University of Texas Rio Grande Valley  
College of Health Affairs  
School of Rehabilitation Services and Counseling  
Spring Semester, 2018

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Office Hours: Thursdays: 1:00pm to 4:30pm and by appointment

Course Title: Advanced Counseling Practicum II  
Course Number: REHS 8317.01

Class Time: Thursday: 4:40pm - 7:10pm
Class location: Health Affairs Building West, RM 1.140

Required Manual: The UTRGV Ph.D. School of Rehabilitation Practicum/Internship Manual. It is available via Blackboard for your course.

Course Description
Doctoral students participate in a supervised doctoral-level counseling practicum in a public or private mental health agency field placement preapproved by the Program Coordinator. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.

Student will spend a minimum of 12 hours a week in a public or private mental health agency field placement preapproved by the Program Coordinator. Each student will carry a caseload of 4-6 clients whose presenting concerns range from developmental issues to severe psychopathology. Students will be responsible for conducting client intakes; developing treatment plans; providing individual, group and couples therapy; and completing paperwork and other case management functions. Students will be required to attend didactic supervision.
Course Objectives / CACREP Standards
The following CACREP 2016 Professional Counseling Identity & Clinical Rehabilitation Counseling Standards will be addressed in this course.

CACREP Standard 6.B.1
The Doctoral Professional Identity Standards [Quoting from CACREP Standards below].

<table>
<thead>
<tr>
<th>CACREP Standards</th>
<th>Teaching Methods</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>CACREP 6. B. 1. b. Integration of theories relevant to counseling.</td>
<td>• Practicum • Supervision/feedback on counselor/client interactions. • Group Supervision</td>
<td>✓ Rubric for Case Conference/Case Presentation ✓ Midterm and Final Site Supervisor and Faculty Supervisor evaluations.</td>
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<tr>
<td>CACREP 6. B. 1. c. Conceptualization of clients from multiple theoretical perspectives.</td>
<td>• Practicum • Supervision/feedback on counselor/client interactions. • Group Supervision</td>
<td>✓ Rubric for Case Conference/Case Presentation ✓ Midterm and Final Site Supervisor and Faculty Supervisor evaluations.</td>
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<tr>
<td>CACREP 6. B. 1. f. Ethical and culturally relevant counseling in multiple settings.</td>
<td>• Practicum • Supervision/feedback on counselor/client interactions. • Group Supervision</td>
<td>✓ Rubric for Case Conference/Case Presentation ✓ Midterm and Final Site Supervisor and Faculty Supervisor evaluations.</td>
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CACREP Standard 6.C
The Counseling Practicum Standards [Quoting from CACREP Standards below].

<table>
<thead>
<tr>
<th>CACREP Standards</th>
<th>Teaching Methods</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>CACREP 6.C. 1 Supervised counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. Practicum experience to be determined in consultation with counselor education program faculty and/or a doctoral committee.</td>
<td>• Practicum • Group Supervision</td>
<td>✓ Practicum Monthly log ✓ Supervision Agreement Letter ✓ Practicum Information Sheet ✓ Midterm and Final Site Supervisor and Faculty Supervisor evaluations.</td>
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</tbody>
</table>
| CACREP 6.C.2 | Group Supervision  
• Case Conferences  
• Case Presentations | ✓ Case Conference  
✓ Case Presentation  
✓ Verbatim Form  
✓ Taped Counseling Sessions |
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<tr>
<td>Supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student’s knowledge and skills.</td>
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<tr>
<th>CACREP 6.C.3</th>
<th>Supervision Agreement Letter</th>
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<td>Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program’s expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.</td>
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</tbody>
</table>

| CACREP 6.C.4 | Practicum Monthly log  
✓ Midterm and Final Site Supervisor and Faculty Supervisor evaluations. |
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<tr>
<td>Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio.</td>
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### CACREP 6.C.5
Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.

- Group Supervision
- Case Conferences
- Case Presentations

| ✓ Practicum Monthly log |
| ✓ An average of 2 hours per week of group supervision are provided by a counselor education program faculty member |
| ✓ Case Conference |
| ✓ Case Presentation |
| ✓ Verbatim Form |
| ✓ Taped Counseling Sessions |
| ✓ Eight (8) students Sp. 2018 |

### CACREP 6.C.6
Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

| ✓ Proof of professional counseling liability insurance obtained prior to starting practicum |

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**Knowledge and Skill Outcomes**

*The following knowledge and skill outcomes will be achieved and demonstrated by the ability to:*

1. Students will integrate a counseling theory into their field experience.

2. Students will demonstrate counseling competencies.

3. Students will show evidence of the ability to conceptualize clients from multiple perspectives through (a) assessment of clients, and (b) diagnoses and treatment of clients in counseling sessions with a multicultural perspective.

4. Students will provide live supervision or videotape or counseling sessions, which demonstrate the ability to work with clients from a variety of cultural and disability backgrounds.

5. Students will demonstrate the ability to work effectively in a counseling setting with clients who have disabilities and/or are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific disability and cultural differences.

6. Students will demonstrate the ability to focus attention to individual and population differences that affect counseling practice that may arise in teaching or supervision including cultural, racial, ethnic, regional, world view, religious, spiritual, or those of sexual orientation.
UTRGV Policy Statements

Students with Disabilities

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

1. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

2. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Mandatory Course Evaluation Period

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be available: TBA. Students who complete their evaluations will have priority access to their grades.

Attendance

Attendance records will be maintained by the instructor. Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Attendance-Related Special Policies

- Students are expected to arrive to class on time and return from breaks on time. Late arrivals interrupt the learning processes of fellow students. Students who are repeatedly tardy to class will be asked to drop the course.

- Students are expected to stay for the entire class period. Leaving class early interrupts the learning processes of fellow students and should be reserved for unusual circumstances. Students who repeatedly leave class early will be asked to drop the course.

Scholastic Integrity

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and
collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**Sexual Harassment, Discrimination, and Violence**
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**Course Drops**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date of April 12. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat” rule. The “3-peat” rule refers to additional fees charged to students who take the same class for the third time.

**Course Requirements**

I. **Field Work (Pass/satisfactory = 100pts. / Fail/unsatisfactory = 50pts.)**
The advanced practicum is designed to continue and enhance concepts, skills, and abilities by actual practice in professional settings. Regardless of the context of the professional setting, the field experience should (1) emphasize the development of counselor competencies and specialized skills; (2) encourage ongoing self-appraisal of acquired skills; and (3) identify appropriate experiences and learning needs.

*Please refer to the UTRGV School of Rehabilitation Ph.D. Practicum Manual and CACREP Standard 6.B.1.b, c, f and Standard Section 6.C for a detailed synopsis of the field work requirements.*

1. Unless otherwise indicated by the supervising faculty, placement in the practicum/internship site is initiated by the student who will be furnished with a list of sites and contact information. The student is responsible for communicating with the prospective site-supervisor, interviewing for placement consideration, and subsequently confirming the conditions under which the field experience will be conducted.
2. Students will participate a minimum of 100 hours over the full academic term of which 40 hours must be providing direct counseling services.

3. Students will complete a minimum of 12 hours per week throughout the practicum at a pre-approved practicum site.

4. Students will receive 1 hour of individual or triadic supervision per week throughout the practicum with their individual (on site) supervisor.

5. Students will complete ongoing and detailed logs of internship hours and agency activities. Internship logs should include direct and nondirect service hours. Logs must be submitted monthly to the faculty supervisor.

6. The faculty supervisor is responsible for determining the final practicum course grade for each student, relying heavily on the on-site supervisor’s assessments of the student’s level of accomplishment pertaining to objectives of the site experience.

II. Group Supervision (60 pts) (12 group session/5pts each)

This course is conducted as a seminar where students come together weekly and are supervised in advanced study as a group. The instructor and students will share responsibility for preparing for and facilitating discussion on all topics.

1. Students will receive 1½ hours of group supervision on a regular schedule throughout the practicum with faculty supervisor during which time cases will be discussed. It is expected that you will come to supervision prepared to participate in discussions, case conference, intern-site supervision, and related activities.

2. Seeking to develop and maintain a respectful and engaging learning environment, students will be asked to express thoughts, opinions, and issues openly. Simultaneously, students are encouraged to be open and respectful of others’ views and opinions. Allowing others to finish their statements and complete their thoughts is necessary to sustain healthy and engaging discussions, which will invariably include different values, judgments, perceptions, daily-lived experiences, beliefs, and attitudes.

III. Case Conference/Case Presentation Facilitation (15 points)

Students will be responsible to facilitate one group supervision sessions.

1. Facilitate case conference as part of the first half of your presentation hour.
   a. Check-in with your intern cohort about cases they would like to discuss, and engage colleagues in conversation about the issues presented in the cases.

2. Present a case during the second half of your presentation hour. Students will submit PPT of case presentation via Blackboard on scheduled date for Case Conference/Case Presentation Facilitation.
a. Present a case that you experienced as particularly challenging or complex. Briefly discuss the client issues within a psycho-sociocultural context. In particular, describe the client’s presenting issues and presentation, individual, family, and cultural history, assessment of presenting concerns, your approach to addressing the client’s presenting concerns, and a list of questions to facilitate group discussion.

b. Your presentation should emphasize the complexities of the case and the challenges that emerged for you when working with the client.

c. Allow time for questions and group discussion.

d. Any identifying information should be changed or generalized to protect the confidentiality of the client.

IV. Tape Counseling Session: Three taped counseling sessions (90pts./30pts each.)

❖ See Blackboard “Assignment” Tape Counseling Session
The student intern will demonstrate the ability to apply general knowledge of theoretical approaches to human behavior, counseling techniques, learned in previous courses, and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors.

Student intern will be required to explain the Disclosure Statement and the Informed Consent for Video Recording (including confidentiality and the limits to confidentiality).

A session is 45 to 50 minutes. The sessions must be spontaneous, non-rehearsed, and not scripted.

Due Dates:
1st Tape: March 29
2nd Tape: April 5
3rd Tape: April 12

V. Three Taped Counseling Session Presentations (45pts./15pts each.)

❖ See Blackboard “Assignment” Tape Counseling Session Presentations
1. Students are required to submit and present the three (3) taped counseling sessions for use in group supervision.

2. To facilitate discussion, the Verbatim Form, consisting of the transcribed and analyzed 5-8 minute portion of the counseling session, must be provided to the instructor and students.

3. Each taped session will be previewed by the student prior to group supervision.

Presentation Dates:
1st Tape: April 12
2nd Tape: April 19
3rd Tape: April 26
Grading Scale
The total number of possible points for this course is 310:

A - 310 – 288 Points
B - 287 – 257 Points
C - 256 – 226 Points
F - ≤ 225 Points

Extra Credit
Extra credit is not offered nor accepted in this course.

Late Assignments
Late assignments will not be accepted without prior consent of the instructor. If prior approval is obtained from the instructor, a 10 point penalty per day will be assessed to the grade of that assignment. If the assignment is not submitted on the agreed upon date, the student will receive a grade of zero (0) points for that assignment.

Additional expectations
Responsibilities of the Student
1. To observe and become familiar with the procedures, policies, and regulations established by the agency.
2. To ask for assistance and supervision when needed to assure the consumer receives appropriate services.
3. To seek the assistance of appropriate staff members to address problems and registered complaints.
4. To utilize the site-supervisor for maximum learning opportunities.
5. To attend conferences, staff meetings, counseling sessions, and other learning experiences assigned by the site-supervisor.
6. To inform the site-supervisor of work related difficulties.
7. To complete student self-assessment forms and review them with the site-supervisor before discussing them with the faculty supervisor. Two self-assessments are completed each semester: one to be completed at the end of the first eight (8) weeks and the second to be completed at the end of the semester (Internship Manual).
8. To complete the Agency/site-supervisor evaluation forms and return them to the faculty supervisor at the end of the semester (Internship Manual).
9. To ensure that the site-supervisor has the evaluation forms they are to complete (Internship Manual).

Agency/Site Supervisor Responsibilities
The agency/site-supervisor is a key person in the education of the advanced counseling student. The site-supervisor's role is to facilitate the development of the competencies and skills needed by the profession. The site-supervisor must have the following: a) a master's degree, preferably in counseling; b) worked in the setting as a counselor at least a year; and c) either a Certified Rehabilitation Counselor credential or Licensed Professional Counselor or a commensurate credential. The following are the responsibilities to be undertaken by the site-supervisor.
1. To provide an opportunity for a field experience in a professional setting.
2. To provide orientation to the community agency, its components, policies and procedures; an introduction to the staff and their role and function; and an identification of the expectations for the student allocating the suggested proportion of time.
3. To provide the student with opportunities to observe all aspects of the delivery of rehabilitation counseling services allocating the suggested proportion of time.
4. To provide opportunities to practice service delivery through one or more methods.
5. To provide opportunities to integrate knowledge and practice toward the development of the following skills allocating the suggested proportion of time for these activities: intake interviewing; psychological and social assessment, affective and/or career counseling, treatment plan formation, case coordination, and termination (a minimum of 40 hours).
6. To provide opportunities for case recording and reporting.
7. To provide 1 hour per week of one-to-one or triadic supervision.
8. To provide assistance and supervision informally when needed to assure student interactions with clients are appropriate.
9. To provide models of professional competence and conduct.
10. To be accountable for knowing the number of hours of field experience the student has completed (Internship Manual).
11. To inform the student of steps that should be taken to improve weaknesses and further develop strengths.
12. To communicate any concerns about the student to the faculty supervisor.
13. To complete and review evaluations with student prior to submitting them to the faculty supervisor: one at mid-semester and one at the end of the semester (Internship Manual).

**Faculty Supervisor Responsibilities**
The PhD Rehabilitation Counseling Program practicum/internship faculty supervisor is Dr. Rene Gonzalez. The faculty supervisor facilitates the learning of the individual student through direct contact with the student and site-supervisor. The purposes of these contacts are as follows:

1. To provide an opportunity for the student to discuss experiences with the faculty supervisor.
2. To assure the student that the counseling education program remains involved and interested in their progress and education.
3. To address any academic or clinical practice problems that may develop between the student and agency.
4. To assess the student's progress and professional potential and provide feedback to the student.
**Course Outline**

*This schedule is tentative. Additional assignments and schedule changes may be announced in class.*

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<tr>
<th>WK</th>
<th>Starts</th>
<th>Topic</th>
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<tbody>
<tr>
<td>01</td>
<td>Jan. 18</td>
<td>Syllabus Review</td>
</tr>
<tr>
<td>02</td>
<td>Jan. 25</td>
<td>TBA</td>
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<tr>
<td>03</td>
<td>Feb. 1</td>
<td>Worldview PPT</td>
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<tr>
<td>04</td>
<td>Feb. 8</td>
<td>Case Conference/Case Presentation - Cruz, Brandi</td>
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<tr>
<td>05</td>
<td>Feb. 15</td>
<td>Case Conference/Case Presentation - Antol, Danielle</td>
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<tr>
<td>06</td>
<td>Feb. 22</td>
<td>Case Conference/Case Presentation - Garza, Viviana</td>
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<tr>
<td>07</td>
<td>Mar. 1</td>
<td>Case Conference/Case Presentation - Almaguer, Andrea</td>
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<tr>
<td>08</td>
<td>Mar. 8</td>
<td>Case Conference/Case Presentation - Teran, Lidia</td>
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<tr>
<td>09</td>
<td>Mar. 12-17</td>
<td>-----Spring Break-----</td>
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<tr>
<td>10</td>
<td>Mar. 22</td>
<td>Case Conference/Case Presentation - Garcia-Ochoa, Sara</td>
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<td>11</td>
<td>Mar. 29</td>
<td>Case Conference/Case Presentation - Holder, Jered</td>
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<tr>
<td>12</td>
<td>April 5</td>
<td>Case Conference/Case Presentation - Garza, Alexander</td>
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<tr>
<td>13</td>
<td>April 12</td>
<td>Tape 1 Counseling Session Presentation</td>
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<td>14</td>
<td>April 19</td>
<td>Tape 2 Counseling Session Presentation</td>
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<tr>
<td>15</td>
<td>April 26</td>
<td>Tape 3 Counseling Session Presentation Wrap up</td>
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<tr>
<td>16</td>
<td>May 3</td>
<td>-----Study Day - No Class-----</td>
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