



MIDWESTERN STATE UNIVERSITY

A Member of the Texas Tech University System

Clinical Mental Health with a concentration in School Counseling Program Handbook

WEST COLLEGE OF EDUCATION
DEPARTMENT OF GRADUATE AND ADULT EDUCATION

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Introduction

Welcome to the School Counseling preparation program! As faculty we look forward to meeting you and to your participation in our classes. We are committed to facilitating your growth in the knowledge and skills needed to become a competent school counselor. Plus, we hope that as you pursue your master's degree, you will enjoy the experience shared with your colleagues, your fellow students.

This student handbook governs the School Counseling candidate's educational program. However, the MSU Texas catalog is the final authority regarding degree requirements. This handbook is not designed to replace the graduate catalog and it is the candidate's responsibility to become familiar with the graduate catalog.

MSU Texas Mission and Values

Midwestern State University (MSU Texas) is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, MSU Texas prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

MSU Texas Values

On September 28-29, 2021, 109 members of MSU Texas – students, faculty, staff and community – gathered to identify the core values that unite us. The details of these values can be found on the [MSU Texas Values Journey website](#) and are broadly:

- People-Centered
- Community
- Integrity
- Visionary
- Connections

West College of Education Mission and Values

The mission of the Gordon T. & Ellen West College of Education (WCOE), a community of learners, is to prepare successful, reflective professionals through the use of best practice. Although the WCOE has its roots in the preparation of teachers, principals, and school counselors, we also seek to prepare individuals who want to work as dyslexia specialists, reading specialists, educational diagnosticians, superintendents, general counselors, human resources specialists, training and development specialists, and professionals in sports and leisure studies.

WCOE Philosophy and Values

The WCOE believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual's potential. Through education, the individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self-contribute to an informed, democratic, and synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society. They are caring and devoted to our mission and philosophy. Whether you seek a career in education or any of the other fields that share our college, we want you to walk away with the knowledge, experience, and confidence to step into a role as a leader in your field.

M.A. Clinical Mental Health, with a concentration in School Counseling Mission

Mission Statement: The mission of the Clinical Mental Health Counseling Program faculty is to provide counseling students with the most recent research, technology, necessary training, and supervision required to become a Licensed Professional Counselor (LPC). Program faculty are committed to training students who are knowledgeable, ethical, competent, self-aware, and professionally mature, who hold a strong counselor identity, dedicated to advocacy efforts, and display a respect for diverse populations and multiculturalism in the role of counselors. The Clinical Mental Health Counseling Program will qualify students as counselors and provide them with the necessary skills to become fully functioning counselors who work in a variety of related settings and fields in an evolving diverse society. The program is teaching-centered with professors who are readily available to meet the needs of students. The Master of Arts with a major in clinical mental health requires 60 semester hours.

The Clinical Mental Health with a concentration in School Counseling Program Mission Statement

The M.A. in Clinical Mental Health with a concentration in School Counseling Program will equip the counselor with the knowledge and skills necessary to supply guidance and counseling services in a school setting. The school counselor will be able to provide direct counseling to students; consult with parents, teachers, and administrators; act as a liaison between the school and outside agencies; and facilitate classroom guided activities. Completion of the degree requirements allows students to apply for professional certification upon satisfactory completion of the state mandated TExES requirements as a School Counselor.

Program Objectives

The graduate program in school counseling will equip the counselor with the knowledge and skills necessary to supply guidance and counseling services in a school setting. The school counselor will be able to provide direct counseling to students; consult with parents, teachers, and administrators; act as a liaison between the school and outside agencies; and facilitate classroom guidance activities.

Core Program Faculty

The following are core faculty associated with the Clinical Mental Health with a concentration in School Counseling Program. Per accreditation guidelines core faculty “have the authority to determine program curricula within the structure of the institution’s policies and to establish the operational policies and procedures of the program” (CACREP 2009 Standards, p. 6). Names are listed alphabetically:

Dr. Patricia Andersen

- Degree: Ph.D. from Rutgers University
- Primary Research/Clinical Interests: Career Counseling
- Office Phone: (940) 397-4311
- Email Address: patricia.andersen@msutexas.edu

Dr. Tara Fox – Clinical Mental Health Program Coordinator/Graduate Coordinator

- Degree: Ph.D. from Texas Tech University
- Primary Research: Online Learning, Rural Counseling, and Wellness
- Office Phone: (940) 397-4141
- Email Address: tara.fox@msutexas.edu

Dr. Wendy Helmcamp – School Counseling Coordinator

- Degree: Ph.D. from Texas Tech University

- Primary Research/Clinical Interest: Non-Suicidal Self-Injury, Counseling Adolescents, School counseling, LGBTQ+ Issues, Self-Care
- Office Phone: (940) 397-4983
- Email Address: wendy.helmcamp@msutexas.edu

Dr. Krystal Humphreys

- Degree: Ph.D. from Texas Tech University
- Primary Research/Clinical Interest: Sex Trafficking, Non-Suicidal Self-Injury, Child and Adolescent Trauma, Career Counseling, Military Children and Adolescents
- Email Address: krystal.humphreys@msutexas.edu

Dr. Tiffany Stewart

- Degree: PhD. from University of Akron
- Primary Research/Clinical Interest: Multicultural Issues, Client Advocacy, Counseling Children
- Office Phone: (940) 397-4134
- Email Address: tiffany.stewart@msutexas.edu

NOTE: The Program Coordinator's defined duties include:

- (1) oversight of the program's mission,
- (2) proposals for program curriculum (Program Course Distribution) changes,
- (3) revisions to the student handbook,
- (4) coordination of the student admission process,
- (5) oversight and modifications to the program's organizational policies and procedures,
- (6) management of the program website and marketing materials,
- (7) oversight of accreditation and licensure standards, and
- (8) representation of the program to non-program faculty, staff, administration and prospective students.

NOTE: The Clinical Coordinator's defined duties include:

- (1) oversight of the program's practicum and internship student application and approval process,
- (2) revisions to the structure and requirements for completion of clinical courses,
- (3) modifications to supervisor qualifications and dissemination of relevant clinical course information (e.g., practicum and internship syllabi), and
- (4) representation of the program to community clinical placements/professionals.

Clinical Mental Health/School Counseling Advisory Councils

The Clinical Mental Health/School Counseling (CLMH-SC) Advisory Council chaired by the CLMH Program Coordinator assists in the design, delivery, evaluation, and major policy decisions of the Clinical Mental Health with a concentration in School Counseling preparation program. Membership is comprised of professional representatives from private practice and public schools, the director of educator preparation (TEA), certification officer, accreditation specialist, department chair, and dean of the WCOE. The council meets regularly, at least two times per year.

CLMH Advisory Council Roles and Responsibilities

- Advise, review, evaluate, recommend, and co-construct policies and procedures related to the evaluation and continuous improvement of the CLMH-SC program including: program evaluation/satisfaction, key assessments, student recruitment, student quality, and program impact on student learning leading to initial or advanced certification.

- Review and vote on applicant admissions to School Counseling certification programs (2 to 4 times per year).
- Advise, review, evaluate, recommend, co-construct, and implement policies and procedures related to the placement and evaluation of CLMH-SC program graduate students in field and/or clinical experiences.
- Review qualifications for university supervisors and site supervisors/mentors who either host or supervise candidates seeking advanced certification along with data related to candidates' evaluations of university supervisors and site supervisors/mentors to ensure highly qualified practitioners.
- Identify and address issues and concerns related to CLMH-SC graduate and program quality and capacity, continuous improvement, and field-based/clinical experiences.
- In this capacity, CLMH-SC may make recommendations in areas above for approval by WCOE College Council. University level changes must also be approved by MSU Texas Graduate Council and/or MSU Texas Academic Council, Board of Regents, Texas Higher Education Coordinating Board (THECB), and SACS.

Texas Administrative Code Educators' Code of Ethics

Faculty, candidates, and staff must adhere to the Educators' Code of Ethics as found in 19 TAC §247.2 of the Texas Administrative Code. These standards cover 1) professional ethical conduct, practices, and performance, 2) ethical conduct toward professional colleagues, and 3) ethical conduct toward students. All faculty, candidates and staff must understand, acknowledge, and adhere to the [Code of Ethics and Standard Practices for Texas Educators](#). A copy of the standards is available upon request.

Program Code of Ethics

WCOE, its faculty, and its candidates adhere to the [Ethics Policy for Employees of MSU Texas \(OP 52.20\)](#) and the State of Texas licensure laws and regulations. The program has a professional responsibility to ensure that all candidates display ethical, professional, and personal behaviors that comply with these guidelines. For further information about MSU Texas' procedures regarding candidate ethics and conduct, please consult the [MSU Texas Student Handbook 2022-2023](#).

Diversity, Equity and Inclusion Statement

MSU Texas and WCOE are committed to:

A strong institutional environment of diversity, equity, and inclusion fuels creativity, scholarship, respect, innovation, and social justice – all values of our core liberal arts principles and identity. It is our belief that our path of excellence towards teaching and service can be completely fulfilled only with a strong plan and transformational environment that values and supports diversity, seeks to achieve equity, reflects multiculturalism, and promotes inclusion and social justice at all levels.

We strive to create an environment that celebrates differences, respects diversity, provides equity for opportunities, and fulfills the potential of everyone.

Values:

- We commit to diversity in its myriad of expressions.
- We pledge to welcome our differences in an environment of civility and respect.
- We offer an environment of belonging for all.
- We commit to eliminate discrimination, bias, and harassment at MSU Texas.
- We believe in inclusive cross-cultural understanding and intercultural engagement.
- We adopt curiosity, civility, and multi-cultural approaches as guiding principles.

- We strive to be an agent of change for our external community.

Disability Support Services

Any student who feels that they may need accommodations due to the impact of a disability should consult Disability Support Services at (940) 397-4140 or <https://msutexas.edu/student-life/disability/>.

Admission

All students seeking admission to graduate programs in the WCOE must meet 1) MSU Texas requirements, 2) WCOE requirements, 3) and specific academic program requirements. For a prospective candidate to be considered for admission to the Clinical Mental Health with a concentration in School Counseling preparation program, candidates must be accepted to the MSU Texas graduate level Clinical Mental Health Program, and also must satisfy the Educator Preparation Program (EPP) admission requirements.

Graduate Program Application Procedures

- Complete an application online by visiting www.applytexas.org before the set deadlines.
- Pay application fee - \$50 for both domestic and international applicants.
- Submit the following to admissions@msutexas.edu:
 - A [departmental application](#),
 - 3 letters of recommendation,
 - official transcripts,
 - an [Advanced Program Application](#),
 - active Teacher Certificate,
 - Service Record with 2 years of service*, and
 - WCOE Application Essay (prompt is sent upon receipt of application).
- International students who do not already hold an SBEC approved certification must take the TOEFL and IELTS, which tests proficiency of the English language unless the prospective candidate has already been issued a Texas State Board of Education Certificate. Please allow at least 1 month for official scores to be received by the Graduate School.

*Service Records can be requested from the school district human resources where the prospective candidate has been employed. Alternatively, a candidate may complete program requirements, but will not be eligible for certification testing until they have completed two (2) years of experience as a certified teacher.

Once an application file is complete, a review will be sent to the Graduate Coordinator for consideration. The Graduate Dean reviews all admission decisions and sends formal notification to each student. For questions about the process, prospective candidates may contact the MSU Texas Graduate School at 940-397-4920.

A prospective candidate must complete a FAFSA for consideration of financial aid <https://fafsa.ed.gov>. For assistance filling out the form, contact the MSU Texas Financial Aid Office <https://msutexas.edu/finaid/>.

School Counseling Admission and Screening Procedures

In addition to the above requirements, the prospective candidates must provide the following evidence to be screened before being considered for admission to the School Counseling EPP:

1. EPP application on file;

2. bachelor's degree with a GPA of 2.75 from an accredited university or a master's degree with a GPA of 2.75 from an accredited university;
3. standard Teacher Certificate or equivalent;
4. additionally, successful advisory council screening on selected criteria;
5. a written essay with a minimum score of 10;
6. signed adherence to the Educator Code of Ethics; and
7. signed acknowledgement of state of Texas criminal background check requirements.

Candidates are notified of formal admission and of formal acceptance date in writing upon approval from the CLMH Advisory Council. Candidate must accept the offer of formal admission in writing before formal admission can be finalized per 19 TAC §227.17

Prior Coursework and Experience

As an Educator Preparation Program (EPP) in the state of Texas, WCOE reserves the right to verify the equivalency of coursework and training received by prospective candidates for any program requirements. Prospective candidates must provide documentation of prior academic coursework and/or relevant training (such as, transcripts and certifications) with their application portfolio during the process of admission to the EPP. Teaching experience without certification will not count toward certification or toward coursework after admission into EPP.

MILITARY SERVICE MEMBERS AND VETERANS

Per Title 19 TAC §228.35(a)(5)(A), military service members or military veteran candidates may receive course credit for verified military service, training or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certification being sought. If you qualify, you will have your experience aligned with curriculum/coursework to identify appropriate credit toward your degree and certification.

NON-MILITARY SERVICE MEMBERS

Per Title 19 TAC §228.35(a)(5)(B), teacher candidates admitted into WCOE EPP who are not military service members or military veterans may substitute prior or ongoing service, training, or education provided that the experience, education, or training is not also counted as a part of an internship, clinical teaching, or practicum requirements. Training or education sought to be substitutes for WCOE coursework must be provided by an approved EPP or an accredited institution of higher education within the past five years, and must be directly related to the certification being sought. If you qualify, you will have your experience aligned with curriculum/coursework to identify appropriate credit toward your degree and certification.

EVALUATION OF OUT-OF-COUNTRY CREDIT

Pursuant to 19 TAC §227.10(f), applicants with credentials earned outside the United States must have their credit evaluated by an accrediting organization recognized by the Texas Higher Education Coordinating Board (THECB) to determine equivalency to the standards specified in code. More details can be found on [TEA's Certification Based on Credentials from Another Country website](#).

International Students/English Proficiency

Undergraduate and graduate-level candidates should contact the [Global Education Office](#) for the necessary requirements for admission to MSU Texas.

International candidates must be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by one of the following:

- Completion of an undergraduate or graduate degree at an accredited institution in the United States

- Verification of minimum scaled scores on the Test of English as a Foreign Language Internet-Based Test (TOEFL IBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing
- If an undergraduate or graduate degree was earned at an institution in a country outside of the United States listed in Figure: [19 TAC §230.11\(b\)\(5\)\(C\)](#).

An educator who has received a State Board for Educator Certification (SBEC) - issued standard certificate shall not be required to demonstrate English language proficiency as prescribed above for the purposes of admission into the EPP to obtain additional SBEC-issued certifications.

Notification of Criminal Conviction, Denial of Certification, and Criminal Background Checks

Condition of Certification

As required by Texas Occupations Code (TOC), Section 53.152, candidates should be aware that an individual who has been convicted of any offense, in any state, may be denied an initial or advanced certificate. By completing the admission process into an initial or advanced program, each individual is aware that even after completion of a degree, if at any point that individual was convicted of any crime, of any degree, he/she may still graduate from the program but may be denied a certificate by the State Board of Educator Certification.

Criminal Background Checks

Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

Preliminary Checks

All candidates enrolled in an educator preparation program are eligible to request a Preliminary Criminal History Evaluation. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. Information on Preliminary Criminal History Evaluations can be found on the [TEA Texas Education Agency website](#).

Entrance to Public Schools

Candidates are required to complete a criminal background check for entrance into public schools. There is variation in the degree of background checks across school districts. These background checks may take as many as 3 weeks to complete before a candidate may enter a public-school classroom. It is at the discretion of the district, not the EPP, as to how, when, and where these background checks are conducted. In addition, a school district reserves the right to deny entry to any person, regardless of the result of the background check.

Reporting Suspicion or Incidence of Child Abuse

Texas law says anyone who thinks a child, or person 65 years or older, or an adult with disabilities is being abused, neglected, or exploited must report it to the Department of Family and Protective Services (DFPS). A person who reports abuse in good faith is immune from civil or criminal liability. DFPS keeps the name of the person making the report confidential. Anyone who does not report suspected abuse can be held liable for a misdemeanor or felony. Time frames for investigating reports are based on the severity of the allegations. Candidates should report abuse to the building administrator, WCOE school-based educator, and the Texas Abuse Hotline:

- By Phone: (1-800-252-5400), or
- Online: https://www.dfps.state.tx.us/Contact_us/report_abuse.asp

Candidates are required to complete the Protection of Minor Children Training prior to clinical experiences with minor children.

Program Requirements

Department of Counseling Statement of Expectations

Programs in the Department of Counseling are charged with the dual task of nurturing the development of counselors-in-training and ensuring the quality of client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student’s progress in the program may be interrupted for failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with being able to provide effective or ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, a professional attitude, and moral character. These factors are evaluated based on one’s academic performance and one’s ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should also demonstrate the ability to accept and integrate feedback, gain awareness of their impact on others, accept personal responsibility, and show effective and appropriate expression of emotions.

For further information about MSU Texas’s policies regarding student ethics and conduct, please consult <http://www.msutexas.edu/student-life/conduct/index> and/or page 9 of your student handbooks.

Enrollment in courses with the COUN prefix (with the exception of COUN 6013) requires admission to the Master of Arts in Clinical Mental Health program or permission of the Counseling Program Coordinator.

Professional Learning and Ethical Practice

Candidates are expected to engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt their practice to meet the needs of each learner.

Liability Insurance

All general and school counseling students are required to carry professional liability insurance as many of the courses require students to work with clients in a counseling format. Counseling sessions may be scheduled during the school day.

Confidentiality

Counseling courses often require sharing personal information, both private client information and student’s personal experiences. Counseling students must agree to keep such information confidential and not discuss private information outside of class unless discussion with professors is appropriate.

M.A. Clinical Mental Health with a concentration in School Counseling

Transition Points for School Counselor Certification

ADMISSION	Key Assessment or Activity	CAEP	TEA	CACREP
an application on file (forms available in Graduate School Office)	Application, Service Record with 2 years of experience, Teaching Certificate	✓	✓	
Bachelor’s degree and standard Texas Teacher Certificate or equivalent;		✓	✓	
Grade point average of 2.75 in prior degree or		✓	✓	

ADMISSION	Key Assessment or Activity	CAEP	TEA	CACREP
2.75 in last 60 hours of coursework				
Successful committee screening on selected criteria	Graduate Essay with a Score of 10 or better	✓	✓	
Approval of CLMH Advisory Council		✓	✓	✓
Criminal Records – Right to Preliminary Background Check	Signed policy acknowledgement submitted with admission acceptance to Tk20	✓	✓	
Code of Ethics and Standard Practices for Texas Educators	Signed acknowledgement and agreement to abide by code submitted w/ admission acceptance to Tk20	✓	✓	
Orientation & Foundational Concepts	Key Assessment or Activity	CAEP	TEA	CACREP
WCOE Clinical Mental Health with a concentration of School Counseling Handbook	Signed Handbook Acknowledgement submitted to Tk20	✓	✓	✓
Dyslexia Training	Certificate of Completion submitted to Tk20	✓	✓	
Mental Health Texas Behavior Support Initiative Training	Certificate of Completion submitted to Tk20	✓	✓	
Substance Abuse Training	Certificate of Completion submitted to Tk20	✓	✓	
Youth Suicide Training	Certificate of Completion submitted to Tk20	✓	✓	
Criminal Records – Right to Preliminary Background Check	Reaffirmation of understanding submitted to D2L	✓	✓	
Privacy and Confidentiality Pledge	Privacy Pledge Quiz (100%)	✓	✓	
Educator Code of Ethics	Ethics Quiz (100%)	✓	✓	
Child Abuse and Neglect Reporting	Child Abuse and Neglect Reporting Quiz (100%)	✓	✓	
Human Trafficking	Human Trafficking Quiz (100%)		✓	
COURSES	Key Assessment or Activity	CAEP	TEA	CACREP
1. <u>COUN 5103 Professional Orientation</u>				✓
2. <u>COUN 5213 Human Development & Learning</u>				✓
3. <u>COUN 5223 Career Development Counseling (pre-req: COUN 5203)</u>				✓
4. <u>COUN 5233 Comprehensive School Counseling Services</u>	<ul style="list-style-type: none"> Mock Comprehensive Counseling Program Website Assessment Career Interest Inventory Assessment 	#	#	✓

COURSES	Key Assessment or Activity	CAEP	TEA	CACREP
	(80% Proficiency)	*	*	
5. <u>COUN 5243 Group Counseling</u> (pre-reqs: COUN 5203, COUN 5273)				
6. <u>COUN 5253 Assessment</u> (pre-req: COUN 5263)				✓
7. <u>COUN 5263 Diagnosis and Treatment Planning</u>				✓
8. <u>COUN 5273 Theories and Techniques of Counseling</u> (pre-reqs: COUN 5203, COUN 6013)				✓
9. <u>COUN 5283 Advanced Counseling Skills</u> (pre-reqs: must have completed 24 hours, including COUN 5203, COUN 5243, COUN 5263, COUN 5273, COUN 5303, COUN 5363, and COUN 6013)				✓
10. <u>COUN 5303 Ethics and Issues in Counseling</u> (pre-req: COUN 5203)				✓
11. <u>COUN 5363 Multicultural Counseling</u>				✓
12. <u>COUN 5403 Intro to School Counseling</u>	School Counseling Interview and Evaluation (80% Proficiency)	#	#	✓
13. <u>COUN 5503 Counseling Research and Program Evaluation</u>				
14. <u>COUN5603 Counseling Individuals and Psychopharmacology</u>				
15. <u>COUN5803 Substance Abuse Counseling</u>				
16. <u>COUN 6023 Counseling Children</u> (pre-req: COUN 5203)	Child Counseling Video and Analysis Performance Assessment (80% Proficiency)	*	*	✓
17. <u>COUN 5813 Practicum in School Counseling</u> (Pre-reqs: must have completed 39 semester hours, including COUN 5253, COUN 5273, and COUN 5283)	3 School Counseling Practicum Evaluations (80% Proficiency + Recommendation) 160 hours total (minimum of 60 direct hours)	*	*	✓
18. <u>COUN 6043 Graduate Internship I</u> 19. <u>COUN 6053 Graduate Internship II</u>	School Counseling Internship Evaluation (80% Proficiency) 600 hours total (minimum 240 direct hours)	*	*	✓
20. <u>SPED5013 Exceptional Individuals</u>			✓	

PRACTICUM	Key Assessment or Activity	CAEP	TEA	CACREP
1. <u>Candidate Info and Site Supervisor Qualification Form (CISSQ) and supervision agreement distributed</u>	Accreditation Specialist distributes training to site supervisors and monitors completion of training within the three-week timeline.	✓	✓	✓
2. <u>School Counselor Coordinator collaborates with district to assign qualified Site Supervisor (min 3 years exp. and certified in field)</u>	Accreditation Specialist tracks receipt of CISSQ documentation, verifies site supervisor qualifications, and receipt of signed supervision agreement and uploads to assessment system.	✓	✓	✓
3. <u>15-week practicum placement</u>	<ul style="list-style-type: none"> • Candidate documents 160 practicum hours tied to Texas School Counselor Standards (min. 60 hours direct) • 1 observation in each 3rd of practicum • First contact, pre-conference, observation, post-conference with substantial feedback • Signatures of candidate, site supervisor, and university supervisor • Completed time logs (80% Proficiency)	✓	✓	✓
4. <u>Site Supervisor completes summative evaluation of candidate</u>	School Counseling Practicum Evaluation (80% Proficiency + Candidate Recommendation)	*	*	*
5. <u>University Supervisor completes summative evaluation of candidate</u>	School Counseling Practicum Evaluation (80% Proficiency + Candidate Recommendation)	*	*	*
INTERNSHIP	Key Assessment or Activity	CAEP	TEA	CACREP
1. <u>Successful completion of practicum</u>	Earn grade of at least a 'B'	*	*	*
2. <u>Candidate Info and Site Supervisor Qualification Form (CISSQ) and supervision agreement distributed</u>	Accreditation Specialist distributes training to site supervisors and monitors completion of training within the three-week timeline.	✓	✓	✓
3. <u>Clinical Coordinator collaborates with district to assign qualified Site Supervisor (min 3 years exp. and certified in field)</u>	Accreditation Specialist tracks receipt of CISSQ documentation, verifies site supervisor qualifications, and receipt of signed supervision agreement and uploads to assessment system.	✓	✓	✓
4. <u>Internship Placement (600 clock hours of supervised counseling internship)</u>	<ul style="list-style-type: none"> • Candidate documents 600 internship hours tied to Texas School Counselor Standards (min. 240 hours direct) • 1 observation in internship • Pre-conference, observation, post-conference with substantial feedback 	✓	✓	✓

INTERNSHIP	Key Assessment or Activity	CAEP	TEA	CACREP
	<ul style="list-style-type: none"> Signatures of candidate, site supervisor, and university supervisor Completed time logs 			
5. <u>Site Supervisor completes summative evaluation of candidate</u>	School Counseling Internship Evaluation	*	*	*
6. <u>University Supervisor completes summative evaluation of candidate</u>	School Counseling Internship Evaluation	*	*	*
7. <u>Pass Practice Test with at least 80% in each competency and 10 hours of practice</u>	Certify Teacher School Counselor Practice Test (80% Proficiency)	#	#	#
RECOMMENDATION FOR CERTIFICATION	Key Assessment or Activity	CAEP	TEA	CACREP
1. <u>Passing scores on the School Counseling Licensure Exam (252)</u>	Assessment of Content and Professional Knowledge (80% Proficiency)	#	#	#
2. <u>Satisfactory Internship</u>	Earn grade of at least a 'B'	*	*	*
3. <u>Apply to State Board for Educator Certification</u>	Application for certification is made by applying online at http://www.tea.state.tx.us .	✓	✓	
4. <u>State review</u>	Upon receipt of the University recommendation, the State Board for Educator Certification screens all applicants for Texas certificates for a record of felony or misdemeanor conviction through the Texas Department of Public Safety.	✓	✓	
POST GRADUATION	Key Assessment or Activity	CAEP	TEA	CACREP
1. <u>Satisfaction of employer</u>	Survey emailed for first 3 years of employment in field of certification.	✓		
2. <u>Satisfaction of completer</u>	Survey emailed for first 3 years of employment in field of certification.	✓		

US-University Supervisor

SS-Site Supervisor

*Performance/Skills Assessment

#Content Knowledge Assessment

✓Accreditation Requirement

Program Curriculum Overview

The Clinical Mental Health with a concentration in School Counseling master's degree is comprised of a minimum of 60 semester credit hours of approved graduate-level coursework.

COUN 5103 - Professional Orientation and Ethics

COUN 5213 - Human Development and Learning

COUN 5223 - Career Development Counseling

COUN 5233 - Comprehensive School Counseling Services

COUN 5243 - Group Counseling
COUN 5253 - Assessment
COUN 5263 - Diagnosis and Treatment Planning
COUN 5273 - Theories and Techniques of Counseling
COUN 5283 - Advanced Counseling Skills
COUN 5303 - Advanced Ethics and Issues in Counseling
COUN 5363 - Multicultural Counseling
COUN 5403 - Introduction to School Counseling
COUN 5503 - Counseling Research and Program Evaluation
COUN 5603 - Counseling Individuals and Psychopharmacology
COUN 5803 - Substance Abuse Counseling
COUN 5813 - Practicum for School Counseling
COUN 6023 - Counseling Children
COUN 6043 - Graduate Internship I
COUN 6053 - Graduate Internship II
SPED 5013 - Exceptional Individuals

Practicum and Internship Guidelines

Counseling is defined as direct contact with a client in an on-going therapeutic relationship, either in a one-to-one, or group setting. Therapeutic interventions by the counselor are designed to help clients develop greater psychological health. A counseling relationship is not about advice giving. Through psychoeducation, clients may gain new knowledge or skills. Practicum candidates must be knowledgeable about crisis intervention strategies. Clinical experiences require demonstrations of building an on-going relationship and helping clients resolve psychological issues.

The purpose of clinical experiences is for candidates to develop and improve counseling and conceptualization skills. University field supervisors observe counseling recordings and/or in vivo sessions to offer feedback to candidates and to evaluate candidates' skills. Candidates in clinical experiences also develop an ability to self-evaluate, to reflect on their experiences, and to try new interventions. Such growth is also facilitated by an open dialogue with candidates sharing with each other as counseling dynamics are processed during class. Subjective, Observation, Affect, Plan (SOAP) notes and case studies also support self-reflection and continued improvement as a counselor.

Practicum semester requires considerable time management to acquire 160 hours in one semester, particularly if the candidate has job and family responsibilities. Candidates in practicum must log 60 direct hours and 100 indirect hours. Internship semesters also require considerable time management to acquire 300 hours in each semester (Internship I and Internship II). Candidates in internships must log 120 direct hours and 180 indirect hours for each internship semester. Hours cannot carry over semester to semester. The clinical experience hours required for program completion totals 760 hours throughout the three clinical experience courses as described above.

It is necessary for candidates to arrange for a clinical experience site prior to the beginning of each clinical course to allow for the maximum amount of time to fulfill the hours requirement. School counseling candidates must complete their Practicum semester in a school setting.

Students are responsible for finding their own site for clinical experiences and gathering documentation for qualified site supervisors (See Appendix D for Form detailing qualifications). Supervisors must have a certification in school counseling and 3 years of experience as a school counselor. TEA requires that the practicum be 160 hours in length. Evaluation forms are located in the appendix of this handbook. The WCOE

fitness alert process is used for remediation. For each placement, site supervisors are required to complete an online training module for their site supervisory role. University supervisor, site supervisor, and site supervisor's direct supervisor collaborate to serve as resources to students. Site supervisors and university field supervisors are required to complete final evaluations of each candidate's clinical experience to recommend certification for the school counselor candidate.

Practicum Requirements

1. Practicum Time Logs (160 hours total)
 - a. Document dates and hours
 - b. Type of practicum activities
 - c. Brief notation
 - d. Site supervisor approval
2. Summary
 - a. Write reflective summary of entire practicum experience.
3. 3 observations of counseling work by university field supervisor in vivo and/or through recordings.
 - a. University field supervisor signature
 - b. Site supervisor signature
 - c. Candidate signature and reflection
4. Complete the evaluation of the university field supervisor and site supervisor at the end of the program.
5. Receive recommendation for certification on evaluations from university field supervisor and site supervisor.
6. Professional liability insurance must be current prior to seeing clients for practicum.

Practicum Hours (160 Hours)

- 60 hours of direct service, meaning face-to-face individual and group counseling sessions with clients with a therapeutic goal and leading social-emotional guidance lessons.
- 100 hours can be devoted to indirect hours to include professional development, research, case notes, consultation, and collaboration.

Completion of Practicum

Faculty reserve the professional responsibility to guarantee that our graduates meet the minimum level of counseling skills to do no harm to clients. A student may be required to repeat the practicum course to improve skills if they do not earn a grade of B or higher in the practicum class, if they are not recommended for certification by either the university field supervisor or site supervisor, or if they do not complete practicum requirements.

Practicum time logs, evaluations, and reflections will be stored in students' permanent records for use in replying to requests for references and licensure/accreditation audits.

WCOE Certification Exam Testing Policy

The following steps are required before a candidate is permitted to take certification exams.

- Take initial practice exam (Certify Teacher).
- If the candidate scores less than 80% in each domain and competency, they must complete the study tracker program in Certify Teacher. Once the study tracker program is completed, the candidate must retake the practice exam.
- If the second practice exam is less than 80% in each domain and competency, the candidate

- must repeat the process until 80% is reached in each domain and competency.
- Candidates must have at least 10 hours of study time total at the end of the practice exam process. If 10 hours is not reached through the practice exam process, then additional study hours must be completed to reach the minimum requirement of 10 hours in Certify Teacher.
- Once students meet the requirements above and would like to be released for testing, please complete the following [form](#).

Upon completion of the form, you will be notified within 24-48 hours of your ability to schedule your certification exam. Please view the following [document](#) for assistance creating your testing account, registering for your exam, and scheduling your exam.

For students who are not successful in passing their certification exams, the following requirements must be met before the student will be allowed to repeat the exam.

- Complete a practice exam-Certify Teacher.
- If the student scores less than 80% in each domain and competency, complete the study tracker program in Certify Teacher. Once the study tracker program is completed, the student will retake the practice exam.
- If the second practice exam is less than 80% in each domain and competency, the student will repeat the process until 80% is reached in each domain and competency.
- Students must have at least 10 hours of study time total at the end of the practice exam process. If 10 hours is not reached through the practice exams process, then additional study hours must be completed to reach the minimum requirement of 10 hours in Certify Teacher.

It is recommended to work with an assigned professor on test readiness and exam preparation. The Certification Officer will assign a professor to work with the candidate. Please email Kayla Meaders at kayla.meaders@msutexas.edu for instructions on this step of the protocol. The assigned professor will decide what course of action you must complete before letting the Certification Officer know that you are ready to retest.

Faculty Test Tutoring/Guided Training Expectation

To help candidates prepare for a certification test that they have already failed (or that the test has changed since the candidate completed), a faculty member (tutor) will be assigned to work with that candidate on test preparation skills and content area. This will take the form of tutoring or guided training. Once a candidate is assigned, the candidate must contact the faculty member to set a time to meet with them. The tutoring is in addition to any courses or training modules that are indicated for the student.

The tutor should meet with the candidate in person or virtually (e.g. via Zoom) for the content and test preparation. The following are suggestions for tutoring that have been very successful:

- Look at the areas in which the candidate received less than 70% at the competency level on the failed test (or on the practice test if it is a candidate that needs tutoring because the standards changed or five years have passed since completing the program).
- Work on each competency using an inquiry approach using test question examples.
- Unpack each question.
- Ask the candidate to read the prompt and then ask them to highlight the keywords.
- Make sure they know what the keywords mean.
- Read through each answer choice and force the candidate to say yes, no, or maybe if they believe the choice could be the answer. Ask them why.

- Have the candidate eliminate all but two answers.
- As you work through the answers with the candidate, identify content knowledge that may be lacking.
- Study the identified needed content knowledge with the candidate.
- If test anxiety is identified by the candidate as one of the factors contributing to problems with the test, provide and discuss strategies to address test anxiety. There are resources for this issue in the Counseling Center. You can contact Dr. Pam Midgett to obtain the resources.
- Consider spending about an hour on each identified competency. Tutoring will probably need to be divided into 45-minute to one-hour sessions.
- Keep in mind that if there are not enough released test questions for a competency, you might need to find more questions or create some on your own.
- After you have completed tutoring with the candidate, have them retake the Certify Teacher practice test or a TExES content test. If they pass all competencies with at least an 80%, let the Certification Officer know that the candidate has completed tutoring. If the candidate does not pass all of the competencies with at least an 80%, continue working with them on those competencies.
- For Constructed Response questions:
 - Have candidates read through the question and highlight keywords. Ensure they understand the keywords.
 - Have candidate write a construct response.
 - Assess candidate's response using the rubric.
 - Discuss with the candidate why they received the rubric score for each criterion.
 - Help candidate reshape the structured response so that it would receive a 4 on each criterion.

The guided training modules are self-paced and specifically designed to assist the candidate to increase their conceptual understanding.

- The faculty member will assess the TExES results and design a study plan that addresses any competency that the candidate scores below 80%.
- The candidate will be provided a study plan that will focus on those deficits.
- The self-paced modules include graphic organizers, note-taking strategies, practice mini-quizzes, and open-ended responses to help them accommodate the content.
- The modules will unpack the content into small chunks and allow immediate feedback with the mini-quizzes.
- Each module includes open-ended assignments, and graphic organizers will be shared through google drive with the faculty member for more in-depth feedback.
- After the candidate has completed the modules, they will take a TExES content test. If the candidate passes all competencies with at least an 80%, the faculty member will let the Certification Officer know that the candidate has completed the test preparation. If the candidate does not pass all of the competencies with at least an 80%, continue working with them on those competencies.

School Counseling Certification Returning Finishers

If a school counseling certification candidate is seeking test approval and the standards and/or test has changed since the candidate completed the teacher certification program at MSU Texas, the candidate will be required to:

- Repeat the WCOE certification exam testing [policy](#) (above);
- Be assigned to and work with WCOE faculty member(s);
- Complete up to an additional 15 hours of coursework from MSU Texas and/or MSU Texas training modules before test approval; and

- If a candidate has returned to MSU Texas after a period of five or more years following the academic year of program completion and the candidate is seeking test or retest approval for teacher certification, the candidate must complete an additional 18 hours of coursework from MSU Texas before test approval.

Professional Organizations and Student Involvement

The Clinical Mental Health with a concentration in School Counseling program strongly encourages students to learn about and become involved in counseling-related professional organizations. Among many other important benefits, involvement in such organizations:

- Promotes professional skill development
- Increases knowledge from leaders in the counseling profession
- Provides non-university-related networking opportunities
- Offers additional professional endorsement possibilities
- Helps build one's resume
- Provides continuing education units
- Increases excitement for and devotion to the counseling profession

The Clinical Mental Health with a concentration in School Counseling program encourages membership and active participation in both umbrella and specialty organizations. In particular, the program encourages student membership and involvement in the following professional organizations:

American School Counseling Association

Mission: The mission of ASCA is to represent school counselors and to promote professionalism and ethical practices. Retrieved from <https://www.schoolcounselor.org/About-ASCA/Vision,-Mission-Goals>.

Website: <https://www.schoolcounselor.org/>

Membership Website: <https://www.schoolcounselor.org/Membership/Membership-Options>

Texas School Counselor Association

Mission: At TSCA, our mission is to serve professional school counselors by advocating for and advancing the role of the professional school counselor and the comprehensive school guidance and counseling program throughout Texas. Retrieved from <https://tsca.txca.org/>.

Website: <https://tsca.txca.org/>

Membership Website: <https://www.memberleap.com/members/newmem/registration.php?orgcode=TXCA>

American Counseling Association

Mission: Promote the professional development of counselors, advocate for the profession, and ensure ethical, culturally-inclusive practices that protect those using counseling services. (Retrieved from

<https://www.counseling.org/about-us/about-aca/our-mission>)

Website: <http://www.counseling.org/>

Membership website: <http://www.counseling.org/membership/>

American Mental Health Counselors Association

Mission: Our mission is to advance the profession of clinical mental health counseling by setting the standard for Collaboration; Advocacy; Research; Ethical Practice; Education, Training, and Professional Development.

(Retrieved from <https://www.amhca.org/about/about-us>)

Website: <https://www.amhca.org/home>

Membership website: <https://www.amhca.org/members/benefits>

Texas Counseling Association

Mission: TCA leads, educates, and advocates to advance the counseling profession, to increase access to professional counselors, and to promote wellness. (Retrieved from <https://www.txca.org/about.php>)

Website: <https://www.txca.org/>

Membership Website: <https://www.txca.org/membership.php>

Greenbelt Counseling Association

Mission: Greenbelt Counseling Association is the Texoma chapter of the Texas Counseling Association. Our mission is to support the professional development of licensed counselors, therapists, psychologists, social workers, and students in our area by providing continuing education and networking events several times throughout the year. (Retrieved from <https://www.greenbeltcounselingassociation.org/about>)

Website: <https://www.greenbeltcounselingassociation.org/>

Membership Website: <https://www.greenbeltcounselingassociation.org/membership>

Where to Turn for Questions/Resources

The following persons/offices should be contacted as resources for the common questions/issues below:

- For course sequence, see the program academic advisor.
- For copies of the handbook, see the website.
- For required coursework, review the graduate catalog, contact academic advisor or contact the program/clinical coordinator as a secondary resource.
- For Clinical Mental Health with a concentration in School Counseling degree requirements, review the graduate catalog, contact academic advisor or contact the program/clinical coordinator as a secondary resource.
- For program-related concerns, contact a teaching professor or the program/clinical coordinator as a secondary resource.
- For graduation procedures/forms/requirements, review the commencement website (<http://www.msutexas.edu/registrar/commencement/>).
- For Professional Counselor licensure information, review the Texas State Board of Examiners of Professional Counselors website (<https://www.bhec.texas.gov/>) or contact the program/clinical coordinator as a secondary resource.
- For comprehensive examination information, review the above section of this handbook, contact a faculty member teaching clinical courses or the program/clinical coordinator as a tertiary resource.
- For practicum or internship, review the below sections of this handbook, contact a faculty member teaching clinical courses, or contact the program/clinical coordinator as a tertiary resource.
- For course registration problems, contact the Office of the Registrar (<http://www.msutexas.edu/registrar/>), the academic advisor, or contact the program/clinical coordinator as a tertiary resource.

Professional Fitness Policy

Admitted candidates (teacher, educational diagnostician, school counseling, principal and superintendent) are expected to meet specified non-academic standards that are necessary to be competent teachers. The intent is to ensure that the candidates recommended for certification are able to effectively and independently carry out the duties for which they are being prepared. The fitness criteria include personality characteristics, responsibility characteristics, communication skills, social relationships, and commitment to the teaching profession. Students who have been identified with a demonstrable discrepancy by one or more professors or cooperating teachers

will meet with the Fitness Alert Committee to discuss options and develop a growth plan. The Fitness Alert Committee consists of five faculty members in the West College of Education appointed by a department chair. Failure to make satisfactory progress on the growth plan may result in denied admission to clinical teaching or removal from the program. In extreme cases, the student may be immediately removed. More details can be found in the Fitness for Teaching Profession and Counseling Referral Procedures outlined in the [West College of Education Professional Fitness Policy](#).

Counseling Referral Procedure

Candidates who have multiple Fitness Alerts/concerns forwarded to a department chair, certification officer, or dean may receive counseling regarding the appropriateness of the teaching/education profession. WCOE concerns may be based upon the knowledge, skills, and/or disposition outlined in syllabi and the conceptual framework, but may also include engagement in the profession. WCOE is ultimately responsible for the performance of its completers and reserves the right to determine who is identified as a WCOE teacher/educator professional.

WCOE Complaint Process

Pursuant to 19 TAC §228.70, WCOE has adopted a complaint procedure for timely resolution of complaints before a complaint is filed with TEA. The details can be found on the website as well as posted on the bulletins of each level of Bridwell Hall at MSU Texas. For information on how to file a complaint to TEA, please send inquiries to collegeofed@msutexas.edu.

Review the policy here: <https://msutexas.edu/academics/education/wcoe-complaint-policy.pdf>

Program Accreditation

CACREP has accredited the Clinical Mental Health program, which includes the Clinical Mental Health with a concentration in School Counseling program. Students are encouraged to visit the CACREP website to learn more about counseling accreditation guidelines: <http://www.cacrep.org/template/index.cfm>. Additionally, the Clinical Mental Health with a concentration in School Counseling program at MSU Texas is approved by the Texas Education Agency (TEA) and is aligned to the [School Counselor \(§239.15\)](#) standards as designated in Texas Administrative Code.

Appendix

Appendix A: Collaboration with Supervising Administrator

Wendy Helmcamp, Ph.D., LPC-S
West College of Education
MSU Texas
Wichita Falls, TX 76308
wendy.helmcamp@msutexas.edu
940-397-4983

Dear Administrator,

(Candidate name) is taking the capstone course, COUN 5813: Practicum in School Counseling to complete their degree requirements to become a school counselor. The purpose of this communication is to obtain your permission to help the candidate meet preparation requirements. It is important for the candidate to have a qualified site supervisor. We have identified **(Site Supervisor Name)** as a possible site supervisor for the candidate and are seeking approval of this person to mentor the candidate as their site supervisor.

According to §239.83, the site supervisor must meet the following criteria:

1. Hold a current certification as a school counselor
2. Have a minimum of 3 years of experience as school counselor

Please reply to this email (wendy.helmcamp@msutexas.edu) to confirm your agreement with this placement or to express any concerns you may have.

Appendix B: Examples of Informed Consent Forms

Adult Informed Consent Form

Student Name, Midwestern State University Practicum/Internship Student

Statement of Professional Disclosure:

I am a practicum/internship student enrolled in the graduate program for Clinical Mental Health at Midwestern State University. As such, I am working toward licensure and developing my skills as a counseling professional. **Insert name of Site Supervisor** directly supervises the services I provide. Additionally, **insert name of university supervisor**, a Licensed Professional Counselor Supervisor for the state of Texas and faculty member, provides educational oversight. You should know that by signing this contract, you are agreeing that your file will be reviewed and overseen by my site supervisor and my faculty supervisor.

You may view Texas licensing regulations and laws at <https://www.bhec.texas.gov>. I will provide printed materials about licensing requirements upon your request. Questions may also be addressed to the Texas Behavioral Health Executive Council without giving your name at:

Texas Behavioral Health Executive Council
George H.W. Bush State Office Bldg.
1801 Congress Ave., Ste. 7.300
Austin, Texas 78701
(512) 305-7700

Counseling Relationship:

I see counseling as a process in which you, the client, and I, the Counselor, having come to understand and trust one another, work as a team to explore and define present problem situations, develop future goals for an improved life, and work in a systematic fashion toward realizing those goals.

In this paragraph, please address what counseling theory you utilize at your site. Please use at least five sentences to describe your counseling orientation.

It is important to understand that this is a professional relationship. Although you may learn a considerable amount about me during our sessions, I am unable to attend social functions, offer references, or accept gifts.

Client Responsibilities:

Clients must devote an invested effort in psychotherapy to have the greatest possibility of success. This includes doing work within sessions and at home. Because this is a collaborative effort, we will discuss treatment plans

and you have the right to agree or disagree with the suggested options. Participation in therapy is voluntary and may be terminated at any time.

Potential Counseling Risk:

You should know, that along with benefits, psychotherapy does have risks. There may be times that the discussion of unpleasant experiences, or current life situations, cause painful emotional reactions. This may bring discomfort and changes in relationship dynamics. However, psychotherapy has also proven to be very beneficial to many people. Some of these benefits may include improved coping strategies, clarification of goals and life direction, and improved relationships. Since every individual is unique, it is impossible to predict what you will personally experience. In the course of working together additional problems may surface of which the client was not initially aware. If this occurs, the client should feel free to share these new concerns with me.

Physical Health:

Your physical health can greatly influence your mental health. If you have not had a recent medical physical with your physician, you are highly encouraged to do so. You may be encouraged to seek care from a medical professional to gain a better understanding of options available to improve overall physical and mental health. I do not prescribe medication.

Coronavirus Policy:

Please follow current centers for disease control and prevention guidelines in regard to COVID-19. Please do not enter the facility if you are feeling ill or have any of the following symptoms: fever, shortness of breath, headache, loss of taste/smell, congestion, nausea, or diarrhea.

Telehealth:

If you site does telehealth, please discuss the telehealth policies within at least five sentences. If your site does not offer telehealth, you may delete this section.

In Case of Emergency:

If you feel that you or someone else are in danger, or are experiencing a crisis, please call 911 or seek help at the nearest hospital emergency room.

Fees:

Within this section, please address any information about fees, cost, or insurance within your site.

Confidentiality:

Anything shared in counseling is kept in the strictest of confidence except for that which I am required to share with my supervisors and under certain circumstances of state law. If an adult wishes for information to be shared with a third party, there must be a written release signed by the client. Parents or legal guardians may request material shared by a minor client. If you wish for your insurance company to be billed, they will require information before approving services. Office staff, who must process your file, are also required to protect your information. Other professional counselors within this office may be consulted about your case. The following situations require disclosure to the proper authorities: 1. A client shares the intent to harm him or herself or another person. 2. Known or suspected neglect or abuse of an elderly adult, 60 years old or older, a dependent adult, or a minor child. 3. A direct court order. In an event that confidential information must be disclosed, every effort will be made to discuss the situation with the client before the mandatory release.

Code of Conduct:

I am legally required to follow the American Counseling Association’s Code of Ethics and the rules and regulations set forth by the Texas Behavioral Health Executive Council for Licensed Professional Counselors. You may request a copy of the Code of Conduct or view the document at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

I have read and agree to the information provided in this document. The practicum student has satisfactorily provided me with information and/or printed materials regarding her practice, education, and professional development.

Client’s Signature _____ Date _____

Student Counselor’s Signature _____ Date _____

Site Supervisor’s Signature _____ Date _____

I, _____, the parent/legal guardian of _____,

allow Name of Student, practicum student, to provide counseling to my

(relationship) _____. Date _____

Adolescent Informed Consent Form

Student Name, Midwestern State University Practicum/Internship Student

The purpose of meeting with a psychotherapist is to get help with problems or processes that are bothering you or interfering with being successful in important areas of life. You may have asked to meet with and talk to a therapist or this could have occurred because your parents, teachers, doctor, or someone else has concerns about you. The process of therapy involves getting to know your perspective on these difficulties or predicaments in your life, developing an understanding of the nature of the difficulties, and generating better ways to cope with or manage those difficulties. Sometimes the predicament will disappear altogether, but other times learning to manage or cope with difficulties is a good outcome.

Sometimes these difficulties will include topics you do not want your parents or guardian to know about. For most people, knowing that what they say will be kept private helps with disclosing thoughts, feelings, and perceptions and to have more trust in their therapist. As a teenager, you have certain rights to privacy that are not equal to those of an adult (the legal definition of which is 18 years old), but privacy, also called confidentiality, is a critical part of effective psychotherapy. *As a general rule, the information you share in therapy sessions is confidential, unless you give consent to disclose certain information.* However, there are exceptions to this rule that are important to understand before starting with the therapy process. In some situations, it is required by law or professional guidelines that information discussed in therapy has to be disclosed. Some of those situations are described below. Most involve your protection and the protection of others from the potential to be hurt or harmed.

1. If you report having a plan to harm yourself, based on the evaluation of that plan, confidentiality can be broken to protect you from harming yourself.
2. If you report having a plan to harm someone else, based on the evaluation of that plan, confidentiality can be broken to protect the person you intend to harm.
3. If you are involved in activities that could cause harm to yourself or someone else, even if you do not *intend* to harm yourself or someone else, based on the evaluation of that behavior, confidentiality can be broken.
4. If you report that you are being abused - physically, emotionally, or sexually – or that you have been abused in the past, the law requires that this be reported.
5. If you are involved in a court case and a request is made for the information about your therapy, information will be disclosed with your written consent unless the court *requires* that information be provided. If this occurs, you will be informed of the proceedings, and efforts to protect your confidentiality will be taken and discussed with you.
6. If you agree that information can be shared with a specific person or entity, then we will discuss the limits of what will be shared, and how that information will be shared.

Except for situations as described above, your parents/guardians will not be told of specific information you disclose in therapy. This includes activities and behavior that your parents/guardians would not approve of or be upset by, but that does not put you or others at risk for immediate harm. It may be important to let your parents know some information that is protected by confidentiality and you may be encouraged to share that information. Part of the therapist's job is to discuss this with you and to decide together the best way to communicate the information.

Also, parents and guardians may be able to be more helpful if they have general ideas about themes of therapy (such as autonomy, important privileges, achievement, or the status of symptoms) and the therapist may have specific suggestions for parents that do not involve breaking your privacy. Parents are strongly urged to respect the privacy of your treatment and the related records.

Schools and Teachers:

Information will not be shared with your school, including that you are even seeing a therapist unless you and your parents/guardians give permission. If someone from your school wants to talk about your treatment, or if it is decided that talking to someone at your school would be beneficial, then you and your parents will be asked to give their permission for that. If your parents or school want information about the treatment, and you do not want to give permission, then that will be discussed in a session.

Physicians/Doctor’s Offices:

Your medical doctor may have been involved in referring you for therapy, may have prescribed medication for you, or maybe considering prescribing medication. Thus, it may be important to coordinate with your doctor or doctor’s office regarding your progress or status, especially when medication is involved or there are other health issues. Again, your permission will be required for such consultation to occur and it will be important to discuss in therapy what information will be disclosed, especially since some information can be disclosed to a doctor that is not disclosed to your parents. The only time information can be shared with your medical doctor without your permission is if you are engaged in harmful or risky behavior that creates safety concerns.

Below, you are asked to sign this form, as are your parents/guardians, and you can be given a copy of this if you would like.

Minor’s Signature _____ Date _____

Parent’s Signature _____ Date _____

Student Counselor’s Signature _____ Date _____

Site Supervisor’s Signature _____ Date _____

Observation Consent Forms



Dear Client, Parent, or Guardian,

Thank you for helping our counseling students at Midwestern State University by agreeing to allow yourself or your child to participate in a session with a student in clinical level classes, including COUN 5813 Practicum in School Counseling, COUN 5293 Practicum, COUN 6043 Graduate Internship I, and COUN 6053 Graduate Internship II. These students are supervised by their on-site supervisor and their university supervisor. The purpose of this session is for students to practice the counseling skills that they have learned and acquired during their time at MSU Texas. The benefits of being able to practice these skills with clients are priceless. This session will be recorded and graded by the university supervisor serving as the professor of the class. Students will practice informed consent, counseling techniques, and rapport building.

As a graduate student counselor, the student is required to be under the direct supervision of qualified clinical supervisors. The student’s supervisors review the services that they provide to clients during their time under supervision. You have the right to know their names and how you may contact them. That information will be listed below. By signing this document, I am acknowledging the following:

- I voluntarily agree to allow myself or my child to participate in this recorded or observed session. I understand that I can refuse this without it impacting my treatment or the treatment of my child.
- I understand that I can withdraw my permission to have the session recorded or observed at any time during or after the recording. My treatment will not change based on my decision.
- I have the right to review my recording with my student counselor during a counseling session or discuss the observed session.
- The recording or observation will only be utilized for the evaluation of the student’s counseling skills during supervision and will remain confidential.
- This consent expires automatically in six months.
- A copy of this consent form will be provided to you at your request.
- I may contact the student’s on-site supervisor or university supervisor at any time with questions or concerns.

Printed Name	Signature	Date
Client:		
Guardian:		
Student Counselor:		

Supervisor Name	Supervisor Phone Number	Supervisor Email
Name of University Supervisor	University Supervisor’s Office Number	University Supervisor’s Email
Name of Site Supervisor	Site Supervisor’s Office Number	Site Supervisor’s Email

Appendix C: School Counselor Video #1 Reflection Paper Format

Your Name

Department of Education

Midwestern State University

COUN 5813 Practicum in School Counseling

Dr. Wendy Helmcamp

Turn in Date

School Counselor Video #1 Reflection Paper

Demographics of Client

In at least five sentences, please describe the demographics of the client and the background you have with your client.

- What session number with client?
- Informed consent explained?
- What are the client's goals for himself/herself?

Counseling Relationship

In at least two paragraphs (at least five sentences each) please address the following areas.

- How effective were you in building a counseling relationship with clients?
- How does this fit within your broader understanding of your professional identity?
- What are your areas of strength regarding building a counseling relationship with clients?
- What are areas that need improvement regarding building a counseling relationship with clients?

Personal Reactions

In at least five sentences cover the following topics. Most likely you will need more than five sentences to cover these areas.

- Evaluate your personal reactions to the clients and counseling process and how they may have affected treatment dynamics.
- What are the areas of strength regarding your personal reactions?
- What are the areas that need improvement regarding your personal reactions?

Rationales

In at least two paragraphs (at least five sentences each) cover the following topics.

- Describe and evaluate your choice of counseling theory.
- Describe and evaluate your approach to assessment and diagnosis.
- Describe and evaluate your intervention and prevention choices.
- How have your choices fit with your client's needs?
- What are the areas of strength regarding your choices in the above topics?
- What are the areas that need improvement regarding your choices in the above topics?

Ethics and Legality

In at least five sentences evaluate the following topics. Most likely you will need more than five sentences to cover these areas.

- Evaluate your handling of ethical, legal, and crisis issues.
- What are the areas of strength regarding your handling of the above topic?
- What are the areas that need improvement regarding your handling of the above topic?

Counseling Session

In at least five sentences evaluate the following topics. Most likely you will need more than five sentences to cover these areas.

- Evaluate the treatment and session outcome of your video counseling session.
- How effective was this session, and why was it effective?
- What are the areas of strength regarding your counseling session?
- What are the areas that need improvement regarding your counseling session?

Multicultural and Diversity

In at least five sentences evaluate the following topics. Most likely you will need more than five sentences to cover these areas.

- Evaluate the larger socio-cultural and equity issues, including marginalization, racism, sexism, developmental issues, poverty, access to services, etc., that may be affecting your clients at your site.
- How would you address these in future sessions and/or through advocacy efforts?

Clinical Skills

In at least five sentences evaluate the following topics. Most likely you will need more than five sentences to cover these areas.

- Evaluate your clinical skills.
- What are the areas of strength regarding your clinical skills?
- What are the areas that need improvement regarding your clinical skills?

Please cite any resources that you used to answer any of the above questions (for example, when you reference counseling theories or diagnosing).

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA

Please list any other resources that you used in your paper here.

Student Practicum Forms



Appendix D: Practicum CLMH School Counseling

Practicum Candidate Information and Site Supervisor Qualifications Form

PLACEMENT INFORMATION

Candidate's Name: _____ Today's Date: _____

Placement Semester/Year: (i.e. Fall 2022) _____

School/Site Placement Name: _____

District Name: _____

University (Field) Supervisor: _____

- Fhwilfdwlrq#dv#d#fkrro#Frqxvharu#
- P lq xp #r #6 #hdw#H{shuhqfn#dv#d#fkrro#Frqxvharu#
- Frs|#r#Fhwilfdwlrq#dqg#R I I I F I D O #huyifh#Jhfrug# xw#eh#xep lwhg#sulru#r#wdu#r#s#ofhp hqw#

SITE SUPERVISOR/MENTOR INFORMATION

Site Supervisor/Mentor Name: _____

(PLEASE ENTER FULL NAME AS IT APPEARS ON CERTIFICATE/LICENSE.)

Site Supervisor/Mentor Email Address: _____

Current Position: School Counselor Counselor Other: _____

Number of Years' Experience in Current Position: _____ TEA ID Number: _____

Site Supervisor/Mentor's Direct Supervisor Name: _____

Site Supervisor/Mentor's Direct Supervisor Email: _____

Employer Type: School District Other, please specify: _____

List All Certification Areas: _____

Certification/License Attached: Yes No Certification Area Same as Candidate: Yes No

Official Service Record Attached: Yes No Min 3 Years' Exp as School Counselor: Yes No

Administrator Approval – by providing my signature below, I attest that the above-named site supervisor is an accomplished educator as indicated by student learning and performance evaluations.

Administrator Signature: _____ Date: _____

MUST BE ACTUAL SIGNATURE

SITE SUPERVISOR/MENTOR ELECTRONIC SIGNATURE

Note that all supervisors must adhere to the Educators' Code of Ethics as established in 19 TAC §247.2. Your signature below acknowledges your agreement with this requirement. By selecting the "I Accept" button, you are signing this Agreement electronically. You agree your electronic signature is the legal equivalent of your manual/handwritten signature on this form.

I Accept Hand Draw Signature: _____

MSU Texas
WEST COLLEGE OF EDUCATION

Appendix E: School Counseling Practicum Observation Form

Candidate's Name: _____

School/Site Placement Name: _____

University (Field) Supervisor Name: _____

Site Supervisor/Mentor Name: _____

Beginning Date of Practicum/Internship: _____ Course No: _____

Observation Number: 1st 2nd 3rd Semester/Year: (i.e. Fall 2019) _____

PRE-Observation

Date: _____ Start Time: _____ End Time: _____

Pre-Observation Conference

Comments:

Observation (MINIMUM 45 MINUTES)

Date: _____ Start Time: _____ End Time: _____

- | | |
|---|--|
| <input type="checkbox"/> 1. Human Development and Learning | <input type="checkbox"/> 6. Systems Support |
| <input type="checkbox"/> 2. Diversity and Cultural Competence | <input type="checkbox"/> 7. Program Management |
| <input type="checkbox"/> 3. Guidance | <input type="checkbox"/> 8. Communication, Consultation, and Collaboration |
| <input type="checkbox"/> 4. Responsive Services | <input type="checkbox"/> 9. Professional Practice |
| <input type="checkbox"/> 5. Individual Planning | <input type="checkbox"/> 10. Analysis and Response |

Narrative:

POST-Observation

Date: _____ Start Time: _____ End Time: _____

Post-Observation Conference

Comments:

**Candidate's Signature: _____

**University Supervisor's Signature: _____

**Site Supervisor/Mentor Signature: _____

Signatures may NOT be typed.

Appendix F: School Counseling Practicum Observation Reflection

Date _____ Name _____ Observation 1 2 3 (circle)

Complete the School Counseling Practicum Observation Reflection shortly after your observation.

GENERAL REFLECTION

Overall, how effective was the counseling skill(s) (please identify) you were observed demonstrating? What is the basis for your judgment?

FUTURE PLANNING

In the future, is there anything you believe you could do differently to improve your effectiveness?

COLLABORATION

Did you collaborate with others at your school in the preparation, implementation, and/or assessment of the counseling skill(s) demonstrating? If so, how?

Appendix G: SCHOOL COUNSELOR JOB DESCRIPTION AND EVALUATION FORM

This counselor evaluation form is for use within the MSU Texas Clinical Mental Health with a concentration in School Counseling Program to evaluate the school counseling candidate during practicum and internship. This TEA Job Description and Counselor Evaluation were developed in cooperation with the Teacher Education Committee and Program Faculty and is the recommended evaluation form as directed by TEC §21.356.

Texas Educator Certification Program School Counselor Examination Framework (Jan 2020)

DOMAIN I: KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning): *Understand theories and processes of human development and learning as well as factors that influence development and learning.*

Competency 002 (Diversity and Cultural Competence): *Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.*

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 003 (Guidance): *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.*

Competency 004 (Responsive Services): *Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.*

Competency 005 (Individual Planning): *Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.*

Competency 006 (Systems Support): *Understand procedures, processes, and strategies for providing systems support.*

Competency 007 (Program Management): *Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.*

DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

Competency 008 (Communication, Consultation, and Collaboration): *Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.*

Competency 009 (Professional Practice): *Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.*

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 010 (Analysis and Response): *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.*

DIRECTIONS FOR COMPLETING THE PERFORMANCE EVALUATION FORM:

- I. Complete the background information on the first page of the *Performance Evaluation Form*.**
- II. Evaluate relevant domains:** The individual is to be evaluated in light of their responsibilities available in both the practicum and internship settings. Utilizing the School Counseling Practicum/Internship Observation Form each candidate shall be observed three times as part of a formal assessment during the 160-hour practicum experience and within the 600-hour internship experience so that data may be recorded with the Texas Education Agency. After all three formal observations are complete, the evaluator in consultation with the site supervisor shall complete the School Counseling Evaluation Form utilizing the framework below. Each competency is assessed.
- III. Sign the Summary Sheet of the *Performance Evaluation Form*:** Signatures of the evaluator and the counselor are required at the end of the Performance Evaluation Form to acknowledge that the evaluation has been discussed with and presented to the counselor. The counselor's signature does not necessarily indicate agreement with the evaluator's ratings.

Appendix H: SCHOOL COUNSELOR SUMMATIVE PERFORMANCE EVALUATION FORM

Candidate's Name: _____

School/Site Placement Name: _____

University (Field) Supervisor Name: _____

Site Supervisor/Mentor Name: _____ **Semester/Year:** (i.e. Fall 2019) _____

Course: Practicum (COUN 5813)

DOMAIN I: KNOWLEDGE OF LEARNERS

SC Practicum Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1	Rating
<p>SC Competency 001 (Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.</p> <p><i>TEC 239.15.IV CACREP-SC.3.d</i></p>	<p>The candidate demonstrates an understanding of theories and processes of human development AND learning as well, as factors that influence development and learning including knowledge of</p> <ul style="list-style-type: none"> a. developmental progressions of children and adolescents b. developmental variation c. learning theories <p>AND application of knowledge for</p> <ul style="list-style-type: none"> d. variables that influence student development e. needs of students within special populations f. developmentally appropriate strategies g. capacity to plan developmentally appropriate 	<p>The candidate demonstrates an understanding of theories and processes of human development OR learning and factors that influence development and learning including knowledge of</p> <ul style="list-style-type: none"> a. developmental progressions of children and adolescents b. developmental variation c. learning theories <p>AND application of knowledge for</p> <ul style="list-style-type: none"> d. variables that influence student development e. needs of students within special populations f. developmentally appropriate strategies g. capacity to plan developmentally appropriate 	<p>The candidate demonstrates knowledge of theories OR processes of human development OR learning and factors that influence development and learning including knowledge of</p> <ul style="list-style-type: none"> a. developmental progressions of children and adolescents b. developmental variation c. learning theories <p>However, the candidate is not able to apply knowledge of</p> <ul style="list-style-type: none"> d. variables that influence student development e. needs of students within special populations f. developmentally appropriate strategies g. capacity to plan developmentally appropriate 	<p>The candidate does not demonstrate an understanding of theories and processes of human development NOR learning NOR factors that influence development and learning including the knowledge of</p> <ul style="list-style-type: none"> a. developmental progressions of children and adolescents b. developmental variation c. learning theories 	

**SC Practicum
Criteria**

	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1	Rating
	activities	activities	activities		
<p>SC Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.</p> <p><i>TEC 239.15.IV CACREP-SC.3.k.l</i></p>	<p>The candidate demonstrates an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. The understanding includes knowledge of</p> <ul style="list-style-type: none"> a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal trends <p>AND ability to apply knowledge of</p> <ul style="list-style-type: none"> g. strategies for promoting understanding h. helping all students feel welcome 	<p>The candidate demonstrates an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. The understanding includes knowledge of</p> <ul style="list-style-type: none"> a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal trends <p>However, the candidate has not demonstrated ability to apply knowledge of</p> <ul style="list-style-type: none"> g. strategies for promoting understanding h. helping all students feel welcome 	<p>The candidate demonstrates an understanding of diversity issues OR cultural competencies related to school counseling. The understanding includes knowledge of</p> <ul style="list-style-type: none"> a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal trends 	<p>The candidate does not demonstrate an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students including the knowledge of</p> <ul style="list-style-type: none"> a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal trends 	

DOMAIN I: Area for Substantive Feedback

Comments:

Strengths:

Areas for Improvement:

DOMAIN II: THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

SC Practicum Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1	Rating
<p>SC Competency 003 (Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in <i>The Texas Model for Comprehensive School Counseling Programs</i>.</p> <p>TEC 239.15.1 CACREP-SC.3.c.f</p>	<p>The candidate demonstrates an understanding of 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 including knowledge of</p> <ul style="list-style-type: none"> a. procedures for engaging in ongoing review of student knowledge and skill b. curriculum design and pedagogy c. scope and sequence <p>AND ability to</p> <ul style="list-style-type: none"> d. analyze various types of data e. apply pedagogy f. promote social skills 	<p>The candidate demonstrates an understanding of 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 including knowledge of</p> <ul style="list-style-type: none"> a. procedures for engaging in ongoing review of student knowledge and skill b. curriculum design and pedagogy c. scope and sequence <p>However, the candidate has not demonstrated ability to apply knowledge of</p> <ul style="list-style-type: none"> d. analyzing various types of data e. applying pedagogy f. promoting social skills 	<p>The candidate demonstrates an understanding of instructional practices for students' educational, career, personal, OR social growth and development but is not necessarily aligned with the Texas Model for Comprehensive School Counseling Programs.</p>	<p>The candidate does not demonstrate an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development.</p>	
<p>SC Competency 004 (Responsive Services): Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.</p>	<p>The candidate demonstrates an understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development including knowledge of</p> <ul style="list-style-type: none"> a. levels of responsive services b. how to implement preventive services c. how to implement multi-tiered systems of support 	<p>The candidate demonstrates knowledge of techniques for supports OR interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, OR social development including knowledge of</p> <ul style="list-style-type: none"> a. levels of responsive services b. how to implement preventive services c. how to implement multi-tiered systems of support d. how to utilize individual and group counseling theories 	<p>The candidate demonstrates knowledge of techniques for supports to address the needs, concerns, and challenges affecting students' including knowledge of</p> <ul style="list-style-type: none"> a. levels of responsive services OR b. how to implement preventive services OR c. how to implement multi-tiered systems of support OR d. how to utilize individual and group counseling theories OR e. consultative theories OR 	<p>The candidate does not demonstrate an understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.</p>	

SC Practicum Criteria

	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1	Rating
<p><i>TEC 239.15.II</i> <i>CACREP-SC.2.b.d.g.k</i> <i>CACREP-SC.3.f.h.l</i></p>	<ul style="list-style-type: none"> d. how to utilize individual and group counseling theories e. consultative theories f. strategies for helping students clarify problems g. consultative skills for parents/guardians h. decision making techniques i. signs and symptoms of mental health trauma 	<ul style="list-style-type: none"> e. consultative theories f. strategies for helping students clarify problems g. consultative skills for parents/guardians h. decision making techniques i. signs and symptoms of mental health trauma 	<ul style="list-style-type: none"> f. strategies for helping students clarify problems OR g. consultative skills for parents/guardians OR h. decision making techniques OR i. signs and symptoms of mental health trauma 		
<p>SC Competency 005 (Individual Planning): Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.</p> <p><i>TEC 239.15.III</i> <i>CACREP-SC.2.c</i> <i>CACREP-SC.3.d.e.i.j.k</i></p>	<p>The candidate demonstrates an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development including knowledge of</p> <ul style="list-style-type: none"> a. individual education planning b. academic placement c. postsecondary placement <p>AND ability to apply</p> <ul style="list-style-type: none"> d. short- and long-term goal acquisition for students e. strategies for helping students align abilities to postsecondary education f. strategies for guiding students toward graduation g. theories for helping students meet College, Career and Military Readiness 	<p>The candidate demonstrates an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development including knowledge of</p> <ul style="list-style-type: none"> a. individual education planning b. academic placement c. postsecondary placement <p>However, the candidate has not demonstrated ability to apply knowledge of:</p> <ul style="list-style-type: none"> d. short- and long-term goal acquisition for students e. strategies for helping students align abilities to postsecondary education f. strategies for guiding students toward graduation g. theories for helping students meet College, Career and Military Readiness 	<p>The candidate demonstrates knowledge of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, OR social development.</p>	<p>The candidate does not demonstrate an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.</p>	

SC Practicum Criteria

	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1	Rating
<p>SC Competency 006 (Systems Support): Understand procedures, processes, and strategies for providing systems support.</p> <p><i>TEC 239.15.III CACREP-SC.1.b.d CACREP-SC.2.a.d CACREP-SC.3.l.m</i></p>	<p>The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of</p> <ul style="list-style-type: none"> a. system support of a comprehensive school counseling program b. school counselor's role in decision making teams c. strategies for facilitating teamwork <p>AND the ability to apply knowledge of</p> <ul style="list-style-type: none"> d. procedures for implementing school-wide programs for student needs e. procedures for implementing professional growth to school personnel 	<p>The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of</p> <ul style="list-style-type: none"> a. system support of a comprehensive school counseling program b. school counselor's role in decision making teams c. strategies for facilitating teamwork <p>However, the candidate does not demonstrate ability to apply knowledge of</p> <ul style="list-style-type: none"> d. procedures for implementing school-wide programs for student needs e. procedures for implementing professional growth to school personnel 	<p>The candidate has knowledge of the procedures, processes, and strategies for providing systems support.</p>	<p>The candidate does not demonstrate an understanding of the procedures, processes, and strategies for providing systems support.</p>	
<p>SC Competency 007 (Program Management): Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.</p> <p><i>TEC 239.15.II CACREP-SC.1.a.d.e</i></p>	<p>The candidate demonstrates an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program including knowledge of</p> <ul style="list-style-type: none"> a. mission statement development b. assumption of a comprehensive school counseling program c. organization of assumption of a comprehensive school counseling program d. appropriate instruments for collecting data 	<p>The candidate demonstrates an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program including knowledge of</p> <ul style="list-style-type: none"> a. mission statement development b. assumption of a comprehensive school counseling program c. organization of assumption of a comprehensive school counseling program d. appropriate instruments for collecting data 	<p>The candidate demonstrates knowledge of the components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.</p>	<p>The candidate does not demonstrate an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.</p>	

SC Practicum Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1	Rating
	e. planning and managing tasks related to a comprehensive school counseling program AND the ability to apply knowledge of f. prioritizing goals related to a comprehensive school counseling program g. communication strategies for a comprehensive school counseling program h. processes for data collection and analysis	e. planning and managing tasks related to a comprehensive school counseling program However, the candidate does not demonstrate ability to apply knowledge of f. prioritizing goals related to a comprehensive school counseling program g. communication strategies for a comprehensive school counseling program h. processes for data collection and analysis			

DOMAIN II: Area for Substantive Feedback

Comments:

Strengths:

Areas for Improvement:

DOMAIN III: THE PROFESSIONAL SCHOOL COUNSELOR

SC Practicum Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1	Rating
SC Competency 008 (Communication, Consultation, and Collaboration): Understand practices and strategies for effective communication, consultation, and collaboration within	The candidate demonstrates an understanding of the practices and strategies for effective communication, consultation, and collaboration within the school and community including knowledge of a. procedures for effective communication in the educational environment	The candidate demonstrates an understanding of the practices and strategies for effective communication, consultation, and collaboration within the school and community including knowledge of a. procedures for effective communication in the educational environment	The candidate demonstrates knowledge of the practices and strategies of communication, consultation, and collaboration within the school and community.	The candidate does not demonstrate an understanding of the practices and strategies for effective communication, consultation, and collaboration within the school and community.	

SC Practicum Criteria

	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1	Rating
the school and community. <i>TEC 239.15.V</i> <i>CACREP-SC.3.I</i> CAEP A.1.1.4	b. components of culturally responsive consolation c. coordinating school/community resources AND the ability to apply knowledge of d. stakeholder collaboration e. communicating with stakeholders f. facilitating parent/guardian involvement g. communicating assessment information to others	b. components of culturally responsive consolation c. coordinating school/community resources However, the candidate does not demonstrate ability to apply knowledge of d. stakeholder collaboration e. communicating with stakeholders f. facilitating parent/guardian involvement g. communicating assessment information to others			

SC Practicum Criteria

	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1	Rating
<p>SC Competency 009 (Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.</p> <p><i>TEC 239.15.VI</i> <i>CACREP-SC.1.a</i> <i>CACREP-SC.2.a.m.n</i> <i>CACREP-SC.3.o</i> CAEP A.1.1.6</p>	<p>The candidate demonstrates an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling including knowledge of</p> <ul style="list-style-type: none"> a. the history of comprehensive school counseling programs b. professional responsibility for school counselors c. formal and informal assessments d. professional growth e. self-assessment f. federal, state, and local laws <p>AND the ability to apply knowledge of</p> <ul style="list-style-type: none"> g. leadership and advocacy strategies for school culture h. knowledge of school counselor ethics 	<p>The candidate demonstrates an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling including knowledge of</p> <ul style="list-style-type: none"> a. the history of comprehensive school counseling programs b. professional responsibility for school counselors c. formal and informal assessments d. professional growth e. self-assessment f. federal, state, and local laws <p>However, the candidate does not have the ability to apply knowledge of</p> <ul style="list-style-type: none"> g. leadership and advocacy strategies for school culture h. knowledge of school counselor ethics 	<p>The candidate demonstrates knowledge of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.</p>	<p>The candidate does not demonstrate an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.</p>	

DOMAIN III: Area for Substantive Feedback

Comments:

Strengths:

Areas for Improvement:

DOMAIN IV: ANALYSIS AND RESPONSE

SC Practicum Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1	Rating
<p>SC Competency 010 (Analysis and Response): 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.</p> <p><i>CACREP-SC.1.e</i> <i>CACREP-SC.3.d.e.f.l.n</i></p>	<p>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention including the knowledge to</p> <ul style="list-style-type: none"> a. analyze student data b. integrate knowledge of effective counseling approaches based on data c. utilize collaboration to explain methods for involving others in interventions d. select methods for evaluating effectiveness of an intervention 	<p>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs but the design of the intervention does not include all of the following knowledge to</p> <ul style="list-style-type: none"> a. analyze student data b. integrate knowledge of effective counseling approaches based on data c. utilize collaboration to explain methods for involving others in interventions d. select methods for evaluating effectiveness of an intervention 	<p>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs but is not able to design an effective intervention.</p>	<p>The candidate does not demonstrate the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs to design an effective intervention.</p>	

DOMAIN IV: Area for Substantive Feedback

Comments:

Strengths:

Areas for Improvement:

Appendix I: General Information & Definitions

Accreditation: A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of quality performance and integrity based on review against a specific set of published criteria or standards. In the United States, accreditation represents a unique process of voluntary, nongovernmental review of educational institutions and professional preparation programs that has been historically described as a self-regulating peer review process.

Advocacy: Action taken on behalf of clients and/or the counseling profession to support appropriate policies and standards for the counseling profession and promote individual human worth, dignity, and potential and to oppose or work to change policies and procedures, systemic barriers, long-standing traditions, or preconceived notions that stifle human development.

Assessment: The gathering and analysis of data used in evaluations and decision making.

Assistantships: Each year a limited number of assistantships are awarded to master's students. These assistantships provide a stipend plus remission of tuition. Further information can be obtained in the Department of Counseling Administrative Assistant.

Clinical Courses/Instruction: All supervised course work within which the student has the opportunity to engage in a broad range of clinical activities similar to those performed by a professional counselor. This includes all Practicum and Internships completed within a student's program.

Counseling-Related Field: Faculty and supervisor are reviewed for qualifications based on terminal degree, postdoctoral study, professional affiliations, licensure and/or certification (e.g., PC, NBCC), presentations, publications, and/or research. The program will document faculty whose professional qualifications and identity is with professional counseling and counselor education.

Common Core Coursework: Eight areas of curricular experiences required by CACREP to prepare all counselors. The eight areas include: (1) Professional Identity and Ethics, (2) Social and Cultural Diversity, (3) Human Growth and Development, (4) Career Development, (5) Helping Relationships, (6) Group Work, (7) Assessment, and (8) Research and Program Evaluation. The common core areas represent knowledge areas that are fundamental to the counseling profession.

Consultation: Voluntary, nonsupervisory relationship between professionals and other pertinent persons for the purpose of aiding the consultee(s).

Core (Primary) Program Faculty Member: A full-time program faculty member whose appointment is to the Clinical Mental Health Counseling Program and who advises program students and makes program related decisions.

Credentialing: Formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing.

Curricular Experiences: Planned, structured, and formal teaching activities intended to enable students to learn and apply specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course.

Direct Service: Interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by Practicum or Internship students working with clients.

Diversity: Distinctiveness and uniqueness among and between human beings.

Due Process Policy: Written procedures by the institution to protect an individual's rights as a student.

Entry-Level: The preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor.

Evaluation: The act of making informed decisions based on the use and analysis of pertinent data.

Fitness: Suitability for being a professional counselor. Fitness implies psychological health, including the following variables: self-awareness, self-acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability.

Guideline: An explanatory statement that either amplifies a standard or provides an example of how the requirement may be interpreted. The intent is to allow for flexibility and yet remain within the framework of the standard with which it is associated.

Internship: A distinctly defined, post-Practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student's program and initial postgraduate professional placement.

Licensure: The process by which a state agency or government grants permission to an individual to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected. Students who graduate from the Clinical Mental Health Counseling Program are eligible for the Professional Counselor (PC) license after passing the Professional Counselor Licensure Examination.

Multicultural Experiences: Term denoting the diversity of racial, ethnic, and cultural heritage, including issues of socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, profession or career, and physical and mental abilities present in a nation's population. The product of interactions among culturally distinct individuals that result in attitudinal and behavioral changes.

New Student Orientation: During the Fall and Spring semesters a new student orientation is held to acquaint new students with the faculty and the Clinical Mental Health Counseling Program. The new student orientation provides an opportunity for student's to plan their program coursework.

Practicum: A distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to Internship.

Professional Counselor: A counselor who has received a master's degree or higher from an entry-level program in counseling matching the standards outlined by CACREP and State licensure laws. A professional counselor remains active in the counseling profession by participating in professional development and seeking appropriate licensure and certification.

Professional Liability Insurance: Insurance coverage is necessary for both the client and counselor trainee's protection. Students must verify appropriate insurance coverage before being permitted to enroll in Practicum or Internship. Currently, one of the best ways for students to get such insurance is to join ACA as a student member and obtain liability insurance through ACA.

Student Retention Policy: The policy by which the program faculty evaluate each student for academic, professional, and personal fitness to continue in a counseling program. In addition, the policy outlines procedures to be followed if a student does not meet program criteria.

Supervision: A tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in Practicum and Internship and facilitates the learning and skill development experiences associated with Practicum and Internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

Appendix J: Internship Approved Sites

Note that school counseling students are required to complete their practicum in a school setting.
All of the following are located in Wichita Falls:

Helen Farabee Mental Health

1000 Brook Avenue 397-3363

Rose Street Mental Health

Note Contacts Below:

Shannon Fletcher - adolescents

Amy Lamb - children

1800 Rose Street 723-4488

Taft Counseling Center

4722 Taft Blvd, Suite 2 691-1899

First Step Inc.

624 Indiana Volunteer Coordinator

723-7799

Red River Hospital

1505 8th Street 322-3171

MSU Texas Counseling Center

Clark Student Center, Rm 108 Dr. Pam Midgett, Director

397-4182

Scotland Park Elementary

1415 N. 5th Street 235-1180

Crockett Elementary

3015 Avenue I 720-3150

Fain Elementary

1562 Norman 720-3157

Red River Recovery

2501 Taylor 761-3034

City View Elementary

1023 City View Drive 855-7943

Kate Burgess Elementary

3106 Maurine St. 716-2850

SJ Cardwell Counseling Consulting, PLLC

2304 Midwestern Pkwy., Ste. 103A Susan Cardwell

Wichita Falls, TX 76308 691-1267

Crisis Unit

501 Broad (next door to Helen Farabee) 766-3877

On site: Stephanie McManus

Practicum Supervisor: Susan Cardwell

Juvenile Detention Center

510 Lamar 766-8243

Wichita Falls
Contact: Les Hungerford

Serenity House
3100 Seymour Highway
Wichita Falls, TX 76301
Contact: Tom Harwell

767-0423

Patsy's House
1411 10th St.
Wichita Falls, TX
Contact: Brooks Harvey

322-8890

Practicum sites in agencies other than those listed above or in communities outside Wichita Falls are an option for some students and are subject to inspection and approval of the Graduate Counseling Faculty.