

**EDUA 7301: CLINICAL PRACTICE IN COUNSELING****School Counselors****Sul Ross State University****Fall 2026****Instructor:** Ronda Hayes, PhD, CSC, LPC-Supervisor**E-Mail:** rhayes@sulross.edu**Office Number:** 432.837.8391**Emergency Phone:** 325.650.0419**Office Location:** MAB-309 G**On Campus Office Hours:** by appointment**Off Campus:** virtual by appointment – Via Microsoft TEAM

The instructor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications), and, in case of an emergency, telephone.

COURSE PREREQUISITES:

All Courses must be completed. This course must be taken in your last semester of classroom course work

CATALOG COURSE DESCRIPTION:

Provides a conceptualization of the counseling process and clinical interviewing; emphasizes development of the counseling skills necessary to function appropriately as an entry-level counselor in a variety of settings. Training is done through role-plays, coaching, and experiential activities. Includes presentation of case studies applicable to current issues, multicultural concerns, legal decisions, and **ethics** in the field.

REQUIRED TEXTS:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN 978-1-338-3217-8

Cormier, S. (2016). *Counseling strategies and interventions for professional helpers* (9th ed.). Hoboken, NJ: Pearson. ISBN-13: 978-0-13-390522-9

American Counseling Association. (2014). *ACA code of ethics*.

<https://www.counseling.org/knowledge-center/ethics>

Texas Ethics Commission. (2024). Texas Administrative Code (Title 22, Part 30, Rule §681.41)

Texas Educator Certification Testing 252-available at

http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX252_TestPage.html and

http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX252_PrepMaterials.html

Professor Expectations from Students:

- The professor will provide weekly communication with the class through announcements and email notifications, virtual office hours, and virtual meetings as needed.
- The professor will provide email responses within 24 hours of receipt. Communication on weekends and holidays will be limited. Texting on weekends and holidays will not speed up the process.
- The professor will provide clear lectures, instructions, a grading matrix, and in some cases, examples for assignments.
- The professor will provide grades for assignments within 2 weeks of the submission date.
- The professor will provide feedback to journals and discussion board postings as needed, on a weekly basis.
- The professor will provide a range of opportunities to engage in course content in a meaningful way with assignments, discussions, and quizzes.

Professor Expectations of Students:

- Students will familiarize themselves with the components of an online course: Blackboard, SafeAssign, Quizzes/Exams, TEAMS meetings, etc.
- Students will respond to the professor's communication requests through email, Blackboard, and phone calls or texting regarding course progress and other general inquiries within 48 hours.
- Students will communicate with the professor through the university email, not personal or work email.
- Students will familiarize themselves with the course textbooks, syllabus, online policies, grading policies, student outcomes, marketable skills, course objectives, and course design.
- Students will adhere to the 7th edition of the APA manual for all written assignments and postings and will not plagiarize the work of another, or use the work of their peers and claim it as their own.
- Students will complete and submit all coursework by 11:59 PM CST on the due date. Late work will not be accepted.
- Students will engage in the course, with their peers and the instructor, with open communication and active participation.
- Students will be diligent in using both oral and written communication that respects peers and instructors.

- Students will be proactive, and resourceful (such as backing up assignments on other external devices or in the cloud), and pre-plan for internet interruptions and other technology/computer problems so that these will not be issues in test-taking situations or in submitting assignments.

TEXES STANDARDS:

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

Standard	Description	Assignment	Assessment	SLO
I. (1)	the history and philosophy of counseling	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
I. (2)	counseling and consultation theories and practices	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
I. (5)	assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
I. (14)	counseling-related research techniques and practices	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
II. (7)	participate in the selection, use, and interpretation of assessments and assessment results	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
III. (3)	use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change	Case Conceptualization	Comprehensive Exam	SLO 1,2,3

Standard	Description	Assignment	Assessment	SLO
IV. (1)	understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
IV. (5)	understand how environment and behavior may impact or influence individual learners	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
IV. (7)	understand how family values, group membership, and culture intersect	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
V. (1)	demonstrate effective communication through oral, written, and nonverbal expression	Case Conceptualization	Comprehensive Exam	SLO 1,2,3
VI. (1)	use reflection, self-assessment, and interactions with colleagues to promote personal professional development	Case Conceptualization	Comprehensive Exam	SLO 1,2,3

TEXES COMPETENCIES:

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning)

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

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 003 (Guidance)

Competency 004 (Responsive Services)

Competency 005 (Individual Planning)

Competency 006 (Systems Support)

DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

Competency 008 (Communication, Consultation, and Collaboration)**Competency 009 (Professional Practice)****DOMAIN IV—ANALYSIS AND RESPONSE****Competency 010 (Analysis and Response)**

Domain Competency	Description	Assignment	Assessment	SLO
I. 001. A-G	Understand theories and processes of human development and learning as well as factors that influence development and learning.	Case Conceptualization	Certify Teacher	SLO 1,2,3
I. 002 A-H	Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.	Case Conceptualization	Certify Teacher	SLO 1,2,3
II. 003 A-F	Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.	Case Conceptualization	Certify Teacher	SLO 1,2,3
II. 004 A-K	Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development	Case Conceptualization	Certify Teacher	SLO 1,2,3
II. 005 A-G	Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.	Case Conceptualization	Certify Teacher	SLO 1,2,3
II. 006 A-E	Understand procedures, processes, and strategies for providing systems support.	Case Conceptualization	Certify Teacher	SLO 1,2,3
III. 008 A-G	Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.	Case Conceptualization	Certify Teacher	SLO 1,2,3
III. 009 A-J	Understand the roles, responsibilities, and orientation of the professional school counselor and legal and	Case Conceptualization	Certify Teacher	SLO 1,2,3

Domain Competency	Description	Assignment	Assessment	SLO
	ethical standards of practice in school counseling.			
IV. 010 A-D	In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.	Case Conceptualization	Certify Teacher	SLO 1,2,3

19 TAC §228.30 include:

Mental Health, Substance Abuse, & Youth Suicide
 19 TAC §228.30(c) (3)

COURSE OBJECTIVES:

The student will:

1. Review current literature and practice on the nature of the helping relationship.
2. Demonstrate a practical understanding of basic responding skills through counseling role play activities.
3. Actively participate in class activities, which includes assuming the role of counselor or client, as requested.
4. Observe peers and offer critique on the appropriateness of their counseling behaviors.
5. Compare and contrast counseling techniques appropriate for various client populations, including multicultural populations.
6. Demonstrate an ability to apply current legal and ethical thinking to the practice of counseling.
7. Examine how stress can lead to therapist impairment, and develop a personal strategy for maintaining health and wellness.

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 20% 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 Schwartz 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.

ATTENDANCE POLICY:

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Because this is such an abbreviated weekend format course, attendance at and prompt arrival for ALL class sessions is required to pass this course. If unable to attend a class session, please contact the instructor and know that you will be dropped from the course. Missing a single day of the two-day-weekend format classes will cause you to be dropped from the course. SRSU

PARTICIPATION POLICY:

Since EDUA 7301 is an online course, participation will be evaluated in Blackboard online discussions. 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 ED 7301, 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 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 Zoom or Blackboard session, or take an exam.

Students will:

- *Attend all virtual classes and participate in discussions and activities. Failure to attend a class will result in course failure.*
- *Complete reading assignments and study the material prior to class meetings.*
- *Complete out-of-class assignments and deliver in-class presentation.*
- *Take exams.*
- *Practice professional conduct and ethics.*
- *Practice respectful learning exchanges*

General Format for Written Work.

Papers must be typed using APA format. Which includes, 1 inch margins, 11-point Ariel type, and double line spacing. Begin numbering with the title page, edit for spelling, grammar, clarity, and logic of idea development.

SafeAssign is used to assist with quality of writing.

NOTE: Your writing reflects your professionalism. A paper with multiple errors will receive a reduction in grade. Along with your 7th Edition APA manual, <http://www.apastyle.org> is a good reference web site for APA guidelines. Typically, each paragraph will have at least one cited source. Even if you have re-written the information in your own words, you must cite the source. If you use a quote the page number from where it came from in the source is required.

Personal Wellness Plan.

This assignment asks students to develop a **personal wellness action plan** that demonstrates self-awareness, intentional self-care, and an understanding of how wellness supports effective counseling practice.

A strong graduate-level response should move beyond simply listing self-care activities. Students should **identify specific stressors, examine how those stressors affect their functioning, and develop realistic strategies for maintaining wellness across multiple areas of life.**

Suggested Expectations for the Assignment

Students should address the following areas:

1. Major Life Domains

- Academics
- Work/professional responsibilities
- Family and relationships
- Finances
- Physical health
- Emotional/mental wellness

- Social connections
- Spirituality or personal meaning, if applicable
- Other areas that are relevant to their individual circumstances

2. **Specific Sources of Stress**

Students should identify actual stressors within their lives rather than providing general statements such as "school is stressful." They should explain what creates the stress and how it affects them.

3. **Impact of Stress**

Students should discuss how identified stressors may affect their:

- Emotional well-being
- Physical well-being
- Academic or professional performance
- Relationships
- Ability to be present and effective with clients

4. **Integrated Wellness Action Plan**

Students should develop specific, realistic, and measurable strategies for addressing their identified stressors. Strategies might include:

- Establishing boundaries
- Time management and prioritization
- Exercise or physical activity
- Adequate sleep
- Mindfulness or relaxation techniques
- Social support
- Recreation and leisure
- Healthy nutrition
- Financial planning
- Seeking professional support when appropriate

5. **Connection to Counseling Practice**

Students should explain why wellness and self-care are particularly important for counselors. They should demonstrate an understanding that **self-care is not simply an optional personal activity but an important component of professional responsibility and ethical practice.**

6.

7. **Specific Rationale for Each Strategy**

For every coping strategy selected, students should explain:

- What they will do
- How often they will do it
- What stressor it addresses
- How they expect it to improve their wellness
- How maintaining this practice may support their effectiveness as a counselor
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Important Graduate-Level Expectation

The goal is **not to create a "perfect" wellness plan**. Rather, students should demonstrate honest self-reflection and develop a plan that is practical enough to implement in their actual lives. The strongest submissions will acknowledge barriers to self-care and explain how the student will address those barriers.

A useful guiding question is asking yourself:

"What do I need to do to remain healthy, emotionally present, and professionally effective while managing the demands of graduate school and my future counseling career?"

Personal Growth Experience Assignment

Self-awareness, personal congruence, and a commitment to continual personal and professional growth are essential components of effective counseling practice. As counselors-in-training, students must develop an awareness of their own strengths, limitations, values, emotions, and personal experiences and recognize how these factors may influence their work with clients.

As part of this course, all students are required to participate in an **individual counseling experience** designed to promote personal growth and enhance self-awareness. The purpose of this experience is not to address a specific diagnosis or disclose personal information, but rather to provide students with an opportunity to experience the counseling process from the perspective of a client. This experience can help counselors-in-training better understand the client experience and identify areas of personal growth that may support their development as future professional counselors.

The Personal Growth Experience must consist of a **minimum of six clock hours (six counseling sessions)**. Students may choose to continue counseling beyond the required six sessions if they determine that additional personal growth work would be beneficial. Students are encouraged to approach this experience as an opportunity for meaningful personal and professional development rather than simply fulfilling a course requirement.

Written Reflection

At the end of the semester, students will submit a **700–1,000-word summary in APA format** documenting their Personal Growth Experience. The paper should address the following:

- **Describe the experience.** Identify the type of counseling experience in which you participated, the setting in which it occurred, and the general structure or format of the experience.
- **Discuss your professional development.** Reflect on how participating in counseling influenced your development as a counselor-in-training. Consider what you learned about yourself, the counseling process, the client experience, or the importance of self-awareness and personal growth.
- **Connect the experience to your future practice.** Discuss how the experience may influence your approach to working with clients, professional boundaries, self-awareness, empathy, or other aspects of your development as a professional counselor.

Students are not required to disclose the personal content of their counseling sessions. The purpose of this assignment is to reflect on the **experience and its impact on professional development**, not to reveal confidential or personally sensitive information discussed during counseling.

Important Considerations

Students should select a counseling provider and setting that allow them to maintain appropriate professional boundaries. Please be aware that **receiving counseling services from, or volunteering at, the Sul Ross Counseling Center may affect your ability to use that center as a practicum site in the future because of potential dual-role relationships.** Students should consider this potential implication when selecting a provider for their Personal Growth Experience.

The minimum requirement is **six clock hours/six sessions.** Documentation confirming completion of the required hours may be required, while the content of counseling sessions remains confidential.

Case Presentation

The Case Presentation is designed to provide students with an opportunity to demonstrate their ability to organize and apply clinical thinking to a counseling case. This assignment requires students to integrate assessment information, case conceptualization, diagnostic reasoning, treatment planning, and counseling skills in a manner consistent with professional counseling practice.

Students will select a fictitious client in a school, counseling center, community agency, or other professional counseling setting. Students will develop the case details and prepare both a **written case presentation** and **an oral presentation.** Because the case is fictitious, students should demonstrate clinical reasoning while maintaining appropriate ethical and professional standards.

Required Components

The oral presentation must include information related to:

- **Client background and presenting concerns**
- **Relevant assessment and/or testing information**
- **Case conceptualization and diagnostic formulation**
- **Initial treatment plan**
- **Counseling goals and recommended interventions**
- **Relevant cultural, developmental, environmental, and contextual factors**
- **Ethical and professional considerations**
- **Other components identified in the specific Blackboard instructions**

Students should demonstrate how the information gathered through assessment and the clinical interview informs their conceptualization of the case, diagnosis, treatment goals, and recommended interventions. The presentation should reflect an integrated understanding of

counseling theory and practice rather than simply presenting a list of client characteristics or symptoms.

Oral Presentation Format

The interview portion of the presentation may be completed in one of several formats:

- Enacted live with the class
- Read or presented as a simulated interview
- Presented through a recorded video
- Incorporated into a PowerPoint presentation or other appropriate presentation format

The oral presentation must be a minimum of 20 minutes. Students should carefully plan and practice their presentations to remain within the required time frame.

Time requirement: Presentations that are shorter than 20 minutes or exceed the 20-minute requirement by more than 5 minutes may be penalized. Presentations that significantly exceed the allotted time may be stopped to ensure that all students have an opportunity to present.

Students are strongly encouraged to practice and time their presentation in advance. The goal is to provide a clear, organized, and clinically appropriate presentation that demonstrates the student's ability to think critically about a case and communicate clinical information effectively.

Specific requirements, grading criteria, and additional components are provided in Blackboard and should be reviewed carefully before beginning the assignment.

(Specific instructions are provided in Blackboard)

NO phones, laptops, or tablets other than what you are using to meet for class are allowed while other students are presenting.

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:

Personal Wellness Plan (Journal)	20%
Personal Growth Experience (Homework)	20%
Case Conceptualization Paper (Final Exam)	20%
Oral Case Conceptualization Presentation	10%
Exams (Quizzes)	20%
Participation/Discussion	10%

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.

If you make a C, you will retake the course.

Each student will be expected to stay in regular communication with their professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days

ASSIGNMENT DESCRIPTIONS NOTE: **Late work is not accepted.**

Assignments will be adjusted as needed by the professor.

SCHEDULE/DUE DATES:

Please complete the reading assignments and study the material PRIOR to each class. Come prepared to discuss the material in class.

The professor reserves the right to adjust assignments as needed. Some assignments may be added, and others dismissed. Be flexible.

August 24 – Online EDUA 7301 course officially begins

Introduce yourself, sign the online participation policy, the confidentiality agreement, and Syllabus Review in Discussion – Due August 28

MODULE ONE – September 4

Prepare for class by reading the assigned Chapters. Download the documents: Theories, Codes of Ethics, and Bronfenbrenner's Micro and Meso Systems. Review them and be ready to use them in class.

MODULE TWO - CLASS 1 - Meet in Microsoft TEAMS from 9 am (CST) to 5 pm (CST)

Saturday, September 5 (see agenda in Blackboard)

Guest Speaker – Rebecca Wren - Ethics

- Be prepared to answer the following questions:
- What is your greatest fear in terms of using counseling skills? How will you overcome this fear?
- What are your goals for this class?
- A Therapist Oath: submit in Discussion
- Discuss the Syllabus and assignments
- Personal Growth Experience
- Ethical Codes
- Hofstede's Axis of Cultural Values
- Bronfenbrenner's Micro and Meso Systems
- Counseling Theories
- Also be prepared to discuss the assigned text chapters
- Cormier: Chapters 1, 2, 3, and 4

Exams

- **Exam 1:** Cormier: Chapter 1 – September 6
- **Exam 2:** Cormier: Chapter 2 – September 13
- **Exam 3:** Cormier: Chapter 3 – September 20

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MODULE THREE – Due October 2

Prepare for Class by reading the assigned chapters. Download the documents: Adult Assessments, Child and Adolescent Assessments, Suicide Assessments, Instructions for the Case Conceptualization, and the Case Conceptualization Rubric/

MODULE FOUR - CLASS 2 – Meet in Microsoft TEAMS from 9 am (CST) to 5 pm (CST)

Saturday, October 3 (see agenda in Blackboard)

Guest Speaker – Barbara Tucker – Self-Care

- Personal Wellness Plan
- Discuss Case Conceptualizations – Carole and Derek
- Adult Assessments
- Child and Adolescent Assessments
- Suicide Assessments
- Cormier: Chapters 4, 5, 6, and 7
- **Case Conceptualization Choice in Discussion Board**

Exams

- **Exam 4:** Cormier: Chapter 4 – October 4
- **Exam 5:** Cormier: Chapter 5 – October 11
- **Exam 6:** Cormier: Chapter 6 – October 18
- **Exam 7:** Cormier: Chapter 7 – October 25

**COUNSELOR EDUCATION COMPREHENSIVE EXAM –
October 24 AT SRSU ALPINE CAMPUS FROM 1-5 pm CST**

MODULE FIVE – Due November 6

Prepare for Class

Complete your Personal Wellness Plan

Complete the following trainings and submit by 11:59 pm CST

- **Mental Health, Suicide and Addictions Module** for School Counseling Students / Certificates – submit in Blackboard and Organizations: Graduate TEA Certification Resources Org (required by TEA)
- **Human Trafficking Training and the Jurisprudence Exam** for Clinical Mental Health Students / Certificate – Submit in Blackboard (required by the LPC Board)

MODULE SIX - CLASS 3 - November 7 Meet in Microsoft TEAMS from 9 am (CST) to 5 pm (CST)

Saturday, November 7 (see agenda in Blackboard)

Guest Speaker – Susan Lingle – Advanced Play Therapy

- Cormier: Chapters 8, 9, and 10
- Discuss Personal Wellness Plan

Sunday, November 8

- Personal Wellness Plan by 11:59 pm (CST)

EXAMS

- **Exam 8:** Cormier: Chapter 8 – November 1
- **Exam 9:** Cormier: Chapter 9 – November 8
- **Exam 10:** Cormier: Chapter 10 – November 15

MODULE SEVEN – Due December 4

Prepare for Class – Complete Case Conceptualization and Personal Growth Experience

MODULE EIGHT - CLASS 4 December 5- Meet in Microsoft TEAMS from 9 am (CST) to 5:00 pm (CST)

Saturday, December 5 (see agenda in Blackboard)

Guest Speaker – Mary Schwartze-Grisham – IFS Model and CPS

- Oral Case Presentations
- Written Case Presentation by 11:59 pm (CST)
- Personal Growth Experience by 11:59 pm (CST)

December 11 - Graduation

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	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	
Organization and Presentation	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	
Focus	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	
Level of Coverage	The paper lacked depth, elaboration,	The paper occasionally included depth, elaboration,	The paper included depth, elaboration,	The paper effectively included depth, elaboration,	The paper very effectively included depth,	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
	and relevant material	and relevant material	and relevant material	and relevant material	elaboration, and relevant material	
Grammar/ Spelling	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	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						

Comments: _____

Student Name: _____ A# _____

Assignment: _____ Date: _____