

University of Texas at Austin

M.Ed. Counselor Education Student Handbook

2008 - 2009

Department of Educational Psychology

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Standards for the M.Ed. Program

Introduction

Beginning August 2006, these standards that apply to all students enrolled in the Counselor Education Program at the University of Texas at Austin.

Because of the nature of the counseling field, the Counselor Education Program has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective counseling professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience.

Since becoming a professional counselor is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program coordinators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career.

Professional judgment is the capacity to assess a situation by applying the values and knowledge of the Counselor Education program, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All the Counselor Education program students will be provided with and expected to read the Standards for The Counselor Education program.

2.0

Criteria for Evaluating Academic Performance In The Counselor Education program

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Counselor Education program evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1

Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and Communicate ideas and feelings.

a) Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include developmental maturity, compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of the Counselor Education program and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification.)

2.2 Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Students will demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. Students will handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- o Compromise scholastic and other performance,
- o Interfere with professional judgment and behavior, or
- o Jeopardize the best interests of those to whom the Counselor Education program student
- o has a professional responsibility (as outlined in relevant codes of ethics, including those
- o of the American Counseling Association (ACA).

2.3 Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Students should exhibit a strong commitment to the goals of the Counselor Education program and to the ethical standards of the counseling profession, as specified in the ACA Code of Ethics. Students will demonstrate a commitment to the essential values of the Counselor Education program that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

2.3.2 Professional Behavior

Students will exhibit behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope counselor education, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Students will work effectively with others, regardless of level of authority. Advocates for him or herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

- o Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the ACA codes of ethics. Ethical behaviors include:
- o Adherence to the ACA Code of Ethics.
- o No history of charges and/or convictions of an offense that is contrary to professional practice.
- o Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- o Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- o Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- o Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- o Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- o Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- o Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

2.4 Scholastic Performance

Students are evaluated in the M.Ed. Counselor Education program with formal coursework, through supervisor evaluations while on practicum, and by supervisors of the masters' report. The M.Ed. Counselor Education faculty will consider feedback from these various sources. Students' performance in all aspects of the program, including courses, practica, masters report, relationships with faculty and students, and professional conduct will be discussed whenever indications of concerns or need for improved performance are encountered. Students will be given feedback about areas of concern. Corrective action such as academic probation, may be taken if students exhibit unsatisfactory progress in the program and will automatically be taken under the following conditions:

- o A student receives a C, or no credit, in any class in her or his program of work. Probation for a no credit grade is automatic only in the case of organized classes. In the case of no credit for individual instruction courses, the program faculty will place a student on probation if the no credit resulted from unsatisfactory performance by the student.
- o A student receives an unsatisfactory evaluation from a practicum supervisor or practicum seminar instructor.
- o A student's masters report supervisor has serious concerns about the student's lack of progress or ability to complete the masters report.

Students being considered for academic probation will be given feedback via the Three Levels of Review (see p. 9).

2.5 Sources of Information for Academic Performance Criteria

Information about students' meeting academic performance criteria in the Counselor Education program may include but is not limited to the following:

- o Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other practica.
- o Feedback from agency-based field instructors.
- o Observation of classroom, volunteer, or field behaviors.
- o Performance in oral and written assignments, examinations, the Counselor Education program skills labs, or other appropriate coursework.
- o Student personal statements or self-assessments.
- o Interviews with faculty or other professionals.
- o Taped interview situations (audio or video).
- o Feedback from students, staff, university (UT or other colleges and universities), helping professionals, or community.

- o Feedback from faculty in other programs that students may have attended.

2.6

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the program. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Office of Students with Disabilities and provide documentation as needed. The Office of Students with Disabilities makes recommendations for accommodations. The Counselor Education program will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of Students with Disabilities), and periodic checks between the Counselor Education program and the student are appropriate courses of action in making accommodations.

3.0

Policies and Procedures for Review of Academic Performance

Three levels of review can occur at the Counselor Education program in reviewing student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

3.1

Performance that May Result in a Review, Academic Probation, and/or Possible Dismissal from The Counselor Education program

Student reviews can occur under any of the following circumstances:

- o Failure to meet or maintain academic requirements as stated under Scholastic performance.
- o Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student (Faculty must adhere to university guidelines. For complete University policy and procedures, see General Information Bulletin, Appendix C, Section 11-802.).
- o Behavior judged to be in violation of the current codes of ethics.

- o Any threat or attempt to harm oneself or someone else.
- o Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the program and becoming known after admission.
- o Consistent pattern of unprofessional behavior.

3.2 The Three Levels of Review

Level 1

A Level 1 review involves a faculty member and a student. When a faculty member has concerns about a student enrolled in the Counselor Education Program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, the concerned faculty member will:

1. Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
2. Apprise the program director of the concerns in order to identify potential patterns and issues related to the student.
3. Document dates and content of meetings with students.

If a problem arises in field, the agency-based field instructor (practicum supervisor) will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the appropriate coordinator of the concerns.

In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section. Typically, a Level 1 review will result in corrective feedback to the student, either informally or through written feedback. Academic probation is not usually a consequence of a Level 1 review.

Level 2

A Level 2 review involves the faculty member, student, and program director. Faculty and program director will meet with the student when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at Level 1. If a problem arises in a practicum setting, the agency-based field instructor and faculty practicum instructor will conduct the review with the student.

In this information gathering process, the program director will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

A level 2 review may result in a student being placed on academic probation by the counseling faculty, particularly in the case of problems described in Section 2.4 Scholastic Performance (i.e., receiving a grade of C or lower, unsatisfactory evaluation on practicum, significant problems in developing a

masters report). When a student is placed on academic probation, they will receive written feedback about the reasons for being placed on probation, the length of the probation, and the criteria for lifting probation.

Whether or not a level 2 review results in a student being placed on academic probation, the program director will assess the nature of these concerns with appropriate faculty, consult with the Graduate Advisor and with the Chair, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3.

Level 3

A Level 3 review involves the faculty member, student, program director, and other faculty who have had direct experience with the student in classroom or field. Generally, this level of review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student. A Level 3 review more often is conducted when concerns have not been resolved in prior reviews; when issues related to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); when the student has not met the conditions of academic probation, or when the student is being considered for withdrawal or discontinuance in the program.

In most instances, a Level 3 review is sufficient to deal with student performance and is the last decision making step in the review process at the Counselor Education program.

When a Level 3 review is called, the program director will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student.

The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.

After the review meeting has occurred, the program director will consult with the Chair of the Educational Psychology Department and/or the Graduate Advisor to discuss the problem situation and make recommendations regarding the student. Based on this review and conference, and an objective assessment of the information provided, the Graduate Advisor and the program director will inform the student of the decisions, which can include one or more of the following actions:

Continue the student in the program with no conditions. In these situations, the concern has been addressed and no further action by the student or program is required.

Establish formal conditions for the student's continuance in the program. In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

Consult with and/or refer to the Dean of Students. In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to

that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Examples of situations that may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

Counsel the student to change majors/degree programs and/or discontinue the student in the program. In some situations, it will be recommended that the student no longer continue in the Counselor Education Program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any Level 3 review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, where appropriate. Students must be notified of the decision in writing within ten business days of the review. It is the responsibility of the program director or Graduate Advisor to communicate the decision to the student.

Student Protections

(This section is excerpted from the EDP department handbook)

Complaints/Concerns

If a student in the Department of Psychology has a complaint or concern, the student is encouraged to engage in the following steps to resolve the complaint.

1. Speak to the faculty member with whom you have the complaint.
2. Speak with your program chair or faculty adviser.
3. Speak with the department Graduate Adviser.
4. Speak with the department Chairperson.
5. Speak with the university ombudsman.

Frequently, a complaint or concern can be resolved directly with the person involved or at the next higher level. In some cases you may be requested to submit your complaint in writing to either the Graduate Adviser or Department Chair in order for us to assist you in resolving it.

University Policies Protecting Students

The University of Texas at Austin has numerous policies protecting the rights of students. All policies are stated in the General Catalogue of the university: <http://www.utexas.edu/student/registrar/catalogs>.

Relevant policy statements include:

- o Equal educational opportunity
- o Prohibition of sexual harassment of students
- o Prohibition of racial harassment of students
- o Prohibitions of sexual assault
- o Policy on AIDS and HIV infection
- o Residency regulations
- o Scholastic dishonesty (under Institutional Rules)

Policy on Disabilities. The University of Texas at Austin, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), states that no qualified disabled student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic program or activity. Students who wish special accommodations related to a disability must request this formally through the Office of the Dean of Students, Student Services Bldg 4.104, (512) 471-6259.

Student Grievance Procedure

According to the General Information Catalogue, academic grievances involving grade disputes should be discussed first with the course instructor. Grade disputes that are not resolved, as well as all other academic grievances, should be submitted in writing to the Graduate Adviser or the Department Chair. Appeals may be directed to the appropriate academic dean. The dean of the college or school in which a student is enrolled has jurisdiction over the student's program of study, degree requirements, and all other academic matters, including grievances. For students in Educational Psychology this is the Associate Dean of Graduate Student Services.

Complaints alleging sexual or racial harassment or sexual assault should be addressed in accordance with the policies and procedures noted above and published in Appendixes D, E, and H of the General Catalog <http://edpsych.edb.utexas.edu/handbook/index.htm>.

Office of the Ombudsman

The ombudsman of the university serves as a neutral third party providing assistance to students who have University-related complaints of an illegal nature. The office is authorized to investigate grievances involving both academic and nonacademic concerns and recommend corrective measures. Any case considered inappropriate may be declined by the ombudsman. All assistance provided is confidential and available by phone or in person. (See also Student Support Services in this handbook.) Seeking assistance from the Office of the Ombudsman is most appropriate if remedies within the student's academic department and college have been unsatisfactory.

Petitions

A student in the Department of Educational Psychology has the right to petition the Graduate Studies Committee, through its Executive Committee, on any matter relating to his/her academic progress, including requests for a leave of absence, waiver of degree requirements, etc. To file a petition, send a letter stating your request to the Graduate Adviser. (This may be done via email.) The request is then submitted to the GSC Executive Committee for approval/denial.

Students may also petition the Graduate Dean, through the department Graduate Adviser, on any matter related to graduate school rules and policies governing his/her academic career. To do so, it is best to first discuss the situation with the Graduate Adviser who may then draft a petition to the Dean of the Graduate School on your behalf or may suggest an alternative resolution

Overview of M.Ed. Program of Work

Description of Degree Programs

School Counseling

Certification as a school counselor by the **State of Texas** requires *two years of teaching experience, a Master's Degree in Counseling or deficiency plan, and state counselor certification*. To obtain a counseling permit through the State Board for Education Certification, one must have *at least 24 hours towards a Master's Degree in Counseling and 2 years of teaching experience*. A permit is required for those who would like to work as a counselor while working on their degree. It is preferred that students have teacher certification prior to enrolling in School Counseling, although with additional course work, teacher certification requirements can be met concurrently en route to the master's. For more information on certification, check out the SBEC website at <http://www.sbec.state.tx.us>.

Community College and Higher Education Counseling

The Community College and Higher Education Counseling concentration prepares graduates for work in institutions of higher learning, such as career guidance counselors, academic advisers, supervisors of resident advisers, and administrators of student services programs.

Rehabilitation Counseling

This concentration prepares graduates to work with young adult and adult populations with disabilities, broadly defined. Disabilities include mental illness, alcohol and other drug addictions, blindness, deafness, neurological disorders, learning disabilities, developmental disabilities, orthopedic disabilities and other medically diagnosed conditions that interfere with daily activities including work. Federal scholarships may be available to cover tuition and fees as well as a monthly stipend. Students **selected to receive scholarships** must be **US citizens**, must be **working no more than half time** and be able to take **12 hours per semester**, and **sign an agreement** to work in a State/Federal Vocational Rehabilitation agency, or related setting, for **two years for every year of financial support** they receive. Major employers include the Texas Department for Disability and Rehabilitative Services, Vocational Rehabilitation agencies in other states, Veterans Administration Rehabilitation Programs, Rehabilitation Hospitals, nonprofit rehabilitation agencies (e.g., Goodwill Industries, Austin Resource Center for Independent Living), public school systems as Vocational Adjustment Coordinators, and many other settings.

Prioritizing Courses During Your First Semester

Students Beginning in the Fall Semester

It is best to always look at which core courses are offered and to plan accordingly. Students are generally expected to pursue this program full time (i.e., 9 – 12 hours per semester). If taking only one course, students will need to take **Seminar in Guidance**. All students should register for this course the first fall semester after being admitted into the program. If taking six hours it is recommended that

the second course registered for be **Theory and Procedures**. In general, this would be a required course for your first semester. If taking 9 hours, that leaves one course left for registration. If a prerequisite is needed, (**Statistics** or **Measurement and Evaluation**), take the prerequisite as the third course. If prerequisites have been met prior to admission, then it is wise to select another required core course, such as **Ethics**. Students receiving a scholarship in the Rehabilitation Counseling (RC) concentration must take at least 12 hours per semester and at least 3 credit hours of RC courses each semester unless a waiver is approved. See below for RC required courses.

If taking 12 hours, other courses of consideration for the fall semester are:

- EDP 381: **Ethics**
- EDP 381 **Approaches to Intervention**
- EDP 385: **Individual through the Life Cycle**
- EDP 385: **Adolescent & Child Social/Cognitive Development**
- EDP 397: **Psychopathology or Child Psychopathology** (Only recommended in the first year if your undergraduate degree is psychology or if you had an undergraduate abnormal psychology class.)

RC-required courses (one each semester for scholarship students) are in the Department of Special Education and include:

SED 387 Introduction to Vocational Rehabilitation Counseling (1st Fall)

SED 387 Adjustment to Disabling Conditions and Illness (2nd Fall)

SED 387 Medical Paramedical Aspects of Rehabilitation Counseling (1st Spring)

SED 387 Vocational Assessment and Job Placement (2nd Spring)

The following courses are for Practicum and a required 600 clock-hour internship and are tailored to your interests by an adviser:

SED 387 Practicum in Rehabilitation Counseling (Spring)

SED 697P Internship & SED 397P Internship (9 credit hours)

The RC courses in SED are used as the supporting coursework requirements for the master's degree.

M.Ed. IN COUNSELOR EDUCATION
SPECIALTY CONCENTRATIONS IN
SCHOOL COUNSELING
OR COMMUNITY COLLEGE/HIGHER EDUCATION COUNSELING

Total Program Hours: 51 Hours with Master's Report
54 Hours with Master's Thesis

Note: An additional 6 hours are added to the program if prerequisite courses are taken.

Prerequisites: Both courses below are taken near the beginning of the students' program of work. Students do not need to take these courses if the M.Ed. advisor determines the student has already completed equivalent coursework.

Hours	Courses
3	EDP 371 Introduction to Statistics
3	EDP 380P Measurement and Evaluation

Hours	Courses
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I: Core Counseling Coursework (Total of 33 hours required)

3	EDP 381 Counseling Theory & Procedure
3	EDP 381 Counseling Skills and Procedures
3	EDP 381 Seminar in Guidance
3	EDP 381 Career Development
3	EDP 381 Group Counseling
3	EDP 381 Ethics in Counseling & Psychotherapy
3	EDP 381 Multicultural Counseling
3	EDP 381 Approaches to Intervention
3	EDP 380P Advanced Psychoeducational Assessment
6	EDP 381 Practicum (2 semesters, 1 semester is typically taken in school/higher education settings)

II: Research in Counseling Coursework (6-9 hours required)

3	EDP 381 Research in Counselor Education
3-6	EDP 398R: Master's Report or EDP 698A and 698B: Thesis

Hours	Courses
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III: Supporting Coursework in Counseling (Total of 12 hours required)

A: Human Development (3 hours required)

- | | |
|---|--|
| 3 | EDP 385 Individual through Life Cycle |
| | <i>or</i> |
| 3 | EDP 385 Child and Adolescent Cognitive Development |

B: Elective Coursework in Counseling (9 hours required)

Recommended For Both Specializations

- | | |
|---|--|
| 3 | EDP 381 Organizational Consultation: Theory and Practice |
| 3 | EDP 386 Adlerian Theory and Diagnostics |
| 3 | EDP 381M The Individual in Society |
| 3 | EDP 386N Object Relations Theory |
| 3 | EDP 397 Crisis Intervention in Schools |
| 3 | EDP 381 Short-term Psychotherapy |
| 3 | EDP 381 Family Therapy |
| 3 | EDP389H/393 Solution-oriented
Approaches to Working with Families and Schools |
| 3 | EDP 381 Cognitive-Behavioral Psychotherapy |

Recommended for School Counseling Track

- | | |
|---|--|
| 3 | EDP 397 Child Psychopathology |
| 3 | SED f393 Law and Disabilities |
| 3 | EDA 395 Class, Gender, and Race in Schools |
| 3 | SW 360 K – Varying Topics
(e.g., Chemical Dependence,
Service to Abused/Neglected Child) |

Recommended for Higher Education Counseling Track

- | | |
|---|--|
| 3 | EDP 397 Psychopathology |
| 3 | SED f393 Law and Disabilities |
| 3 | EDA 391E The College Student |
| 3 | EDA 391P College Student Personnel Administration |
| 3 | EDA 391R Organization and Administration of Higher Education |
| 3 | EDA 380G Structure & Org. Of Pub. Ed |
| 3 | EDA 391K Problems of College Teaching |

Important Things to Keep in Mind

- ✓ Be careful in selecting electives for your degree plan. Some electives are not always consistently offered. It is also important to look at your course load to determine if a second summer may be necessary for degree completion.
- ✓ You **must** have taken Counseling Skills and Procedures, Seminar in Guidance, and, Counseling Theory and Procedure to be eligible for practicum. If you plan to do a practicum at a career center, Career Development is also a prerequisite. You also must have Ethics, but can take it the same semester you take practicum.
- ✓ In order to apply for a license as a professional counselor in the state of Texas (LPC), a planned graduate program in counseling or a counseling-related field of at least 48 graduate semester hours is required. Some of out of department courses might not qualify as "counseling courses", and therefore students should keep this in mind when planning their course of study. A course in psychopathology is also required as part of the students' coursework, as well as a course in Normal Human Growth. It should be noted that this course **MUST** cover human development from prenatal to old age. This is particularly important for those in the school counseling track who wish to pursue an LPC. The required course *Child and Adolescent Cognitive Development* will not count for this requirement. More information about the LPC in the state of Texas is available at http://www.tdh.state.tx.us/hcqs/plc/lpc/lpc_def.htm

Master's Report in Counselor Education

Purpose

The Master's Report serves several functions in the overall program of work for the M.Ed. in Counselor Education. It is an opportunity to develop greater understanding of a topic related to the field of counseling. During a student's progress through the program, problems and issues are encountered that require in-depth review and analysis, so the report can be a vehicle for extending knowledge about such an area. The report also reflects student learning; in a sense it is the final product of several years of study and reflection, so it is important to represent that learning. Finally, the report demonstrates that the student is an insightful consumer of research, possessing the ability to evaluate theory and research in the field and develop applications to a significant problem.

Selecting a Topic

Typically, the topic will focus on some important counseling theory or procedure, or address a critical issue in the practice of guidance and counseling. It is also possible for the topic to be drawn from a non-counseling discipline or body of research and practice, as long as applications can be made to counseling. Sources of topics may include the following:

- o Ideas, theory, and research encountered in courses and readings.
- o Current research conducted by a faculty member.
- o Problems and issues arising during a practicum.
- o Past experiences re-conceptualized.
- o Professional activities.
- o Emerging or on-going areas of interest represented in journals, other scholarly publications, or professional meetings.

Nature of the Report

Although Master's Reports may vary in length and number of chapters, all should have at least the following three sections (though the specific wording need not be used in chapter headings):

1. Introduction and Statement of the Problem. This section should provide an overview, laying out the big picture and indicating its importance. The specific focus of the report should also be identified and related to the general area of inquiry, along with the plan or organization of the report.
2. Review of the Literature. The review should include general and up-to-date research addressing the topic of the report. In most cases, pertinent theory or conceptualizations of the topic should also be described. If they are available, published reviews on the topic should also be examined. Depending on the nature of the topic, this review may include theoretical articles and/or empirical studies. Your critical evaluation of such literature is also important.

3. Applications to Counseling. This section should present an integration of theory/research and practice. If the topic is drawn primarily from the non-counseling literature, special attention should be paid to exploring and evaluating implications of the topic for counseling. Recommendations for practice should be given. It is also possible for the Master's Report to be primarily concerned with developing a specific application: e.g., preparing a special guidance curriculum; evaluating a new counseling procedure being used in a school setting. In such cases, the report will need to present the application or procedure, and, if appropriate, the evaluation data that support its use. It would be expected that the literature review would be appreciably shorter for such a report, while the application section would be longer.

Nuts and Bolts

- o You will need two "readers" for your Report, at least one of whom should be a member of the Counseling faculty. One of the readers, your primary adviser for the Report, must be a member of a Graduate Studies Committee (GSC), although it is not required that she/he be on the Counseling faculty. (*Note: If your primary adviser is not in Counseling, then your second reader must be.*)
- o It is extremely difficult to write a quality master's report in one semester. Therefore, before being cleared to register for EDP 398R, you will be required to have already arranged for a supervisor, a reader, and a topic for the report.
- o You must enroll for 398R (Master's Report) during the semester in which the degree is awarded, although you may enroll more than once if you don't complete it on time.
- o Students should begin working on the Report before they begin their final semester, as most students find it takes more than one semester to complete it.
- o You should select an adviser as soon as you have a firm idea of the content area, and you will be asked to have an advisor and topic selected before you can register for the master's report.
- o A specific page length is not required. Approximately 30 and 35 pages is typical.
- o The Graduate School publishes an official description of the acceptable format for the Report. This information can be found at <http://www.utexas.edu/ogs/pdn/index.html> (as well as information about applying for graduation). Consulting it before you get too far along in the project might save you some time.
- o Please consult the Educational Psychology Student Handbook for more information on the Department's procedures for submitting the report. Additionally, the Department holds an informational meeting on this topic each semester for students who are approaching graduation.

Counselor Education Practicum Guidelines

Rationale

The primary purpose of the practicum is to provide students with a closely supervised, integrated counseling experience as part of their overall professional preparation program. As such, the practicum is perceived to be a capstone experience in which the student counselor is expected to integrate his/her didactic preparation with practical application. It is intended that the practicum experience be designed to assist students in developing not only a better understanding of themselves as persons and competent counselors, but also a better understanding of the constituency with whom they expect to work with in the future. All students in the M.Ed. Counselor Education Training Program (CETP) are required to successfully complete two semesters of practicum.

Objectives

The following list specifies CETP objectives for practicum training:

1. The student will apply ethical principles and the ethical decision-making model in interactions at their setting.
2. The student will gain knowledge of the structure and routine associated with a counseling setting, as well as participate fully as a professional in that setting.
3. The student will use assessment strategies in defining and appraising client concerns, including behavioral observations, interviewing skills and/or formal tests.
4. The student will work with clients in goal setting and identify ways to evaluate whether these goals have been achieved.
5. The student will demonstrate knowledge of and use basic counseling skills including:
 - a. attending skills
 - b. empathy
 - c. application of theory and change strategies.
6. In on-site supervision and in the practicum course supervision, the students will appropriately use supervision and consultation by:
 - a. conducting case discussions
 - b. reviewing tapes of sessions
 - c. identifying problem areas
 - d. incorporating feedback from the supervisor in future interactions with clients.
7. The student will use the practicum experience to continue to develop their competence in dealing with diversity issues in counseling by:
 - a. examining awareness of self and issues in diversity
 - b. gaining knowledge of other's experiences and contexts
 - c. developing skills to incorporate in counseling with diversity.

8. The student will use the guidance model to develop interventions which address campus-wide or small group issues.

Prerequisites

The student should have completed the following courses before commencing with the practicum experience:

Seminar in Guidance

Career Counseling (for career center practicum)

Counseling Skills and Procedures

Ethics in Counseling (can be taken concurrently)

Counseling Theory and Procedures

Note: The student must be in good academic standing.

Criteria for Approved Practicum Sites

- A list of possible practicum sites is included in this manual.
- Prior to pursuing a practicum that has not been listed in this manual, the student must complete a practicum request form (available on-line; see end of manual) to pursue such a site.
- In the course of the Fall or Spring semester, the practicum site should provide at least:
 - o Twelve hours of practicum experience per week, including at least 5 hours of direct service per week.
 - o A minimum of 1 hour per week of individual supervision. These meetings are to be in addition to other site meetings. Case management issues are assumed to be the major focus of these supervisory sessions.
- As an upper limit, practicum sites should **not require** more than 15 hours of students' time per week. However, in negotiation with practicum site supervisors, students may choose to commit more time to their practicum activities according to their training interests and needs, and in consideration of other demands they may have.
- The student may be reimbursed by the practicum site, as long as the student's contract with the agency is fundamentally geared toward fulfilling the training needs of the student. Reimbursement should not alter the student's primary role in the agency as that of a counseling trainee. Practicum supervisors must have a counseling-related master's degree. For school counseling students, a certified school counselor is preferred.

Practicum Requirements

- Each student is required to complete two semesters (Fall, Spring, or Summer) of practica at an approved site to develop their skills in individual counseling, group counseling, guidance activities and development of prevention programs. One of these semesters **MUST** occur during a long semester – i.e., this requirement cannot be filled with enrollment in two summer sessions. The availability of summer practicum placements is not guaranteed, as supervision by faculty during the summer is not always available.
- Professional conduct on site and in the practicum seminar is expected at all times.
- The first semester should typically be spent in an educational setting (either a higher education setting for students in Higher Education or a K- 12 setting for students in school counseling). Depending on the students' professional goals, however, students may consult with the practicum

coordinator about doing one or both practica in a non-educational setting that will give students an appropriate professional experience. (See approved list in this manual.)

- In the second semester, students in both professional tracks may select either an academic site or a community-based site.
- Students have to register for practicum seminar each time they participate for as long as they continue to be matriculated into the M.Ed. program, even if it is more than the two required semesters. Please note that the requirement of enrolling in the practicum class still applies for school counseling track students hired as school counselors before they graduate. If students are working in the schools as counselors before the degree is completed, they must continue to enroll in the practicum course.
- Certification-only students are subject to these same conditions and must enroll in the practicum course in every semester in which they are working as counselors and still completing their deficiency plan.

Guidelines and Procedures

Registration for Practicum. The student must register for EDP 381: Practicum in Counseling: M.Ed. while completing the practicum.

The student is expected to regularly attend all practicum group seminars. These seminars will focus on the essential characteristics of counseling.

Information on and selection of practicum sites. Arrangement of practicum placements is conducted in the long semester prior to when the student wishes to begin—i.e., during the Spring semester, assignments to practicum are done for the upcoming Summer and Fall; and in the Fall, assignments are arranged for the following Spring semester. To be placed in practicum, students must complete a Practicum Request form (available on-line; see end of manual) and submit the form to the M.Ed. practicum coordinator when it is requested.

NOTE: Students on the higher education track seeking placement in a college counseling center will need to submit their requests for the following year early in the Spring semester (as announced by the practicum coordinator) in order to be competitive for these limited placements.

Students should note that arrangements for Fall practica can be made after the Spring semester, but the availability of sites may be greatly reduced.

- Early in the Spring semester, students are encouraged to inform themselves about the variety of practicum sites available to optimize the fit between their training interests and needs and their practicum experience. Students should consider the type of clientele the setting serves, the nature of the activities, the models for assessment and intervention represented by the practicum site staff, and any other requirements the practicum site may have (e.g., some sites require that a student make a two semester commitment or that a student have additional training in assessment). Information on practicum sites is available in this manual
- Representatives from many higher education and community practicum sites visit the campus early in the Spring semester, and students are encouraged to attend these meetings whenever possible. Some of these practicum sites require student interviews early in the Spring semester, while others prefer to hold interviews later in the semester. Therefore, it is important that students attend on-campus meetings and inform themselves about the various procedures requested by each site.

- Assignment of school counseling students to campuses in area school districts is also done during the Spring semester. All requests for AISD placements should go through the practicum coordinator. Requests for placements in other districts usually entails filling out a practicum application form for the school district (as well as our own application form). It is the student's responsibility to approach other districts directly. The school district and the practicum student then work together to determine the campus where the student will be placed.
- Prior to pursuing a practicum that has not been listed in this manual, the student must petition the M.Ed. practicum coordinator to pursue such a site.

Assignment of Practica. After receiving the name of the contact from the practicum coordinator, the students will contact the site to initiate the appropriate interviews and application process for the sites. Acceptance to a site is up to the discretion of the site supervisor. Most practicum sites request an interview with prospective students to ensure that the student is well informed on what the site has to offer and to ensure a good "fit" between the student's interests and skills and the opportunities and demands of the practicum setting. It is the student's responsibility to prepare themselves for these interviews.

If a student is not accepted at a site, the student should contact the M.Ed. practicum coordinator to begin the interview process at another site.

Once a student has accepted a site, he/she is expected to keep his/her commitment and complete the placement. Failure to keep the commitment jeopardizes placements of other students.

Dual roles of practicum supervisors are not allowed. Student should not be supervised by a site supervisor who has been or is currently working with them in the role of therapist or counselor.

Evaluation of the Practicum Experience. Each student is expected to participate in both an on-going and final evaluation of the practicum experience. Students are encouraged to use the Evaluation of Practicum Experience form (available on-line; see end of manual) in contracting with the supervisor when establishing individualized learning goals. These evaluation forms can be used at mid-term to evaluate progress toward goals and determine additional experiences needed to help achieving the goals. A final evaluation form should be completed by the site supervisor three weeks prior to the end of the semester. Site supervisors are requested to discuss their evaluation to provide feedback to the student regarding their professional development before sending the evaluation to the practicum course instructor.

Note: Students will not receive course credit until the practicum course instructor receives the evaluation form.

The practicum experience is evaluated on the basis of each student's counseling skills and ability to integrate theory and practice. The students' participation in the practicum seminar, particularly their regular attendance and participation, is also an important component of this grade. The practicum is taken Credit/No Credit. Because practicum involves clients in an academic or community counseling setting, a great deal of value is placed on providing high quality service in a professional and ethical manner.

CETP Approved M.Ed. Practicum Sites

In recent years, practicum placements have been available in the following sites/agencies:

Colleges and Universities

Austin Community College

Various campuses

Contacts: Kathleen E. Christensen, Ph.D., kchriste@austincc.edu, (512) 223-1909

Austin Community College is a junior college with multiple campuses. The population at this setting is adults of various ages. Duties include academic advising, career and personal counseling, and the administration of career inventories. Practicum students are accepted in the fall, spring, and summer semesters.

Application materials include:

- Letter of Application, including

- College
- Major
- Progress towards degree, in credit hours
- Goals to be gained from the experience
- Campus preference (list 1ST, 2ND, and 3rd choice)

PINNACLE CAMPUS, 7748 Highway 290 W., Austin, TX 78736

CYPRESS CREEK CAMPUS, 1555 Cypress Creek Road, Cedar Park, TX 78613

RIVERSIDE CAMPUS, 1020 Grove Blvd., Austin, TX 78741

RIO GRANDE CAMPUS, 1212 Rio Grande, Austin, TX 78701

NORTHRIDGE CAMPUS, 11928 Stonehollow Drive, Austin, TX 78758

EASTVIEW CAMPUS, 3401 Webberville Road, Austin, TX 78702

SOUTH AUSTIN CAMPUS, 1820 W. Stassney Lane, Austin TX 78745

- Current Resume
- Unofficial transcripts
- Contact Information

Application deadlines are as follows:

Fall Placement (August – December) – July 15, 2007

Spring Placement (January – May) – December 1, 2007

Summer Placement (May – August) – April 15, 2008

Mail application materials to:

Dr. Kathleen E. Christensen, Vice President
Student Support and Success Systems
5930 Middle Fiskville Road, Room #504.5
Austin, Texas 78752

Interview:

The Dean of Student Services will schedule the student interview with the supervising counselor and the practicum student.

Texas State University-San Marcos

Texas State University is a large public university located in San Marcos, a town 35 miles south of Austin.

Texas State University Career Center

5-7.1 LBJ Student Center

San Marcos, TX 78666

www.careerservices.txstate.edu

1-512-245-2645

Contact: Greg Hill, Ph.D., Assistant Director, Greg.Hill@txstate.edu

Duties include career assessment, career counseling, resume critiques, and mock interviews. Opportunities exist for audio taping and videotaping client sessions. Supervision is by a doctoral level clinician. A one-semester commitment is required. A Career Services counseling internship will offer graduate students experience with the following:

- Understanding the extent to which career interacts with issues such as family, emotional and physical well-being, intimacy, security, and more;
- Implementation of counseling theories and techniques in hour-long sessions;
- One-on-one contact with an abundance of clients—students or alumni whose ages, cultures, ethnicities, academics, and development are wide-ranging;
- Setting rapport, counseling, consulting, collaborating, and decision-making, all within a practical, professional, supervised context;
- Administration and interpretation of several career and personality assessment tools; and,
- Application of ethical practices involving confidentiality, self-disclosure, and establishing counselor-client boundaries.

Texas State University Counseling Center

5-4.1 LBJ Student Center

San Marcos, TX 78666

1-512-245-2208

Contact: Pam Moore, Ph.D., Psychologist, pm08@txstate.edu

Training is primarily focused on individual counseling. Supervision is provided by a doctoral-level intern. Weekly seminars and case conferences are also incorporated.

The University of Texas at Austin

UT Career Exploration Center

Jester A115A
Austin, TX 78705

Contacts: Lynn Chang, Career Counselor, l.chang@austin.utexas.edu, (512) 471-1217

The Career Center at The University of Texas offers opportunities for walk-in counseling, on-going individual and group counseling. You must take career counseling prior to going to this site. Students who are applying to the career center will need a cover letter and a resume at the time of application.

Gateway Scholars

Longhorn Center for Academic Excellence

Division of Diversity and Community Engagement

SSB 4.400

Contact: Michele Monk, M.Ed m.monk@mail.utexas.edu, (512) 471-1205

The Gateway Scholars Program is a four-year academic enrichment program for first-generation and underrepresented students, located within the Longhorn Center of Academic Excellence of the Division of Diversity and Community Engagement. Services offered include:

- Balance of small and large classes
- Priority Registration
- Professional Advising
- Collaborative Learning
- First-Year Interest Groups (FIGs)
- Seminar in Critical Thinking
- Peer Advisors
- Free Tutoring
- Social, cultural, and academic support activities
- Graduate School Preparation

The practicum student will: provide individual academic, career, and personal counseling for Gateway Scholars participants; assist in program planning and development; potentially lead a First-Year Interest Group (FIG); supervise a small group of peer advisors; and perform other duties as assigned. Students who would benefit from ongoing therapeutic counseling will be referred to the Counseling and Mental Health Center. A full-time staff member, who is a graduate of the M.Ed. program in educational psychology, will supervise the practicum student(s).

Emergency Services Graduate Intern/Practicum Student

Office of the Dean of Students

Student Services Building
100 West Dean Keeton Street, Suite 4.104
1 University Station - A5800
Austin, TX 78712-0175
<http://deanofstudents.utexas.edu/emergency/index.php>

Contact: LaToya Hill, Ph.D, Coordinator of Student Emergency Services
Phone: 512-471-5017 Email: lchill@mail.utexas.edu

This position is open on an availability basis

The Office of the Dean of Students is composed of eight specific areas that provide a variety of services to students of The University of Texas at Austin. Currently, the Dean of Students office has been able to hire a full-time Coordinator of Emergency Services. The Coordinator focuses entirely on providing and coordinating emergency services to students. Activities a practicum student might be involved in with this office include, but are not limited to: giving immediate support to students in crisis, working with other student affairs offices and academic units to coordinate the university's response to students' immediate needs, working with community agencies such as Austin City Police and hospitals on behalf of students in crisis, providing students with comprehensive referral services to resources both within and outside of the university community, and collaborating closely with the Counseling and Mental Health Center to ensure a comprehensive and holistic approach to services for students in crisis.

Office of the Dean of Students

Services for Students with Disabilities (SSD)

Student Services Building
100 West Dean Keeton Street, Suite 4.104
1 University Station - A5800
Austin, TX 78712-0175
<http://deanofstudents.utexas.edu/ssd/index.php>

Contact: Dr. Krista Schutz-Hampton, MA; Director of Services for Students with Disabilities
(P) 512-471-6259, Email: khampton@mail.utexas.edu

SSD determines eligibility and helps implement reasonable accommodations for students with disabilities at the University of Texas at Austin. Services for Students with Disabilities works to eliminate physical, instructional and attitudinal barriers by providing reasonable accommodations and fostering awareness within the University community. SSD will not have openings for the 2007-2008 academic year, but may have openings in fall 2008.

College of Education Dean's Office – Student Division

Sanchez Building
The University of Texas at Austin
Austin, TX

Contact: Jennifer Jordan, jenljordan@mail.utexas.edu, (512) 471-3487

As an Academic Advisor Intern with the COE's Dean's Office, you will collaborate and learn from experienced staff and advisors. Primary experience includes individual and group advising/counseling on majors and degree plans for teacher certification, advising prospective freshman and transfer students seeking to attend UT, and working with students who struggle academically. Interns are encouraged to develop ideas and interests in student services and higher education. This is a paid position and a two-semester commitment is preferred. The Dean's Office has filled the practicum position for fall 2007, and may have an opening in spring 2008.

Center for Students in Recovery

The University of Texas at Austin
Student Services Building
(512) 475-8252

<http://healthyhorns.utexas.edu/education/csr/>

Contact: Laura Swann, (512) 475-8352, l.jones-swann@mail.uhs.utexas.edu

The UT Center for Students in Recovery (CSR) provides support and programming for students who are actively involved in recovery from addiction to alcohol and/or other drugs and to those who identify as adult children of alcoholics or addicts (ACOA). CSR provides assessment and counseling of chemical dependency. The majority of the program evolves around students that have made a commitment to sobriety and are working a recovery program. Most students work a 12-step program. Students would need to be comfortable in individual and group counseling settings and comfortable with recovery education.

Independent School Districts

We have a formal arrangement for practicum placement with Austin Independent School District. Opportunities exist for placement with most other area school districts, but students should pursue these positions directly. **A practicum request form with resume attached should be given to the practicum coordinator during the practicum placement process regardless of where the student hopes to be placed.** The duties normally associated with a school site practicum include development of student guidance activities, individual counseling, group counseling, working with special education program development, assessment, faculty consultation and much, much more. Positions are available at the secondary, middle and elementary school levels. In AISD, students have the potential to work in an alternative school setting.

Note: Most schools will allow a one-semester commitment, but you should specify your intentions regarding this on the practicum placement form and with the school. For some people for are teaching full-time, there is the option of spreading a one-semester equivalent practicum over two semesters. The student would do a ½ time practicum (6-7 hours/week) for two semesters. However, to meet the program's practicum requirement, a student would have to do this twice, or do a full time practicum in

a later semester. The availability of summer practicum placements is not guaranteed, as supervision by faculty during the summer is not always available.

Austin ISD

Complete the Practicum Request form available on the web. **Indicate preferences for desired level** (elementary, middle, or high school) **and preferred location** (e.g. north, central, south). You may also request a particular school, but some sites may not be appropriate or available for placement due to issues surrounding supervision or goodness of fit between the student and the demands of the site. Please **attach a resume** to the Practicum Request Form. Other AISD-specific practicum placement forms may be sent to you via email. Due to the potential to parlay the practicum into a job placement following completion of the MEd program, it is recommended that practicum students consider their post-degree plans when requesting sites.

Other ISDs

Seek out a placement at your preferred school. Speak with the school's counselor and administrator. Please see the Criteria for Approved Practicum Sites on p. 13 of this handbook in order to make practicum expectations clear. Complete the Practicum Request form available on the web. Instead of indicating three preferences, write in site with which you have made an agreement and turn this in to the practicum coordinator with a resume attached.

Some ISDs with which students have arranged prior placements:

Leander ISD

Hayes ISD

Pflugerville ISD

Round Rock ISD

There are plenty of elementary, middle, and high school practicum opportunities available at the different schools. Contact the school counselors directly to set up your practicum and to find school information, visit the RRISD website at <http://www.roundrockisd.org>.

McNeil High School

<http://schools.roundrockisd.org/McNeil/>

Contact: Jinx Lacey, Crisis Counselor, 464-6349

McNeil has been a popular site for our school counseling students seeking a high school experience but with ample opportunity to do personal and group counseling. McNeil is unique in that it has a Student Support Services department separate from the academic counseling office. If McNeil is going to serve as your academic site and/or you plan to be there for both semesters of practicum, you need to allot some of your practicum hours to working with an academic counselor doing scheduling, academic advising, etc. These latter tasks are part of most school counseling positions and you will do yourself a disservice if you do not prepare for the reality of a school counselor's job.

Community Based Practicum (Only for 2nd Practica)

American Youth Works

1901 East Ben White
Austin, TX 78748
(512) 231-1900
www.americanyouthworks.org

Contact: (Primary) Maria Pinales, (512) 744-1924, mpinales@americanyouthworks.org
(Secondary) Jenny Emmons, Director of Participant Services, (512) 744-1921
Jemmons@americanyouthworks.org

American Youth Works is a private, non-profit organization offering alternative educational opportunities (charter school, GED preparation, vocational counseling and training) to youths and young adults who have been unable to stay in the public schools.

Capital Area Mental Health

1106 Clayton Lane, Ste. 105-W
Austin, TX 78723
www.camhc.org
(512) 302-1000

Contact: Marilyn Oaks, (512) 302-1000 ext103

Capital Area Mental Health provides long-term counseling with individuals (18 and older), couples, and families. Client issues include, but are not limited to: Bipolar, depression, anxiety, relationship problems, and abuse. A two semester commitment is requested (can be Summer-Fall, Fall-Spring, Spring-Summer).

Communities-In-Schools

Sites are located in AISD schools. Recent sites have included:

Crockett High School

5601 Manchaca Road
Austin, TX 78745
crockett@cisaustin.org

Contact: Barbara Jo Stetzelberger, LMSW-ACP, Program Manager, (512) 916-2983

Lamar Middle School

6201 Wynona
Austin, TX 78757
(512)414-4671
lamar@cisaustin.org

Johnston High School

1012 Arthur Stiles

Austin, TX 78721

johnston@cisaustin.org

Contact: Wendy Hercliff, (512) 385-5252

Communities-In-Schools (CIS) is a private, non-profit organization that provides group counseling, individual counseling and guidance activities at multiple campuses in the Austin Independent School District. This placement does not count for the academic requirement for the practicum placement, but can count as a second practicum. Go to www.cisaustin.org for a description of CIS services.

Lifeworks

6114 South 1st Street

Austin, TX 78704

www.lifeworksweb.org

Contact: LeShawn Arbuckle, (512) 735-2432

Lifeworks is a division of the United Way. Lifeworks has three locations, and each location offers three programs including: 1) youth and adult counseling (individual, family, couples, adult, youth), 2) resolution counseling (individual and group), and 3) kids exchange. Practicum duties would include: 1) counseling services to individuals, groups, and families 2) responding to initial service requests via walk-in and telephone appointments 3) providing case management services for clients and 4) completing required paperwork to ensure compliance with contracts, grants, and licenses. The theoretical focus of the organization is on brief, action-oriented, solution-focused orientations. It is not a good match for dynamic orientations. Requirements include: 1) At least one semester to a year of experience with clients in a counseling setting or equivalent 2) strong written and verbal communication skills (bilingual English/Spanish preferred) 3) organized, self-directed work style and 4) willingness to work with client-centered, solution-focused approach. Interns are placed with supervisors based on supervisor experience, intern experience, and intern preference (when possible to accommodate interns' interests).

Safe Place

P.O. Box 19454

Austin, Texas, 78760

www.austin-safeplace.org

Contact: Linda Herbert, (512) 356-1538, Counseling Services Director

Safe Place is a domestic violence and sexual assault survival center. Duties at this site will include doing intake clinical interviews, counseling 1 or 2 ongoing individual clients, and co-leading a group. A student must have had Advanced Assessment and Counseling Theory prior to pursuing this placement. (Advanced Assessment may be taken simultaneously with placement.) Students must inform Safe Place of supervision requirements and are more likely to get on-site supervision if they are willing to have more than one supervisor.

Waterloo Counseling Center

3000 S. IH 35, Ste. 315
Austin, Texas 78704
www.waterloocounseling.org

Contact: Melanie Munk, Clinical Director, melaniemunk@waterloocounseling.org, (512) 444-9922 x106

Waterloo Counseling Center provides psychological services for gay & lesbian populations. Services include individual, couple and group counseling. Supervision is provided by an M.A.-level therapist and consists of both individual and group supervision. The center requires a two semester commitment and prefers applicants who have both prior clinical experience (i.e., work experience, previous practicum/internship experience) and knowledge, training, and interest in working with the gay, lesbian, bisexual, and transgender communities.

To apply for an internship placement, please send a letter of introduction/interest along with a curriculum vita or resume via email or traditional mail to the address below. All applications must be received 30 days before the start of the semester to be considered for placement.

Waterloo Counseling Center
Attn: Melanie Munk, Clinical Director
3000 S. IH 35, Ste. 315
Austin, Texas 78704

YWCA of Greater Austin

2015 South I-35, Suite 110
Austin, TX 78741
512-326-1222
www.ywcaAustin.org

Contact: Pamela Schott, Clinical Director, (512) 326-1222, pschott@ywcaAustin.org

The YWCA provides counseling services for women, their partners, and their children. Supervision is provided by an LPC-level counselor. All treatment is short-term (i.e., 10 sessions) and utilizes the Relational Model out of the Stone Center at Wellesley College. The staff work from the YWCA's Policies and Procedures manual. There are bi-monthly trainings on topics of interest, with past topics including teen suicide, family violence, and art therapy.

Providence Service Corporation

1524 S. IH-35, Suite 210
Austin, TX 78704
(512) 343-8606
www.provcorp.com

Contact: Asha Devasia, (512) 343-8606

Providence Service Corporation provides counseling and support services in home- and community-based settings. PSC does not own or operate any hospitals, residential treatment centers or group homes. All services are offered by trained therapists and paraprofessionals under the direct supervision of licensed clinicians. Practicum students will provide services in people's homes and schools to

clients who have Medicaid or who are involved with CPS, TYC, the Texas juvenile probation system, MHMR, and similar agencies.

STARRY

1300 North Mays
Round Rock, TX 78664
www.starryonline.org

Contact: Lindsey Irons, Counseling Program Supervisor, Lindsey.iron@starryonline.org, (512) 388-8290

STARRY provides Counseling Services to children, youth and parents who need assistance resolving family conflict, eliminating truancy or runaway behaviors and avoiding delinquent conduct. In addition, the agency provides Universal Child Abuse Prevention services to educate the community and public-at-large on the need to proactively protect children and eliminate abusive treatment. Counseling offered through STARRY is a Prevention Early Intervention (PEI) program funded in part by the Texas Department of Family and Protective Services. The program helps families communicate effectively before residential placement is needed. The idea is for families to learn to work together at resolving conflict and strengthening the family unit. This site prefers a full year commitment, but is open to one semester placements.

Out of the School Box

(512) 250-2696
www.outoftheschoolbox.org

Contact: Debbie Downing, (512) 426-9780, debbie@outoftheschoolbox.org

Out of the School Box (OTSB) is a grassroots, nonprofit organization created by parents to help families with children that have learning disabilities. It is an interactive support network dealing with the emotional, physical, educational and financial stressors of living with learning disabilities. OTSB serves as an online, centralized source of education, information and support for families affected by learning disabilities, focusing on: Dyslexia, ADD/ADHD, Sensory Integration Dysfunction, and early-onset Bipolar.

The practicum at OTSB is still being developed, but may include facilitating support groups and workshops for parents. Please contact Debbie Downing for additional information.

Maintenance and Recovery Services

<http://marsmethadone.com/>

North Austin Location:
2627 Jones Road
Austin, TX 78745
(512) 899-2205

South Austin Location:
305 Ferguson
Austin, TX 78753
(512) 339-9757

Contact: Kim Comstock, kime27austin.rr.com, (512) 339-9757

Maintenance And Recovery Services Inc. (MARS) is a private narcotic treatment program accredited by CARF - The Rehabilitation Accreditation Commission. MARS operates within a harm reduction model to ensure a positive therapeutic relationship with the patient. MARS offers individual, couples, group, and family counseling by highly qualified and trained counselors and therapists. Employed to help meet the psycho-social needs of the patients are Licensed Professional Counselors (LPC's), Licensed Chemical Dependency Counselors (LCDC's), Licensed Master Social Workers (LMSW's) and interns. Counseling is offered during business hours, Monday through Friday. Family and significant others are encouraged to participate throughout the treatment process.

MARS prefers a 12-month commitment and previous students have been hired by MARS upon graduation.

Important Practicum Downloads Are Available at:

<http://edpsych.edb.utexas.edu/download/forms/>

Practicum List Updated: April 7, 2008

FAQ's

How do I subscribe to the UT Counselor Education list serve?

All you have to do is the following:

Send an e-mail to: listproc@lists.cc.utexas.edu

In the body of your message, only write the following:

subscribe LISTNAME FIRSTNAME LASTNAME

The LISTNAME=EdPsychMED

FIRSTNAME, LASTNAME=Your first name, your last name

An example is: subscribe EdPsychMED Jane Doe

And that's it! You will receive a message telling you how to post, unsubscribe, and all sorts of other information.

How do I unsubscribe from the list serve?

Send an e-mail to listproc@lists.cc.utexas.edu with the following command in the body text:

unsubscribe listname

It is a common mistake to put your personal name at the end of this command. Use ONLY the list name.

Also, be sure to send your request from the same e-mail address that you used to subscribe to the list, since the process is automated.

All the information you'll ever want about how to use a listserve is at the ITS webpage. They refer to listserves as mailing lists.

<http://www.utexas.edu/its/maillinglists/answers/unsubscribing.html>

Where do I get my UT ID?

You can get your student ID card M-F from 8:30 a.m.-5:00 p.m. on the ground floor of the Student Services Building (near the corner of Dean Keeton and University). In order to receive an ID, you will need to present either a driver's license or some form of federally issued identification. The cost of a UT ID is \$10. This one-time fee must be paid in addition to your tuition and fees. Your ID will be electronically validated each semester you are continually enrolled. Lost UT ID cards may be replaced for an additional \$10 charge.

How do I get a UT EID?

You can get your UT EID when you get your student ID card. Or you can find out what it is online at https://dpweb1.dp.utexas.edu/nlogon/eid_suite/eid_getter.wb

Where do I get my books?

Most students purchase books at the bookstores located near campus. Some instructors or professors may require packets in addition to or instead of books, but these will be specified during class. The University Co-Op is located on Guadalupe across from the Union. You can also order your books on-line through their web site

<http://www.coop-bookstore.com/>

Where is the Union?

The Union is located at 24th & Guadalupe just across from the Co-Op. The Texas Union is the hub of entertainment on campus. It is home to a food court, a campus store, the Cactus Cafe, a recreation center with pool tables, bowling, video games and much more. For information on daily happenings, call the voice of the Union at 475-6666, or visit the **Union website**.

What are my parking options?

If you purchase a "C" parking permit for an automobile or an "M" parking permit for a motorcycle during your optional fee selection using TEX, the permit will be mailed to you in early August. Students with a "C" parking permit are entitled to park in "C" parking lots during the weekday hours. During evening and weekend hours, students may park in other spaces if there is no sign saying that the space or the lot is restricted. Another option is to purchase a parking garage space in one of the garages. For more information, call 471-6661 or visit the **parking website**. Other parking options: a pricey lot behind Belmont (guaranteed to find a spot any day but game days), find a 20 hour Graduate Research Assistantship position on campus (they will be getting A passes, which means the lot across from the Sanchez building) and there are a number of pricey parking garages and lots near the Sanchez building.

What about bus service?

The UT campus has a bus service. The UT shuttle buses run on all official university registration, class, and final exam dates with limited services being provided on Sundays. UT students can ride all shuttles and Capital Metro local, Dillo, and express park-and-ride buses free with their validated UT student ID. All UT shuttles and Capital Metro buses are equipped with a lift that can accommodate manual and motorized wheelchairs. Schedule information is available at the Texas Union, campus libraries and Main Building information desks. Schedule information on cassette tape is available at all Austin Library branches as well as at the Services for Students with Disabilities (SSD) area of the Office of the Dean of Students, SSB 4.104. You may also call SSD at 471-6259, or check the **UT shuttle homepage**.

How do I make sure my registration is complete?

Make sure that you pay your tuition and fee bill promptly. Payment is due to the Office of Accounting, Student Accounts Receivable Office (tuition and fee billing) by 4:30 p.m., August 15, 2001. Bills will be mailed around July 24. Failure to pay your tuition and fee bill will result in the cancellation of your registration.

Where is the library?

The PCL is located at the corner of Speedway and 21st, just next door to the Sanchez building. Their web site is <http://www.lib.utexas.edu/>

Do I need anything special to use the library?

You do not need anything special just to go in the library. To use the computers, you need an IF number, which you can get from the Help Desk at the library once you have set up your UT EID. To check any books out, you will need your student ID card.

Where do I find out about on-campus jobs?

It is a good idea to ask around. Students using financial aid should contact Student Financial Services about the work-study program at 475-6247. The Office of Financial Services' website, **JAM (Jobs and More)**, is an informative resource. There is also a TEX JOBS 24-hour hotline at 495-9222. In addition, there is always a listing of job opportunities in the Daily Texan.

How long will it take me to complete the MEd program?

Most people attending the MEd program full-time will be finished within 2 years (four semesters and usually several summer classes). It is also common for students to take longer than 2 years.

When should I start thinking about practicum?

Since we do practicum assignments in the Spring for the following year, students on a 2-year track might want to start thinking about practicum at the end of their first Fall in the program. Students need to really focus on practicum in the Spring.

How can I find out more about a particular practicum site?

The best way to find out more about a particular practicum site is to talk to someone who has done a practicum there before. There is always an up-to-date list of where current students are placed in Suite 262 of the Sanchez building.

What is the difference between the master's thesis and the master's report? Is one better than the other? Why? Are we given only the option of doing the report?

The main difference between the master's thesis and the master's report is that with the thesis, students collect data to answer a research question, while in the report, students review and synthesize the existing literature to answer a research question. Students have the option of doing either, but most students choose the master's report because a thesis usually takes two semesters (as opposed to one for the report), and most counselor ed. students find it hard to pull off a thesis in their second year with practicum and courses. Also, since the faculty members are actively involved in research, students who want to get involved in data collection are sometimes better served by joining a research group rather than doing their own thesis. The choice is up to each student.

How do I get involved in faculty research?

M.Ed. students are encouraged to seek out research opportunities with faculty. Detailed information the research interests of the faculty are posted on the departmental website. Students should always feel free to contact faculty about such opportunities. Independent study course credit is available to students who would like course credit for research.

Are there places to eat on campus?

As a matter of fact there are! There are lots of places on Guadalupe. The Union, Dobie, Gregory Gym and Jester (across the street from the PCL and Sanchez) have food courts and/or convenience stores. The Bob Bullock Museum (across MLK from the Sanchez Building also has a nice cafeteria.

Is there a place to exercise on campus?

Both Gregory Gym and the RecSports Center are within 10 minutes walking distance of the Sanchez building. Your UT ID allows you entrance into both facilities. Other programs like aerobics or indoor rock-climbing are only a small extra fee away. Students are allowed to bring guests; guest passes are \$5. For more information on the facilities, see <http://www.rs.utexas.edu/main/framesets/external-entrances/frames-fachours.htm>. For more information on other programs, see <http://www.rs.utexas.edu/main/framesets/external-entrances/frames-fw.htm>.

Are there lockers or places to keep my belongings on campus?

There are lockers at both Gregory Gym and the RecSports Center (although you must reserve these very early). There are also some lockers in the PLC library.

I am in the school counseling track. How do I get certified as a school counselor?

The requirements for becoming a certified school counselor in the State of Texas include:

- a. the completion of a master's degree in a counseling field (or a related field)
- b. two years teaching experience
- c. a passing score on the TExES (Texas Examination for Educator Standards),

Instructions for Registering for the TExES Exam

The exam can be taken after your core courses are completed.

- 1) The study guide questions for the TExES can be found on the SBEC website - www.sbec.state.tx.us. Click on the standards and testing option to access study guide and testing information. After clicking on that they can find a link which says "go to Study Guides and Preparation manuals." The page will list TExES study guides. Click on School Counselor which is test #152. Download, print, and study!
- 2) The National Evaluation Systems website contains information about testing dates, registration, and deadlines. www.texas.nesinc.com
- 3) Contact Laura Mecanick at SZB 216, at 471-3485 or at lmecanick@mail.utexas.edu so that she may give you a barcode number that acts as your approval to take the examination. You will need the barcode to register. Contact Laura at least 10 days before the regular registration deadline so that she may consult with Dr. Moore concerning your approval for proceeding on to testing.
- 4) There are two methods of registration – the written form or by internet. You will need your barcode in either case. Paper forms are available in SZB 216 and internet registration is available through the NES website at www.texas.nesinc.com.

Instructions for Filing for Certification.

Upon completion of your coursework and satisfactory completion of the TExES exam, file for certification. Instructions are for filing for certification are available at:

<http://www.edb.utexas.edu/education/certification/certfaq1.php>

Manual Last Updated March 2008

Assistance in developing this handbook was provided by the following students:

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