*) will be working at (*name of practicum site/agency*) as a Practicum Counselor.

### Education and Experience

The counseling practicum is open to advanced level graduate students in Counseling. Before participating in the practicum experience, trainees must complete required course work, and must demonstrate competency in and knowledge of counseling theory and techniques. (*practicum counselor's name*) has a (*undergraduate degree*) and (*relevant work experience*). In addition, she or he/she has skills and knowledge in multicultural issues, group counseling, ethical and legal issues, human growth and development, family counseling, community referral resources, and testing and assessment.

### Services Offered

Counselor trainees are expected to work with clients who are seeking counseling services. Trainees may conduct individual and small group counseling sessions, large group guidance and training, and consultation with persons regarding a specific client.

### Confidentiality

All client and counseling information is highly confidential and cannot be released without your written permission. However, Texas state law requires the reporting of persons who present a danger to themselves or others and any known or suspected cases of child abuse.

### Supervision

All counseling sessions are closely supervised by (*site supervisor's name*). Additionally, practicum counselors are supervised by Dr. Monica Gutierrez of the Counseling Program in the Department of Education at Sul Ross State University Rio Grande College (830-279-7577).

## Parent Permission Statement

I give permission for my child to participate in counseling services with a Practicum Counselor. I understand that the confidential counseling sessions may be discussed with a clinical supervisor. I understand that the Practicum Counselor will be supervised by (*name of site supervisor*) and Dr. Monica Gutierrez of the Counseling Program Sul Ross State University Rio Grande College.

Child's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Information for Parents Example

*Practicum Counselor: Rogelio A. Ramirez*

The Counseling Program in the Department of Education at Sul Ross State University conducts counseling practicum experiences each semester and during the summer. This semester, **Rogelio A. Ramirez** will be working at the **D'Hanis Metropolitan Mental Health Center** as a practicum counselor.

### Education and Experience

The counseling practicum is a requirement for all advanced graduate students in the Counseling Program at Sul Ross State University. Before participating in the practicum experience, graduate students must complete required course work, and must demonstrate competency in and knowledge of counseling theories and techniques. Rogelio A. Ramirez has a bachelor's degree in Sociology from the University of Texas at San Antonio. For the past four years he has worked for the Texas Department of Family and Adult Protective Services as a case worker in the adult protective division. Mr. Ramirez has successfully completed graduate-level course work in personality and counseling theories, testing and assessment, group counseling, counseling skills and techniques, play therapy, human growth and development, graduate research, and couples and family counseling. Additionally, he has attended professional workshops and trainings in action-oriented therapy, the use of the expressive arts in counseling, and mindfulness-based counseling and psychotherapy.

### Services Offered

Mr. Ramirez has volunteered to work with clients and patients of the D'Hanis Metropolitan Mental Health Center for the duration of the summer. As a student counselor, he is able to provide individual, family, and small group counseling. Additionally, Mr. Ramirez will engage in professional consultation and collaboration when necessary for the benefit of his clients.

### Confidentiality

All client and counseling information is highly confidential and cannot be released without the written permission of the client, or in the case of a client under the age of 17, permission of the parents. However, Texas state law requires the reporting of persons who present a danger to themselves or others and any known or suspected cases of child abuse.

### Supervision

As a practicum counselor, Mr. Ramirez is closely supervised by Mr. Marco Tijerina, Assistant Director of the D'Hanis Metropolitan Mental Health Center (830-773-9675), and Dr. Monica Gutierrez, Professor at Sul Ross State University (830-279-7577).

### Parent Permission Statement

I give permission for my child to participate in counseling with Mr. Rogelio A. Ramirez, a Practicum Counselor with Sul Ross State University. I understand that the confidential counseling sessions will be discussed with a clinical supervisor. I understand that Mr. Ramirez will be supervised by Mr. Marco Tijerina, Assistant Director of D'Hanis Metropolitan Mental Health Center (830-773-9675), and Dr. Monica Gutierrez, Professor at Sul Ross State University (830-279-7577).

Child's Name: \_\_\_\_\_  
Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Practicum Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Practicum Experience Record

For purposes of verification and accountability, each counselor-trainee must keep a log of the all practicum experiences. Students should use a personalized (tailored for your particular site and experiences) grid format (**Weekly Practicum Log**) and the **Summary of Practicum Hours**. The completed practicum experience logs and summary sheets are due at the completion of the practicum experience and included in the final **Practicum Portfolio**. To successfully complete the three-semester credit *Practicum in Counseling* (EDSR 7316), the counselor-trainee must complete a minimum total of 100 clock hours of field-based experience, with a minimum of 40 direct-contact clock hours (face-to-face counseling). Practicum Counselors must obtain their site supervisor's initials or signature each week and complete a summary sheet at the conclusion of the practicum experience. Practicum counselors may be required to complete additional documentation as required by the specific agency or institution.





# G.

## Weekly Practicum Log

Practicum Counselor Name: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Clinical Site Supervisor's Signature: \_\_\_\_\_

Directions: This weekly log should be personalized and tailored for the particular experience. You can record time in minutes in minutes (e.g., 90 m.), hours (e.g., 1.5 h.), or timespans (e.g., 9:30-11:00). Only record time to the nearest half-hour. Do not log any time less than the half-hour. Be consistent with the style in which you complete this log. Clearly specify any activities that you included under "Other."

Week of: \_\_\_\_/\_\_\_\_/\_\_\_\_. Through: \_\_\_\_/\_\_\_\_/\_\_\_\_

Day/Date	Individual Counseling	Group Counseling	Large Group/Class Guidance	Consultation or Staffing	Record Keeping or Other	Total
<i>Total:</i>						

Direct Contact Hours: \_\_\_\_\_ Indirect Contact Hours: \_\_\_\_\_ Weekly Total: \_\_\_\_\_



# H.

## Summary of Practicum Hours

Practicum Counselor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

	Direct Hours	Indirect Hours
Week 1 ( <i>Specify Dates</i> )	_____	_____
Week 2 ( <i>Specify Dates</i> )	_____	_____
Week 3 ( <i>Specify Dates</i> )	_____	_____
Week 4 ( <i>Specify Dates</i> )	_____	_____
Week 5 ( <i>Specify Dates</i> )	_____	_____
Week 6 ( <i>Specify Dates</i> )	_____	_____
Week 7 ( <i>Specify Dates</i> )	_____	_____
Week 8 ( <i>Specify Dates</i> )	_____	_____
Week 9 ( <i>Specify Dates</i> )	_____	_____
Week 10 ( <i>Specify Dates</i> )	_____	_____
Week 11 ( <i>Specify Dates</i> )	_____	_____
Week 12 ( <i>Specify Dates</i> )	_____	_____
Week 13 ( <i>Specify Dates</i> )	_____	_____
Week 14 ( <i>Specify Dates</i> )	_____	_____
Week 15 ( <i>Specify Dates</i> )	_____	_____
	<b>Direct Hours</b>	<b>Indirect Hours</b>
	_____	_____

**Total Practicum Hours:** \_\_\_\_\_ **I.**

- Note: Be sure to complete a single summary sheet to document your grand total of all contact hours for the entire experience when submitting the Practicum Portfolio.



# Counseling Contact Sheet: S.O.A.P. Template

## *The “SOAP” Format*

Practicum Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

Client: \_\_\_\_\_

Session Number: \_\_\_\_\_

### **I. SUBJECTIVE:**

*Presenting concerns in client’s words; content of session; situational information contributing to understanding of the client. What was discussed? Where did the session go? Any new case information that is important to understanding client and concerns? Your recollection of what happened during the session.*

### **II. OBJECTIVE:**

*Description of the client in terms of behavior, appearance, and affect. Observable description of what client did during session, what the vocal quality was, what emotions the client demonstrated or refrained from demonstrating, what the client’s interaction with counselor was.*

### **III. APPRAISAL:**

*What is your current “working” hypothesis about this client and his/her concerns? What is the problem/purpose of counseling? What is the client working on or need to work on?*

### **IV. PLAN:**

*What to work on; what to do to “get at” the problem; what to do to move towards resolution, including possible interventions, skills and techniques. Where to from here? What next? What will be your counseling strategy? Any homework assigned?*



## Counseling Contact Sheet: S.O.A.P. Example

Practicum Counselor: Rogelio A. Ramirez

Date: July 22, 2017

Client: Austin Smith

Session Number: Three (#3)

### I. SUBJECTIVE:

Austin seemed eager and excited to begin the counseling session. He said, "I have a lot to tell you today. I had a great weekend. My girlfriend and I are back together." In the first two counseling sessions, Austin was dealing with feelings of sadness and rejection upon breaking up with his girlfriend. In today's session he shared that the two of them had "made up" and were once again girlfriend-boyfriend. This session was very upbeat and positive. Austin also indicated that he was "taking it one day at a time" with his girlfriend. Near the end of the session, I suggested that next week we explore how easily and quickly he felt rejected by his girlfriend. I told him that sometimes it was good to explore the uncomfortable feelings at a time when we are actually feeling upbeat and happy. He agreed with this suggestion.

### II. OBJECTIVE:

Austin is a 16-year-old male who just completed his sophomore year at Hondo High School. During our first two sessions, he was sad, somewhat withdrawn, and anxious about sharing his thoughts and feelings in counseling. Today he arrived smiling and jovial. His behaviors and mannerisms appeared upbeat, optimistic and positive. On several occasions he said that he was "excited" and "happy." He indicated that he had been "looking forward to today's counseling session."

### III. APPRAISAL:

Austin presents as a "normal" adolescent male of 16 years of age. He is involved in his first romantic relationship/friendship. During the first two counseling sessions he was struggling to cope with his feelings of sadness and rejection at the break-up with his girlfriend. During today's session he was excited and giddy at being back together with his girlfriend. Like many adolescents his age, Austin experiences wide mood swings – happy and elated one day and then sad and withdrawn another day.

### IV. PLAN:

In the next session we will address the mood swing pattern and his tendency toward self-loathing and condemnation when things are going stressful in his life.



## Counseling Contact Sheet: D.I.P. Template The “DIP” Format

Practicum Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Client: \_\_\_\_\_ Session Number: \_\_\_\_\_

### I. DESCRIPTION:

Description of the client in terms of behavior, appearance, and affect. Observable description of what client did during session, what the vocal quality was, what emotions the client demonstrated or refrained from demonstrating, what the client’s interaction with counselor was. Describe the presenting concerns using the client’s words; content of session; situational information contributing to understanding of the client; counseling interventions. Your recollection of what happened during the session.

### II. IMPRESSIONS:

What are your thoughts about the client? What is your current hypothesis about this client and his/her concerns? What is the purpose of counseling? What do you think the client needs to work on?

### III. PLAN:

What to work on and how to relieve symptoms, problems; to “get at” the problem; to move towards resolution, including possible interventions, skills and techniques to use in future sessions. Where to from here? What next? What will be your counseling strategy?



# Counseling Contact Sheet: D.I.P. Example

**Practicum Counselor:** Rogelio A. Ramirez

**Date:** July 22, 2014

**Client:** Austin Smith

**Session Number:** Three (3)

## I. DESCRIPTION:

Austin is a 16-year-old male who just completed his sophomore year at Hondo High School. During our first two sessions, he was sad, somewhat withdrawn, and anxious about sharing his thoughts and feelings in counseling. Today he arrived smiling and jovial. His behaviors and mannerisms appeared upbeat, optimistic and positive. On several occasions he said that he was “excited” and “happy.” He indicated that he had been “looking forward to today’s counseling session.” Austin presents as a “normal” adolescent male of 16 years of age. He is involved in his first romantic relationship/friendship. During the first two counseling sessions he was struggling to cope with his feelings of sadness and rejection at the break-up with his girlfriend. During today’s session he was excited and giddy at being back together with his girlfriend. Like many adolescents his age, Austin experiences wide mood swings – happy and elated one day and then sad and withdrawn another day.

## II. IMPRESSIONS:

Austin seemed eager and excited to begin the counseling session. He said, “I have a lot to tell you today. I had a great weekend. My girlfriend and I are back together.” In the first two counseling sessions, Austin was dealing with feelings of sadness and rejection upon breaking up with his girlfriend. In today’s session he shared that the two of them had “made up” and were once again girlfriend-boyfriend. This session was very upbeat and positive. Austin also indicated that he was “taking it one day at a time” with his girlfriend. Near the end of the session, I suggested that next week we explore how easily and quickly he felt rejected by his girlfriend. I told him that sometimes it was good to explore the uncomfortable feelings at a time when we are actually feeling upbeat and happy. He agreed with this suggestion.

## III. PLAN:

In the next session we will address the mood swing pattern and his tendency toward self-loathing and condemnation when things are going stressful in his life. Client agreed to practice a brief five-minute mindfulness exercise each evening.



# Case Conceptualization

## I. Basic Information

Indicate client's name, date of birth, date of first session, date of last session, and total number of counseling sessions.

## II. Client Description and Brief History

Provide brief description of your client by indicating such things as age, physical appearance, grade- level, living situation, family situation, etc. Also, indicate any relevant history, including family background, school, work, or medical history.

## III. Presenting Problems

Indicate the client's presenting concerns and reasons for seeking and continuing counseling.

## IV. Counseling Process

Describe the initial session, including your impressions. Provide a brief narrative of the subsequent counseling sessions. Major focus is on the process rather than the content. Note difficulties and progress as appropriate. Also, indicate the nature and reason for termination and client recommendations for the future or professional referrals.

## V. Counseling Goals

Indicate your counseling goals, interventions, and rationales. Explain your counseling interventions and state your desired effect. Did this case involve any consultation with significant others? If so, explain your approach to consultation.

## VI. Self-Evaluation

Provide a brief evaluation of your own counseling skills with this particular client. Did you accomplish your goals? If you could do it again, is there anything you would do differently?



**J.**

# Practicum Counselor Evaluation Checklist

## Site Supervisor Evaluation and Feedback

Practicum Counselor: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_  
 Site Supervisor: \_\_\_\_\_ Practicum Site: \_\_\_\_\_

**Instructions to Clinical Site Supervisor:** This form is designed to help counseling supervisors provide feedback about the performance of a practicum counselor. This completed form will become part of the practicum counselor's record for *Practicum in Counseling* (EDUC 7316) and will be considered in assigning a letter grade for the three-semester credit hour experience. Please answer each item using the Likert-type scale defined below. Space is provided following each category group for specific feedback and comments. There is also space at the end of this form for general comments. For each item, please circle the appropriate number with regard to the performance of the practicum counselor for the duration of the practicum experience. Please return this completed evaluation form to the practicum counselor for inclusion in his/her **Practicum Portfolio**.

- 1 = Area of Concern: Needs Much Improvement
- 2 = Below Expectations: Needs Some Improvement
- 3 = Satisfactory: Meets Standards at Average Level
- 4 = Above Expectations: Performs at Above Average Level
- 5 = Exceeds Expectations: Performs at an Outstanding Level
- NA = Not Applicable or Insufficient Observation for Evaluation

### Basic Work Requirements

1. Arrives on time consistently	1	2	3	4	5	NA
2. Uses time effectively	1	2	3	4	5	NA
3. Informs supervisor and makes arrangements for absences	1	2	3	4	5	NA
4. Reliably completes requested or assigned tasks on time	1	2	3	4	5	NA
5. Completes agreed upon number of hours per week	1	2	3	4	5	NA
6. Is responsive to norms about appropriate dress, language, and professional protocol	1	2	3	4	5	NA

**Comments:**

### Ethical Awareness and Conduct

7. Knowledge of general ethical guidelines	1	2	3	4	5	NA
8. Knowledge of ethical guidelines of practicum placement	1	2	3	4	5	NA
9. Demonstrates awareness and sensitivity to ethical issues	1	2	3	4	5	NA
10. Personal behavior is consistent with ethical guidelines	1	2	3	4	5	NA
11. Consults with others about ethical issues if necessary	1	2	3	4	5	NA

**Comments:**



### **Knowledge and Learning**

12. Knowledge level of client population at beginning of practicum	1	2	3	4	5	NA
13. Knowledge level of client population at end of practicum	1	2	3	4	5	NA
14. Knowledge of counseling approaches at beginning of practicum	1	2	3	4	5	NA
15. Knowledge of counseling approaches at end of practicum	1	2	3	4	5	NA
16. Knowledge and familiarity with counseling skills and strategies at beginning of practicum	1	2	3	4	5	NA
17. Knowledge and familiarity with counseling skills and strategies at end of practicum	1	2	3	4	5	NA
18. Receptive to learning when new information is offered	1	2	3	4	5	NA
19. Actively seeks new information from staff and supervisor	1	2	3	4	5	NA
20. Ability to learn and understand new information	1	2	3	4	5	NA
21. Understanding of concepts, theories, and information	1	2	3	4	5	NA
22. Ability to apply new information in clinical setting	1	2	3	4	5	NA

**Comments:**

### **Response to Supervision**

23. Actively seeks supervision when necessary	1	2	3	4	5	NA
24. Receptive to feedback and suggestions from supervisor	1	2	3	4	5	NA
25. Understands information communicated in supervision	1	2	3	4	5	NA
26. Successfully implements suggestions from supervisor	1	2	3	4	5	NA
27. Aware of areas that need improvement	1	2	3	4	5	NA
28. Willingness to explore personal strengths and weaknesses	1	2	3	4	5	NA

**Comments:**

### **Interactions with Clients**

29. Appears comfortable interacting with clients	1	2	3	4	5	NA
30. Initiates interactions with clients	1	2	3	4	5	NA
31. Communicates effectively with clients	1	2	3	4	5	NA
32. Builds rapport and respect with clients	1	2	3	4	5	NA
33. Is sensitive and responsive to client's needs	1	2	3	4	5	NA
34. Is sensitive to cultural and linguistic differences	1	2	3	4	5	NA
35. Is sensitive to gender and sexual orientation differences	1	2	3	4	5	NA

**Comments:**

### Interactions with Staff

36. Appears comfortable interacting with other staff members	1	2	3	4	5	NA
37. Initiates interactions with staff and coworkers	1	2	3	4	5	NA
38. Communicates effectively with staff and coworkers	1	2	3	4	5	NA
39. Effectively conveys information and expresses own opinions	1	2	3	4	5	NA
40. Effectively receives information and opinions from others	1	2	3	4	5	NA

Comments:

### Work Products

41. Reliably and accurately keeps necessary records	1	2	3	4	5	NA
42. Written or verbal reports are accurate and factually correct	1	2	3	4	5	NA
43. Written or verbal reports are presented in professional manner	1	2	3	4	5	NA
44. Reports are clinically or administratively useful	1	2	3	4	5	NA
45. Remains current and up-to-date on practicum forms and record-keeping	1	2	3	4	5	NA

Comments:

### Attitude and Personal Characteristics

46. Expresses warmth and acceptance in counseling and social relationships	1	2	3	4	5	NA
47. Handles ambiguity and complexity effectively and gracefully	1	2	3	4	5	NA
48. Recognizes and mindfully accepts his/her own emotions	1	2	3	4	5	NA
49. Recognizes, reflects and mindfully works with client emotions	1	2	3	4	5	NA
50. Demonstrates authenticity and mindfulness in both the counseling and social relationships	1	2	3	4	5	NA

Comments:

Site Supervisor Recommendation:  Competent  Remedial Required

Signature of Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this completed **Practicum Counselor Evaluation Checklist** to the practicum counselor or email it to the University Instructor (monicag@sulross.edu).

## K.

# Practicum Self-Evaluation

All practicum counselors are expected to spend one to two hours each week reviewing and critiquing their own counseling work. Personal and professional growth is highly dependent upon self-review, self-analysis and self-evaluation. Each student is required to complete a comprehensive self-evaluation at the end of the practicum experience which is included in the final **Practicum Portfolio**. The **Practicum Self-Evaluation** is a narrative (three to five pages in length) of the practicum experience, acquired knowledge and skills, and strengths and weaknesses. It is due as a component of the final **Practicum Portfolio** at the completion of the practicum experience.

# Practicum Counselor Evaluation of the Clinical Supervisor

The **Practicum Counselor Evaluation of the Clinical Supervisor** is an assessment tool designed to provide professional feedback to the clinical supervisor from the counselor-trainee (supervisee). The instrument consists of items that reflect the multiple domains and competencies required of effective clinical supervisors. The general objective of this evaluation instrument is to provide the Clinical Supervisor with constructive feedback to help improve and enhance future supervisory processes and relationships. Counselor-trainees must complete this evaluation form at the end of the practicum experience and share the feedback with the Clinical Supervisor during an exit interview or final supervision session. Upon successful completion of the *Practicum in Counseling* (EDUC 7316) the Practicum Counselor must include a copy of this completed evaluation in the final **Practicum Portfolio**.

# Practicum Site Evaluation

All practicum counselors are required to complete a **Practicum Site Evaluation** form in order to provide confidential feedback about the school, agency or institution in which the practicum was conducted. The completed Practicum Site Evaluation form is due as part of the **Practicum Portfolio** at the completion of the practicum experience. Practicum Counselors are encouraged to share this honest feedback with the site supervisor, or various site administrators; however this is not a requirement of the *Practicum in Counseling* (EDUC 7316). The only requirement is that the completed Practicum Site Evaluation be included in the final **Practicum Portfolio**.

# L.

## **Practicum Counselor Evaluation of the Clinical Supervisor**

**Overview:** The **Practicum Counselor Evaluation of the Clinical Supervisor** begins on the following page and consists of forty (40) items which were selected to reflect the multiple domains and competencies required of effective clinical supervisors. This instrument provides a platform for the Practicum Counselor to evaluate the supervision, guidance and mentoring of the Clinical Supervisor. The general objective of this evaluation instrument is to provide the Clinical Supervisor with constructive feedback to help improve and enhance future supervisory processes and relationships. Counselor-trainees must complete this evaluation form at the end of the practicum experience and share the feedback with the Clinical Supervisor during an exit interview or final supervision session. Upon successful completion of the *Practicum in Counseling* (EDSR 7316) the Practicum Counselor will include a copy of this completed evaluation in the final **Practicum Portfolio**.

**Directions:** For each of the forty (40) evaluation items place an “X” in the box that best represents your evaluation and assessment of your Clinical Supervisor. Please use the following response scale:

- 1** Strongly Disagree
- 2** Disagree
- 3** Neither Agree nor Disagree
- 4** Agree
- 5** Strongly Agree



## Practicum Counselor Evaluation of Clinical Supervisor

Clinical Supervisor: \_\_\_\_\_ Practicum Site: \_\_\_\_\_

Practicum Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Evaluation Items</b>	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neither Agree nor Disagree <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
1. My Clinical Supervisor provides useful feedback regarding counselor behavior.					
2. My Clinical Supervisor promotes an easy, relaxed feeling in supervision.					
3. My Clinical Supervisor makes supervision a constructive learning process for me.					
4. My Clinical Supervisor provides specific feedback and assistance in areas needing work.					
5. My Clinical Supervisor addresses issues relevant to current clinical conditions and situations.					
6. My Clinical Supervisor introduces alternative counseling strategies and interventions that are effective with my clients.					
7. My Clinical Supervisor focuses on my professionalism and counseling behavior.					
8. My Clinical Supervisor encourages me to use alternative and creative counseling skills and interventions.					
9. My Clinical Supervisor structures the supervision process appropriately.					
10. My Clinical Supervisor emphasizes the development of my knowledge, skills, capabilities, existing clinical strengths, and my counseling potential.					
11. My Clinical Supervisor brainstorms solutions, responses, and techniques that might be helpful in future counseling situations.					
12. My Clinical Supervisor involves me, the student-counselor, in the supervision process and supervisory relationship.					
13. My Clinical Supervisor helps me, the supervisee, feel accepted and respected as a person and as a beginning counselor.					
14. My Clinical Supervisor appropriately works with my affect, cognitions and behaviors.					
15. My Clinical Supervisor motivates me, the student-counselor, to assess and evaluate my own counseling behavior.					
16. My Clinical Supervisor conveys a sense of counseling competence.					
17. My Clinical Supervisor appropriately addresses the interpersonal dynamics between themselves and me, the student-counselor.					

18. My Clinical Supervisor accepts feedback and suggestions from me, the student-counselor.					
19. My Clinical Supervisor helps reduce potential defensiveness in the supervision process.					
<b>Evaluation Items</b>	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neither Agree nor Disagree <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
20. My Clinical Supervisor encourages my expression of opinions, questions, and concerns about counseling.					
21. My Clinical Supervisor prepares me, the student-counselor, appropriately and adequately for the next counseling session.					
22. My Clinical Supervisor helps to clarify counseling goals and objectives.					
23. My Clinical Supervisor provides me with sufficient opportunity to discuss the difficulties that I am having with particular clients.					
24. My Clinical Supervisor encourages client conceptualization in new ways.					
25. My Clinical Supervisor motivates and encourages me in my role and function as a counselor.					
26. My Clinical Supervisor challenges me to perceive accurately the thoughts, feelings, behaviors, and intentions of my client.					
27. My Clinical Supervisor gives me, the student-counselor, sufficient opportunity to discuss my personal issues as they relate to my hypotheses and interventions in counseling.					
28. My Clinical Supervisor is flexible enough to encourage me to be creative and spontaneous in the counseling process.					
29. My Clinical Supervisor focuses on the implications and consequences of specific counseling behaviors.					
30. My Clinical Supervisor provides suggestions for developing various counseling skills and appropriate interventions.					
31. My Clinical Supervisor encourages me to use new and different therapeutic interventions and techniques.					
32. My Clinical Supervisor helps me define and achieve specific concrete goals.					
33. My Clinical Supervisor gives useful feedback and clinical guidance.					
34. My Clinical Supervisor helps me organize relevant case data in planning goals and strategies with my clients.					
35. My Clinical Supervisor helps me develop skills in critiquing and gaining insight from the review of my video recorded counseling sessions.					
36. My Clinical Supervisor encourages realistic self-evaluation.					
37. My Clinical Supervisor explains the criteria for evaluation clearly and in behaviorally objective terms.					
38. My Clinical Supervisor applies the required criteria fairly in evaluating my counseling performance.					
39. My Clinical Supervisor is helpful in addressing my own cultural issues and factors as they intersect with those of the supervisor, and those of the client.					
40. My Clinical Supervisor comfortably and instructionally discusses relevant cultural and contextual issues of the client, family, and community systems.					



# M. Practicum Site Evaluation

Practicum Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

1. What were the positive aspects of your practicum placement?
2. What were the negative aspects of your practicum placement?
3. For each item below, please circle the appropriate number with regard to your site supervisor:

**1** = strongly agree    **2** = agree    **3** = undecided    **4** = disagree    **5** = strongly disagree

a. Helped you to work independently with clients.

**1**      **2**      **3**      **4**      **5**

b. Helped you to improve your counseling skills.

**1**      **2**      **3**      **4**      **5**

c. Helped you to obtain a variety of counseling-related experiences.

**1**      **2**      **3**      **4**      **5**

d. Helped by giving you necessary information for understanding and working with clients.

**1**      **2**      **3**      **4**      **5**

e. Helped by showing you or discussing with you various counseling methods and techniques.

**1**      **2**      **3**      **4**      **5**

f. Helped you by providing valuable feedback regarding counseling skills and professional behavior.

**1**      **2**      **3**      **4**      **5**

g. Helped you to feel welcome at the practicum site.

**1**      **2**      **3**      **4**      **5**

h. Overall, this practicum placement was highly beneficial.

**1**      **2**      **3**      **4**      **5**



# N. Practicum Counselor Skill Evaluation

**Directions:** The **Practicum Counselor Skill Evaluation** must be completed by the University Instructor in an exit interview when the Practicum Counselor has successfully completed all experience requirements. Each of the ten criteria is worth ten points possible for a total possible score of 100 points on this evaluation instrument. The ten-point Likert-type scale is used to rate the performance of the Practicum Counselor on each of the criteria from a score of 1 (“poor performance or the serious need for immediate improvement”) to a rating of 10 (“excellent or exemplary”); the average or midrange rating is indicated by a score of 5 (“good or satisfactory”).

**Practicum Counselor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Practicum counselor consistently employed effective and therapeutic attending skills.  
1      2      3      4      5      6      7      8      9      10
2. Practicum counselor consistently communicated mindful empathy while avoiding the emotional rescue of the client.  
1      2      3      4      5      6      7      8      9      10
3. Practicum counselor consistently employed skillful active listening skills such as paraphrasing, clarifying and summarizing client content.  
1      2      3      4      5      6      7      8      9      10
4. Practicum counselor effectively personalized client content and process in order to maintain the therapeutic focus on the client.  
1      2      3      4      5      6      7      8      9      10
5. Practicum counselor accurately and consistently reflected client affect in a mindful and genuine fashion.  
1      2      3      4      5      6      7      8      9      10
6. Practicum counselor actively avoided using interrogative and inquisitorial leads; and when questions were employed they reflected an evolving integrated personal approach to counseling.  
1      2      3      4      5      6      7      8      9      10
7. Practicum counselor demonstrated an expanding repertoire of effective influencing skills and techniques.  
1      2      3      4      5      6      7      8      9      10
8. Practicum counselor demonstrated a well-tuned sense of therapeutic timing and pace within the process of the counseling session.  
1      2      3      4      5      6      7      8      9      10
9. Practicum counselor maintained authentic and genuine presence during the therapeutic relationship.  
1      2      3      4      5      6      7      8      9      10
10. Practicum counselor demonstrated an emerging integrated personal approach that reflects a mindful awareness of the bilingual and bicultural needs of the larger service community.  
1      2      3      4      5      6      7      8      9      10



# O.

## **Practicum Counselor Reflections**

The **Practicum Counselor Reflections** includes documentations and demonstrations of personal growth, struggle, awareness and professional/academic understanding. The reflections are expected to be completed and turned in per 25 hours of practicum hours completed. Reflections are based on the events and experiences practicum and supervision experiences. The level of analysis woven throughout your reflection entries must reflect a depth of awareness and introspection characteristic of graduate student insight and sophistication.

Your Reflections should include a detailed account of the activities and experiences encountered during your fieldwork experiences. Additionally, you will include your personal reactions, thoughts, and feelings about these experiences and adventures. Reflections should not be used as critiques of colleagues or supervisors, but rather thorough demonstrations of personal awareness and professional understanding. Practicum counselors must protect the confidentiality of clients and fellow staff members by using first names only. In your initial reflection, please tell me about your practicum plans for this semester, your personal and professional goals, and your expectations for the practicum. Additionally, in your initial reflection be sure and discuss your practicum site(s) and situation(s). You must protect the confidentiality of clients and fellow staff members by using first names only. In accordance with the *Ethical Standards of the American Counseling Association*, counselor reflections can only be viewed by fellow counselors, clinical supervisors and the university instructors.

# Appendix A

## Counseling Terminology and Glossary

**Advocacy:** Promotion of the well-being of individuals and groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.

**Assent:** To demonstrate agreement, when a person is otherwise not capable or competent to give formal consent (e.g., informed consent) to a counseling service or plan.

**Assessment:** Establishing the client's condition at the beginning of the therapeutic relationship.

**Boundaries:** The initial set up of the therapist/client relationship so that each party is both clear of their role within the therapy sessions, and the professional limits that are created.

**Client:** An individual seeking or referred to the professional services of a counselor for help with problem resolution or decision making.

**Cognitive Dissonance:** An unpleasant feeling that occurs when we hold inconsistent or conflicting ideas simultaneously, e.g. "I like smoking cigarettes", and "but I want to live a long time and smoking damages my health". The theory suggests that holding two such opposing views leads to denying our true values or deciding on irrational behavior, such as deciding that "smoking is fine if I only smoke low-tar brands."

**Commitment:** A commitment is required from the client for the hard work and pain that can be involved in the working through of issues. Appointments need to be kept and time keeping is important. Therapists will also make a commitment to ensure and maintain their practices.

**Comorbid or Co-Occurring:** Two or more mental disorders are diagnosed simultaneously in the same client.

**Confidentiality:** All discussions that take place between a counsellor and a client are treated with respect and discretion. An agreement is usually made during the first session about confidentiality. If exceptional circumstances arise, where there is a need to involve someone else, your consent should be sought for a change in this agreement.

**Consent:** Permission that is freely given by the client to the counselor.

**Counselor:** A professional (or a student who is a counselor-in-training) engaged in a counseling practice or other counseling-related services. Counselors fulfill many roles and responsibilities such as counselor educators, researchers, supervisors, practitioners, and consultants.

**Counselor Educator:** A professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of counselors-in-training in graduate school programs in counseling and related fields.

**Counselor Supervisor:** A professional counselor who engages in a formal relationship with a practicing counselor or counselor-in-training for the purpose of overseeing that individual's counseling work or clinical skill

development.

**Couples Counseling:** Conjoint (all members together at the same time) meetings and discussions oriented toward helping people better relate to and get along with each other as a unit or pair.

**Culture:** Membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles that are co-created with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors.

**Disclosure:** The telling of information by the client to the counselor. Under specific circumstances, a counselor may need to disclose information to another, but this would be discussed at the beginning of the sessions. In most situations, the permission of the client will be sought before this happens.

**Diversity:** The similarities and differences that occur within and across cultures, and the intersection of cultural and social identities.

**Divorce Counseling:** Counseling that relates to the divorce, either actual or pending, of two people and the effects on them and those around them, especially other family members and children.

**Documents:** Any written, digital, audio, visual, or artistic recording of the work within the counseling relationship between counselor and client.

**Emotions:** In psychology, emotions are seen in two ways. Some believe they are judgements on your environment and how it is meeting your desired goals. For example, if you want to be rich, and lose your job, your emotive sadness in response to your goal being undermined. Others consider emotions as physiological perceptions and not judgements at all. They believe that the body reacts to the environment then emotions are merely responses to things like your heart beating, or your hormones fluctuating. Thus emotions are a response that can involve changes in behavior (how we act), subjective experience (how we feel) and physiology (how various systems in our bodies respond).

**Ending:** The *ending* refers to the final part of any course of counseling which can occur for many reasons. Usually, the specific problem that the client came to counseling for has been resolved. Whatever the reasons for finishing counseling, a proper ending is very important to bring the therapeutic relationship to a satisfactory close.

**Ethics:** A set of moral principles or rules of conduct for an individual or group. They determine choices made by the counselor. In therapeutic relationships, ethics underpin the nature and course of actions taken by the counselor. Ethics including ethical codes and principles aim to balance the power and ensure that the counselor operates for the good of the client and not for self.

**Evaluation:** The assessment of the therapy, carried out by the counselors. Some counselors ask for feedback from clients on how they have found the process.

**Examinee:** A recipient of any professional counseling service that includes educational, psychological, and career appraisal utilizing qualitative or quantitative techniques.

**Forensic Evaluation:** Any formal assessment conducted for court or other legal proceedings.

**Group Counseling:** Counselling conducted in a group setting, which can also be referred to as group therapy.

**Interventions:** The action of coming between persons and their problems to try and help the person face the reality of their problems, especially addictions; for example a family may all sit down and try to make a drug addict admit they have a problem and get them to agree to treatment.

**Long-Term Counseling:** Some forms of counseling do not have a specific end date. In these instances, a client would see their counselors until a conclusion is reached; no matter how long that takes.

**Mental Health Counseling:** A therapy or treatment that goes beyond treating dysfunction or pathology and deals more with the patient's self-awareness, personal growth, and wellness; a more global view of the patient's place in his world and the ways he reacts.

**Mental Wellbeing:** Mental wellbeing enables an individual to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community.

**Mindfulness Counseling:** A type of counseling that emphasizes awareness of the present moment and the feeling brought on by visualization of anxiety-producing situations without judging them good or bad.

**Modality:** This is another term used to describe the different theoretical approaches to therapy / types of therapy.

**Multicultural/Diversity Competence:** A capacity whereby counselors possess cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge is applied effectively in practice with clients and client groups.

**Multicultural/Diversity Counseling:** Counseling that recognizes diversity and embraces approaches that support the worth, dignity, potential, and uniqueness of individuals within their historical, cultural, economic, political, and psychosocial contexts.

**One to One Counseling:** A session between one client and one counselor. This term implies that you are meeting face-to-face in direct therapeutic contact.

**Online Counseling:** The provision of contracted counseling over the Internet. Sessions are conducted via Skype or Face Time (or the equivalent video interaction programs); Voice over Internet Protocol (VoIP). This format of counseling can be beneficial for some clients, especially those who have difficulty in accessing traditional face-to-face services or who would prefer not to use them.

**Personality Disorder:** An unhealthy condition whereby portions of a person's psychological make up are at odds with others; where a person may work against his own best interests.

**Play Therapy:** Activities and discussions that use action-oriented and nonverbal play activities to bring forth and deal with psychological and emotional issues of the client.

**Professional Conduct Procedures:** Counselors adhere to an ethical framework. If a client has a problem with their counselors, they can use the Texas Counseling Association and/or Licensed Professional Counselor professional conduct procedures to bring a complaint against the counselor.

**Psychiatry:** A branch of medicine that treats disorders of the mind. A psychiatrist is medically trained (a fully qualified medical doctor) and can treat and prescribe medication for a range of mental health issues.

**Psychology:** The study of mind and behavior.

**Psychopathology:** The science and study of mental disorders, including all angles of research on why mental disorders happen such as psychological, genetic, social, and biological.

**Records:** The notes a counselor keeps as a record of the sessions. These are usually short factual records of the session that has just taken place and can be used as a memory aid for future sessions.

**Referral:** A potential client can be referred (sent) to a counselor by their doctor. Alternatively, people can refer themselves to counseling if they decide they want to see a private counselor or therapist.

**Short-Term Counseling:** Short term counseling is usually for a specific problem that may only take a few sessions to address. In a few situations one session may be sufficient.

**Site Supervisor:** A supervisor

**Spirituality:** The feelings, thoughts and beliefs about, or study of, gods or beings greater than human beings; a person's relationship with religious thought and ideas – especially the beliefs about death and the *after-death* experience.

**Spiritual Counseling:** Counseling that deals with a person's religious ideas and behaviors; can also be therapy done with a spiritual leader such as a pastor, priest or rabbi.

**Student:** An individual engaged in formal educational preparation as a counselor-in-training.

**Supervisee:** A professional counselor or counselor-in-training whose counseling work or clinical skill development is being overseen in a formal supervisory relationship by a qualified trained professional.

**Supervision:** Supervision is also known as consultative support and is a confidential process undertaken on a regular basis, which allows counselors to discuss their client work with someone else who is experienced in counseling. Supervision is designed to maintain adequate standards of counseling to protect and ensure the best interests of clients.

**Supervisor:** Counselors who are trained to oversee the professional clinical work of counselors and counselors-in-training.

**Teaching:** All activities engaged in as part of a formal educational program designed to lead to a graduate degree in counseling.

**Theoretical Approach:** Counselors and therapists work from a variety of theoretical approaches with their clients. These different types of therapy include Cognitive Behavioral Therapy (CBT), Psychodynamic, Person-Centered, Mindfulness-Based and Integrated Personal Approach (IPA).

**Therapy:** The act of being involved in counseling or therapy.

**Time Limited:** This refers to counseling that is designed to last for a specific length of time. This would be contracted for at the beginning of the sessions.

**Training:** The instruction and practice of skills related to the counseling profession. Training contributes to the ongoing proficiency of students and professional counselors.

**Trauma:** A physical wound or shock to the body produced by sudden physical injury, such as violence or a car wreck; also, an experience that causes significant psychological pain or suffering.

**Trauma Therapy:** Counseling that aims to help a person deal with a sudden physical or emotional shock or wound that causes significant pain or suffering.

# Appendix B

# Code of Ethics

OF THE

# American Counseling Association (ACA)

Link to the *Code of Ethics* on Blackboard:

[https://sulross.blackboard.com/bbcswebdav/pid-443608-dt-content-rid-5937457\\_1/courses/2019\\_SPRG\\_21119\\_EDUC\\_7316/ACA%20Code%20of%20Ethics.pdf](https://sulross.blackboard.com/bbcswebdav/pid-443608-dt-content-rid-5937457_1/courses/2019_SPRG_21119_EDUC_7316/ACA%20Code%20of%20Ethics.pdf)

Link to the *Code of Ethics* at the American Counseling Association:

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

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[www.counseling.org](http://www.counseling.org)

# Appendix C

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