



**EDSR 7316: Practicum in Counseling, II**  
**Clinical Mental Health Counselors**  
**Sul Ross State University**  
**Spring 2025**

**Instructor:** Monica Gutierrez, Ph.D.

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**Emergency Phone (cell):** 830.279.7577

**Office Hours:**

Wednesday – 4:00 p.m. – 7:00 p.m.

Thursday – 3:30 p.m. – 5:30 p.m.

Other hours by arrangement.

**COURSE PREREQUISITES:**

You must have successfully completed **42 hours** prior to enrolling in this course

**CLASS SESSIONS:**

TEAMS – Thursdays, 5:30 p.m.-7:00 p.m. and individual meetings by arrangement

**CATALOG 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. Equivalent courses: EDUC 7316 (through Summer 2022), EDUA 7316

**REQUIRED TEXTS:**

Sul Ross State University Clinical Mental Health Counseling Practicum Handbook

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN 978-1-4338-3217-8

Erford, B. T., Hayes, D. G., & Crockett, S. (2020). *Mastering the national counselor examination and the counselor preparation comprehensive examination* (3<sup>rd</sup> ed.). Hoboken, NJ: Pearson. ISBN 978-0-13-519245-0

Rosenthal, H. (2017). *Encyclopedia of counseling* (4<sup>th</sup> ed.). New York, NY: Routledge. ISBN 978-1-138-94265-3

**Professor Expectations from Students:**

Professor will provide weekly communication with the class via Blackboard Announcements, emails, and weekly class sessions.

Professor will respond to emails within 24 – 48 hours.

Clearly outlined assignments and expectations will be provided.

Assignments will be graded within 2 weeks of the submission date.

**Professor Expectations of Students:**

Students will respond to email requests from professor within 48 hours.

Students will attend class sessions on a weekly basis. Attendance will be taken.

Ethical behavior (as defined by the Code of Ethics of the American Counseling Association) is expected of students. Professional behavior is expected of students.

Students are expected to:

Monitor obstacles to personal growth

Accept openness to new ideas

Practice flexibility

Cooperate with others

Accept and use feedback

Be aware of own impact on others

Deal with conflict

Accept personal responsibility

Express feelings effectively and appropriately

Demonstrate initiative and motivation

**COURSE OBJECTIVES:**

The *practicum* is designed to provide the student intern with an opportunity to experience the process of guidance and counseling services in an actual working situation under the supervision of a certified and/or licensed professional counselor or equivalent. The practicum will include **a minimum of 200 hours**, of which at least **80 hours** must be **direct service to clients**, that is, individual, group, career/vocational, and family counseling; appraisal/assessment; and when appropriate, consultation. The other **120 hours are indirect hours** and consist of paperwork, class sessions and preparation for working with clientele within the realm of counseling.

The student intern is required to develop goals and objectives and submit them on the assigned date. In addition, the intern is expected to maintain a counseling activity log throughout the semester.

On completion of this experience, the intern should be competent to assume the role of a counselor in the setting in which the practicum was completed. The choice of setting and the competence of the on-site supervisor will greatly affect the resulting competency of the student intern and should be carefully considered when the intern chooses the site.

**Minimum competencies of the practicum student at completion of the practicum include:**

1. The ability to develop a guidance/counseling program for a school or agency similar to that in which the practicum was completed;
2. The ability to provide individual, group, vocational, and assessment counseling services, and in addition, demonstrate the ability to provide efficacious consultation and referral services;
3. The ability to conduct a full and appropriate evaluation of any given client with analysis and rationale for the services needed;
4. The ability to provide clear and accurate interpretation of assessment data when appropriate;
5. The ability to work as an ethical counselor according to the American Counseling Association Code of Ethics and the American School Counseling Association Code of Ethics.

**STUDENT LEARNING OUTCOMES:**

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

**COUNSELOR EDUCATION MARKETABLE SKILLS:**

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

**DISTANT LEARNING STATEMENT:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as 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 information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. 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.

**ACADEMIC INTEGRITY:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting 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.

**SAFE ASSIGN:**

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

**ADA (Americans with Disabilities Act)****SRSU DISABILITY SERVICES:**

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Swartz Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

**PARTICIPATION POLICY:** Since EDSR 7316 is an online/virtual course, participation will be evaluated in Blackboard online discussions and participation in TEAMS weekly class sessions, as well as individually scheduled meetings. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in EDSR 7316, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

**COURSE REQUIREMENTS:**

**Technology Requirements:** Since the Counselor Education Program is a predominately web delivered/virtual meeting program, students are required to have their own computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, YouTube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Teams or Blackboard session, or take an exam.

- **YOU MAY NOT BEGIN THE PRACTICUM BEFORE THE START OF THE SEMESTER;** you must have received approval from me, your university supervisor (field supervisor), and your documents must also have been received and accepted by me, your university supervisor (field supervisor).

**YOU MUST CHECK YOUR SUL ROSS EMAIL EACH DAY!**

Each intern will be expected to stay in regular communication with his/her university supervisor and will be required to respond to emails and/or telephone calls initiated by the university supervisor within two days. If a timely response is not received, 10 points per day will be deducted from your overall grade. (No Excuses) Plan on communicating with your field supervisor one a week.

**EVALUATION/GRADING POLICY:**

Your grade for this course will be determined by evidence of the **quality** of your learning as **demonstrated by your performance** on the following:

All initial Paperwork due Including: Online Participation Agreement Form, Introduction, Goals and Objectives, Consent Forms, Appendices A-G, including a copy of liability insurance and copy of site supervisors current license - all signatures and blanks must be filled in. - 10%

Logs, Reflections, Self-Evaluations, Case Conceptualization(s), Active Class Participation – 55%

On-Site Supervisor's Final Report- 35%

Course Grade:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

**NOTE:** Graduate students must maintain a 3.0 GPA to remain in good standing.

**LATE ASSIGNMENTS OR MISSING A MEETING WILL  
RESULT IN DISMISSAL FROM THE PRACTICUM**

## Class Sessions consisting of Q and A, Case Conceptualizations, Discussion

### Required - TEAMS Class Sessions Thursdays 5:30-7:00 PM CST

\*\*\*You cannot begin to collect hours until these are submitted and verified by the Field Supervisor

1. January 16 – Introductions, Practicum Checklist, Expectations
  - Online Participation Form – *Due January 17 at midnight*
  - Introduction – *Due January 17 at midnight*
  - Goals and Objectives – *Due January 22 at midnight*
  - Consent Forms – *Due January 22 at midnight*
  - Appendices A-G, including a copy of liability insurance and copy of site supervisor’s current license – *Due January 22 at midnight*
2. January 23
3. January 30 (Log set #1 with 25 hours due with reflections)
4. February 6
5. February 13 (Log set #2 with 25 hours due with reflections)
6. February 20 (Log set #3 with 25 hours due with reflections)
7. February 27
8. March 6 (Log set #4 with 25 hours due with reflections)
9. March 13
- March 17-21 SPRING BREAK
10. March 27 (Log set #5 with 25 hours due with reflections)
11. April 3 (Log set #6 with 25 hours due with reflections)
12. April 10
13. April 17 (Log set #7 with 25 hours due with reflections)
14. April 24 (Log set #8 with 25 hours due with reflections) (Appendix J, Site Supervisor Evaluation Due) (Appendix I, On-site Supervisor’s Final Report Due)

**WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:**

<b>Sub-skill</b>	<b>Beginning 1</b>	<b>Basic 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>	<b>Exceptional 5</b>	<b>Score</b>
<b>Integration of Knowledge</b>	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
<b>Organization and Presentation</b>	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
<b>Focus</b>	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
<b>Level of Coverage</b>	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
<b>Grammar/ Spelling</b>	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	



