

GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit:

Type of action: New course Full online course**

Semester and year course will take effect:

New course title:

Appropriate computer abbreviation (30 spaces or less):

Course instructional methodology:

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

New course number:

Prerequisites for new course: *include an attachment if additional space is needed*

Description of new course (catalog copy): *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: Modifications to the doctoral program are required to align with CACREP standards. We hope to apply for this accreditation (already earned for one of our master's programs) for the doctoral program in order to increase job opportunities for our graduates. Syllabus is included with proposal.

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

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Additional resources required:

Faculty:

Space:

Equipment:

Library:

Financial Aid:

Other:

Change in teaching load:

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name:

Unit:

Signature: 

EDGU 70403: Advanced Practicum in Counseling

DRAFT Syllabus

Instructor Name: Emily Michero, PhD, LPC-S

Semester/Year: Fall 2024

Number of Credits: 3

Class Location: TCU Clinic at FWISD Riverside FRC; 1550 Bolton St, Ft. Worth, 76111

Class Meeting Day(s) & Time(s): Tuesdays 12:30-4:15pm CDT. Times may vary.

Office: 1550 Bolton St. FTW, 76111

Office Hours: By appointment - students should email Dr. Michero to request appointment; be sure to include multiple windows of availability in your message.

Telephone: 817-815-2800

Email: Emily.michero@tcu.edu

Response Time: I typically respond to email queries within 24 hours when received Sunday-Thursday; weekend queries may take an extra day.

Communication Policy: IF CLASS IS TO BE Cancelled, I will contact you via email at least two (2) hours prior to class that day. Only the official TCU student email address will be used for all course notification so be sure to check your TCU email on a regular basis.

Final Exam Date & Other Important Dates

In lieu of a final exam, your final paperwork (e.g., final log, evaluations) will serve as your final evaluative exercise.

Special Class Meetings. Since part of this class involves direct client contact and supervision with master's students, the student will work with the course instructor to determine the location of clinical practice hours and with the TCU Clinic Director to arrange triadic supervision sessions.

Course Description

The Advanced Practicum in Counseling focuses on doctoral students' clinical practice and is designed to meet CACREP accreditation standards which require 40 hours of supervised clinical experience providing counseling to clients and supervision of master's students in clinical settings.

CACREP Standards and Learning Outcomes

	CACREP Standard	Content	Evaluation Outcomes
Scholarly of examination of the evidence base for counseling processes and theories	1a	Discussion of theoretical orientation	Participation in discussion, clear focus on what constitutes change from theoretical framework

		Best Practices Presentations	Clinical logs
Integration of theories relevant to counseling	1b	Case presentation Peer Observations	Case presentation that illustrates three possible frameworks from which to view the client(s) challenges
Conceptualizing of clients from multiple theoretical perspectives	1c	Case presentation Peer Observations	Participation in discussion of client cases regarding ways to best address client concerns / Case study-rationale for choosing theoretical approach
Scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across delivery modalities.	1d	Discussion of client cases regarding ways to best address client concerns Best Practice Presentations	Case presentation – Rationale for mode of client contact for addressing client concerns
Methods for evaluating counseling effectiveness	1e	Discussion of case study and ethical/legal issues in delivery Best Practice Presentations	Case presentation-ethical concerns or questions that did or may arise
legal and ethical issues and responsibilities in counseling across multiple settings and delivery platforms	1f	Discussion of case study and ethical/legal issues in delivery	Discussion of case study in terms of context and best mode of delivery of services

Prerequisites

Students enrolled in Advanced Practicum must be admitted to the Counseling Doctoral Program.

Required Texts/Readings

ACA code of ethics (2014). <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Yalom, I. (2009). *The gift of therapy*. Harper Collins.

Additional / Supplementary Resources

Supplementary resources are provided in TCU Online. Instructor may assign additional reading throughout the semester.

Teaching Philosophy

I hope students will be inspired and motivated by my passion for counseling. My philosophical approach to teaching is grounded in constructivist teaching theory. I believe students and teachers co-create knowledge through shared meaning making and are equally responsible for the learning process. Throughout the course, I will strive to personalize my teaching and create a climate of mutual respect. I believe connectedness and a sense of community is an essential prerequisite for a collaborative and reflective classroom, especially in clinical courses. In order to encourage reflective thinking, I will engage student's varied learning styles, encourage students to think critically, and provide opportunity for feedback.

I will attempt to build a learning community from the first class and throughout the semester. Our initial class will be dedicated to the students and I getting to know each other, familiarizing students with the course, and sharing personal experience. I will strive to set the tone for the semester by encouraging an environment of respect and safety. I believe a sense of safety and genuine acceptance is essential to engage in the vulnerability necessary for meaningful counseling development. I will strive to engage my students in a genuine caring relationship. I want my students to know me, not me the teacher, but myself as a person. I believe being genuine with students enhances relationships and is an essential modeling tool for counseling students. If I expect my students to be genuine with their clients, I must be genuine with them. Along this vein, I acknowledge my White privilege and hope to engage in meaningful conversations around power, privilege, race, and culture in the classroom.

I will ask students to share their counseling sessions, pieces of their lives, and their struggles which requires a tremendous amount of vulnerability and trust. My teaching and supervision approach rely heavily on counselor development and my approach to supervision is based on the developmental stage of the supervisee or student. I find it important to explicitly discuss development and developmental norms with students. Counselors, including myself, often refer to their work as a "Counseling Practice". I believe "practice" implies the process of never-ending growth and development through continued work. With this lens, we all continue practicing and honing our craft of counseling. I am honored to be a part of my students' counselor development and learning process, a responsibility I take very seriously.

Instructional Methods

This class is conducted much like a seminar to include viewing counseling videos and discussion of client progress. Students are expected to read and complete assignments, discuss, raise questions, and provide feedback to their peers.

Course Policies and Requirements

Assignments

1. **40-hour direct contact counseling hours and logs (300 points) (CACREP C.2; 1.b., 1.d., 1.e).** Students will complete 40 hours of direct client hours. These hours must be completed at the TCU/FRC Counseling Clinic. Documentation is required. Logs will be required each week and can be found on d2l.

2. **Client Case Studies (600 points) (CACREP 1.b., 1.c., 1.d., 1.e., 1.h).** Students will present two case studies on two separate clients. Case studies should include a video, completed case study form, and questions for the class.
3. **Counselor Development Essay (200 points) (CACREP 1.b., 1.c., 4.b., 4.e., 4.i).** Students will complete a counselor development essay. This essay serves as an opportunity for students to reflect upon: why they became counselors, their counselor development journey, areas of interest, areas of difficulty, and professional goals.
4. **Best Practice Presentation (200) (CACREP 1.d., 1.e., 1.f).** Students will research a clinical mental health counseling presenting problem (ex: anxiety, linguistic differences, crisis intervention, self-harm, OCD) and best practices for clinical intervention. This assignment serves as an opportunity for students to explore presenting clinical issue and provide peers with a summary of best practices.
5. **Peer Observation (200)** Students will observe one session of all students enrolled in Advanced Practicum. Student will provide written and verbal feedback. Written feedback will be submitted to professor as well as student counselor.
6. **Professional Counseling Performance Evaluation- Doctoral (PCPE-D). (300)** Student's counseling skills and disposition will be evaluated at mid-term and end of semester by site supervisor. These evaluations serve to provide feedback for students and assist in counselor development. More than three ratings of 1 indicate student is not meeting expectations of the clinical course and may in not passing the course.

Final Grade Elements / Grade Breakdown:

Assignments, Exams/Quizzes, Presentations, etc.	Percentage
Clinical Hours Log	10%
Essays	10%
Client Case Studies	20%
Best Practices Presentation	20%
Peer Observations	10%
PCPE	30%

Final +/- Grade Scale:

Grade	Score
A	96-100
A-	90-95.99
B+	87-89.99
B	84-86.99

Grade	Score
B-	80-83.99
C+	77-79.99
C	74-76.99
C-	70-73.99
F	<70

Late Work

All assignments are due on the designated date. No late assignments will be allowed without penalty except in the case of unexpected emergencies. The assignment calendar provides ample time for students to complete work. Students will lose 5 points off the final grade for the assignment for each day late.

Grading Concerns

If you have any grading concerns, please contact me within 24 hours of the return of the assignment in question with your concern and possible remediation.

Attendance

All students are expected to attend every class for the entire specified time as scheduled and participate in discussions and activities. Failure to attend class will affect your full experience in this class. Attendance and participation are considered in calculating your final grade." If you miss more than two class meetings, you may be required to retake the course.

*Exception: When a student is absent to represent the university (as in athletics, chorus, band, national or state meetings of organizations represented at TCU), then an Official University Absence may be granted by the Dean of Students Office. Faculty members are required to permit students to make up work missed because of Official University Absences. Therefore, excused absences defined by TCU or excused absences defined by State and Federal Regulations (Holy Day, Active Military Service) cannot be factored into determining a student's final grade.

<https://deanofstudents.tcu.edu/students/university-attendance-policy/>

Participation

Participation is crucial to this class. Since this is a seminar type class, students are expected to be fully prepared for class, engage in discussion, ask questions, and support one another. Collegiality is important in a seminar class; thus participation includes concern and support for others, listening to others, and respecting differing opinions and backgrounds.

Class Norms & Netiquette

Students are expected to follow the ACA Code of Ethics. As noted in “participation,” students are expected to be courteous, listen to others, and show respect for different opinions and backgrounds. An atmosphere of kindness and caring is expected, so all feel safe in sharing their strengths and struggles.

TCU Syllabus Policies & Resources

Please use this [link](#) or scan the QR code with a mobile device camera to access policies and resources including support for TCU students, student access and accommodation, anti-discrimination and Title IX information, and other important information.



Course Schedule

This proposed calendar represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated. Students should check their email the day of class to be sure the class has not been cancelled or changed due to weather or other unforeseen circumstances.

Date	Topic	Preparation / Homework	Class Activity	CACREP Competencies
Week 1	Overview / Arrangement of schedule for triadic supervision / schedule for clients	Syllabus available; schedule for the week, proposed client schedule Phone numbers for emergency contacts	Overview of paperwork required each week / handling emergencies & contacts / Discuss differences in individual and group supervision, legal and ethical issues, diversity. Group Supervision	1b., 1c, 1d.,
Week 2	Group Supervision	clinical logs due	Discussion of different theoretical frameworks for counseling Group Supervision	1.b, 1.e.,
Week 3	Case study presentation	Case study presentation	Counselor Development Essay Due	1.b., 1.c., 1.d., 1.e., 1.h.,

Date	Topic	Preparation / Homework	Class Activity	CACREP Competencies
			Gift of Therapy Discussion Group Supervision Feedback Request Videos	
Week 4	Clinical Counselor liability Best Practices in counseling. (anxiety/OCD/ Eating disorders /addiction etc.)	Case study presentation	Best Practice Presentation Feedback Request Videos Group Supervision	1.b., 1.c., 1.d., 1.e., 1.h.,
Week 5	Case Study presentation Best Practices in counseling. (anxiety/OCD/ Eating disorders /addiction etc.)	Case study presentation	Best Practice Presentation Feedback Request Videos Group Supervision	1.b., 1.c., 1.d., 1.e., 1.h.,
Week 6	Case Study Presentation Best practices in Crisis Intervention	Crisis Intervention, Essay 2 Case study presentation	Best Practice Presentation Group Supervision	1.b., 1.c., 1.d., 1.e., 1.h.,
Week 7		Midsemester break		
Week 8	Case Study Presentation Best Practices working with linguistic differences	Case study presentation	Best Practice Presentation Group Supervision	1.b., 1.c., 1.d., 1.e., 1.h.,
Week 9	Case Study Presentation	Case study presentation	Best Practice Presentation	1.b., 1.c., 1.d., 1.e., 1.h.,

Date	Topic	Preparation / Homework	Class Activity	CACREP Competencies
	Best Practices in counseling. (anxiety/OCD/ Eating disorders /addiction etc.)		Case study presentation Group Supervision	
Week 10	Case Study Presentation	Case study presentation	Case study presentation-legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions Group Supervision	1.b., 1.c., 1.d., 1.e., 1.h.,
Week 11	Case Study Presentation	*Group Supervision	Case study presentation-legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions Group Supervision	1.b., 1.c., 1.d., 1.e., 1.h., ,
Week 12	Case Study Presentation Virtual Platforms in counseling and supervision	Group Supervision	Case study presentation-legal/ethical issues, diversity, platform, format, different theoretical frameworks and how they affect interventions Group Supervision	1.b., 1.c., 1.d., 1.e., 1.h., .
Week 13	Termination with clients	Group Supervision	Best Practice Presentation Group Supervision	1.b., 1.c., 1.d., 1.e., 1.h.,

Date	Topic	Preparation / Homework	Class Activity	CACREP Competencies
			Termination Discussion of ways to terminate with different ages	
Week 14	Self-evaluation regarding strengths and challenges of clinical practice and supervision in this semester	Group Supervision	PCPE-D meetings Group Supervision	1.b., 1.c., 1.d., 1.e., 1.h.,
Week 15	Closing of semester –	All materials due to Box and d2l.	Closing	