

SYLLABUS

Course Information:

COUN 5393 – Practicum in Clinical Mental Health Counseling
Mondays; 2:00-4:45 - Online

Instructor Information:

Rebecca Lincoln, LPC-S
Office Hours: Online by appointment
Cell Phone: (best way to reach me) 512-589-9822
Email: rlincoln@uttyler.edu

NOTE: Email is not a secure form of communication. Do not send emails that contain potentially identifying client information.

Please note that I work in private practice outside of practicum and there will be times that I am with a client. If there is a client emergency, please contact the clinical director.

Course Catalog Description

COUN 5393: Practicum in Clinical Mental Health Counseling

This practicum involves supervised application of counseling/therapy processes with clients. Includes weekly small group and individual supervision using videotaped client sessions. Students must complete at least 40 client contact hours. Prerequisite: Grade of "B" or better in COUN 5312 and COUN 5392.

Student Learning Outcomes

After successful completion of this course, the student will be able to:

1. Exhibit skills and competence in individual counseling
2. Display the necessary techniques for accurate and competent record-keeping
3. Display knowledge of practical approaches to specific counseling problems usually encountered by the novice counselor
4. Demonstrate the ability to case conceptualize
5. Demonstrate the ability to provide an accurate multi-axial diagnosis and develop a treatment plan
6. Display knowledge of appropriate assessment instruments to be used with various client concerns
7. Evaluate personal philosophical and theoretical basis for counseling
8. Discuss current issues in the field of counseling
9. Participate in frequent self-evaluation in order to be constantly aware of areas in which improvement is necessary (e.g. skills, professionalism, multicultural competence, advocacy, counselor wellness)
10. Be aware of the need to maintain confidentiality and to protect the rights of clients at all times
11. Understand the need to develop cultural self-awareness and cultural competence

Proficiencies for Counselors

CACREP Common Core Standards (III.F)

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

CACREP Core Objectives (II.H.1)

1. professional credentialing, including certification, licensure, and accreditation practice and standards, and the effects of public policy on these issues (II.G.1.g)
2. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and (II.G.1.e)
3. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (II.G.1. f)
4. an orientation to wellness and prevention as desired counseling goals; (II.G.5.a)
5. counselor characteristics and behaviors that influence helping processes (II.G.5.b)
6. essential interviewing and counseling skills; (II.G.5.c)
7. the importance of research in advancing the counseling profession; (II.G.8.a)
8. the use of research to inform evidence-based practice; (II.G.8.e)

Clinical Mental Health Counseling Standards

1. understands the history, philosophy, and trends in clinical mental health counseling (III.A.1)
2. understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (III.A.2)
3. demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (III.B.1)
4. uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (III.D.1)
5. applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (III.D.2)
6. promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (III.D.3)
7. demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (III.D.5)
8. demonstrates the ability to use procedures for assessing and managing suicide risk. (III.D.5)
9. applies current record-keeping standards related to clinical mental health counseling. (III.D.6)
10. provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (III.D.7)
11. demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (III.D.8)
12. understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (III.E.1)
13. understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client. (III.E.2)
14. understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)
15. maintains information regarding community resources to make appropriate referrals. (III.F.1)
16. demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)

17. knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. (III.G.1)
18. understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. (III.G.2)
19. understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. (III.G.3)
20. identifies standard screening and assessment instruments for substance use disorders and process addictions. (III.G.4)
21. selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (III.H.1)
22. demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (III.H.2)
23. screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (III.H.3)
24. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (III.L.1)
25. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (III.L.2)
26. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (III.L.3)

Teaching Strategies

This course is designed to facilitate the practicum experience. During this semester students will engage in practical field experience where they will develop and strengthen their professional skills including counseling techniques, treatment planning, outcome evaluation, documentation, and theoretically informed and reflective practice.

Unlike purely academic courses, class meeting will entail group supervision where students will discuss their work with clients and receive constructive feedback from the instructor and their fellow classmates. Students will be expected to take an active role in class by reading the assigned readings, participating in discussion, and giving and receiving feedback concerning work with clients.

Individual supervision of students' work with clients is also a requirement for this course. Students must arrange to meet with the instructor for weekly individual supervision. During individual supervision the student will have a chance to review and discuss client cases. To facilitate this process, students will need to bring videotaped counseling sessions with them to supervision.

Recommended Textbooks

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*. Washington, DC: Author.

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Requirements/Grading

Video Tapes of Counseling Sessions:

For supervision purposes, each student must submit videotapes of counseling sessions for individual and group supervision.

Evaluation of the tapes will consist of written and/or verbal feedback from the instructor. Evaluation will occur during individual and group supervision sessions. Grades are not assigned to the tapes; however, in class case presentations will be evaluated for thoroughness and accuracy.

Case Presentation:

Each student will present two case presentations drawn from their work with a client/s in the UTT clinic. The case presentation should include a completed Case Presentation Form (see last page of syllabus), which you should upload to Canvas and be prepared for it to be shared with the class. You will also choose 10-15 minutes of your recorded session with your client to review with the class. You should be prepared with questions for your instructor and your classmates regarding your case.

Goal Paper:

Please write a 2-3 page paper stating your goals for your practicum experience. Think about your strengths as well as areas your plans to grow in this semester (i.e. using reflection of feelings, dealing with termination, etc.). Make sure your goals are clear and concise so you can evaluate them at the end of the semester with the instructor. Make two copies of this paper, one to be turned in and one for your records.

Reflection Paper:

“My Professional Self” – For this paper please reflect on your learning process over the course of this semester. Think about how you understand your professional identity and your professional behavior (e.g., as a therapist, a supervisee, a student, a colleague/peer, a group member and leader). Please discuss how that identity and behavior represents your strengths, growing edges, theoretical orientation, research endeavors, and multicultural competence. Please also include what you have learned this semester about counselor and client wellness. In other words, who are you today, as a professional and as a person with a present, past, and future professional career. Make this assignment meaningful to you. Minimum four pages (including title page).

Attendance & Participation

- ***Attendance*** – While it is strongly recommended that you do not miss any classes, you are permitted to miss one class with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence, you will not be eligible to receive credit for passing the class (e.g., CR → NC) unless you write a letter to the instructor that explains extenuating circumstances for **both** absences. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.
- ***Class Punctuality*** - Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.
- ***Participation***- Participation is an essential component of this course. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. To receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

Grading:

Credit (CR)- The student has shown evidence of learning and development, and has met the minimal learning required to proceed to the next sequence of clinical skill development, either a more advanced practicum or internship; There are no major concerns about the student's learning progress and/ or advancement in the program. Concerns regarding professional and/or skill development will have been discussed during individual supervision.

In order to earn CR for this course students must receive a satisfactory final evaluation from their practicum supervisor/instructor. A satisfactory final evaluation is defined as

1. Earning mostly 3 and/or 4 on the clinical skills portion of the evaluation, A score of 1 in any area will equate to not earning credit for practicum
2. Earning mostly 3s in the professional and ethical behavior portion of the evaluation, A score of 1 in any area will equate to not earning credit for practicum.

No Credit (NC)- Recommendation to the core clinical mental health faculty that the student be placed on a remediation plan and not be admitted to the next sequenced clinical learning experience. The expectation is that the student genuinely aspires to learn and meet the standards of best practice in counseling, which requires awareness and use of ACA policies (e.g., ACA Code of Ethics).

Course Policies

Counseling Load

Each student must maintain a minimum of three clients throughout the semester. Because client loads vary (due to cancellation, illness, no shows, etc.), I recommend that you maintain a larger client load to ensure that you complete the course. **You must accumulate a minimum of 40 hours of direct client contact** and demonstrate fundamental competence as a counselor to complete this course. Additionally, **60 indirect hours must be accrued through providing indirect services (i.e. case notes, research, paperwork, etc.) for a total of 100 hours**. When necessary, the instructor may require a student to accumulate additional counseling hours or engage in additional learning activities to achieve and demonstrate fundamental competence and/or to avoid client abandonment.

Record Keeping

Record keeping includes the timely maintenance of client files including intake forms, assessments, treatment plans, progress notes, records, and documentation of contact with the client. Proper maintenance entails the following:

- (1) Notes are written in a clear and clean fashion.
- (2) All clinical documents are completed within 24 hours (one business day) of the client session.
- (3) Files are located at the appropriate clinical location.
- (4) Client files do not leave the clinical location. (note: taking client files out of the clinical location may result in not receiving credit for this course, or dismissal from the program. Electronic notes need to be written while in a private location.)

Video Recordings of Counseling Sessions

- You must video record all of your counseling sessions.
- Recordings will be used in individual and group supervision sessions.

Counseling Logs

Each student is required to keep a weekly log of direct and indirect counseling activities. **Copies of logs are due at the beginning of each class.** All original logs must be signed by the student and the instructor. Copies of logs will be signed and stored in student practicum file.

Requirements

Insurance

Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. **Proof of insurance must be provided to the instructor before you can see clients.** You may choose any insurance provider you wish for your liability coverage. As a student member of ACA, you receive insurance through ACA Trust at no cost to you through their website:

<https://www.counseling.org/membership/join-reinstate/student>

Ethical Behavior and Professional Conduct

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UTT psychology and counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA code of ethics, understand the concept of “standard of care/practice”, and are familiar with Texas laws governing your obligation as a mandated reporter. **If you are unfamiliar with these basics, inform the instructor during the first class session.** Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior.

Emergencies

Students must familiarize themselves with services, available on campus and in the community, that are designed to meet the short-term and emergency needs of clients. You will learn to evaluate client emergencies and make appropriate referrals. In the case of an emergency (e.g., threat of suicide, homicide, or bizarre behavior) you should contact your instructor Rebecca Lincoln at 512-589-9822 and inform the clinical director immediately . If Ms Lincoln is not available call Dr. Erin West at 330.780.5153.

Security of Records

Students are responsible for the security of all records made in relation to a client and case. Clients records should remain secured in their appropriate location at all times.

Do not e-mail any client records or other identifying information. Email is not a secure method of communication.

Patriot Email

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student’s Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E- mail.

Informed Consent Statement

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2005).
- Students often experience personal growth as they progress through the program.

However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

Tentative Schedule and Topics

Date:	Topics	Readings	Assignments
Week 1 8/24	Introduction and syllabus Procedures and clinic walkthrough Initiating Client Contact		Proof of Liability Insurance Due
Week 2 8/31	Suicide Assessment Mandated Reporting Informed consent No Class	ACA Code of Ethics	Meet for Individual Supervision
Week 3 9/7	Labor Day – No Class		
Week 4 9/14	Intakes, case notes and record keeping	Cameron & Turtle-song, 2002	Goal Paper Due
Week 5 9/21	Working with clients in crisis, suicide assessment contd. Working with clients who don't want to be in counseling	Myers & Sweeney, 2005	
Week 6 9/28			Case Presentation 1: Baylee Cochran Case Presentation 2: Selina Day
Week 7 10/5			Case Presentation 3 Angie Martinez Case Presentation 4: Cheyanne Wakeman
Week 8 10/12			Case Presentation 5: Nicole Killian Case Presentation 6: _____
Week 9 10/19			Case Presentation 7: Baylee Cochran Case Presentation 8: Selina Day
Week 10 10/26			Case Presentation 9: Angie Martinez Case Presentation 10: Nicole Killian
Week 11 11/2			Case Presentation 11: Cheyanne Wakeman

			Case Presentation 12: _____
Week 12 11/9	Considering client uniqueness and having empathy	Hancock, 2014 Brown & Bradley, 2002	
Week 13 11/16	Dealing with termination	Counseling Today – Carnahan & Hegarty Counseling Today – Schofield	
Week 14 11/23	Thanksgiving – Clinic Closed, No Clients		Thanksgiving – Clinic Closed, No clients
Week 15 11/30	Revisiting Theoretical Orientation Self Care	Counseling Today – Myers O'Halloran & Linton, 2000	Reflection Paper Due Final Time Logs Due All Paperwork Completed by end of week
Week 16 12/7	Final Individual Supervision		Final Individual Supervision

This is a *tentative* schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class or through your UT Tyler email.

University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-

year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

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Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

- UT Tyler Counseling Center (903.566.7254)

College of Education and Psychology Mission Statement:**Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

Clinical Mental Health Counseling Program Mission Statement:

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.

Case Presentation Format

Client: (initials only)**Age:****Gender:****Race:****Session #:****Anticipated Sessions:**

Presenting Problem: Describe why the client is seeking or referred for counseling. Briefly describe your initial assessment including client presentation (affect, mood, level of functioning, etc.), complaints, and clinical impressions. This should include symptoms (what they are, frequency, and duration). Is the client currently taking medication; if so, what is it and what is it for? Be sure and address level of intellectual functioning or alcohol and drug history if applicable.

Family History: Describe family of origin and family of creation (where appropriate) including current living situation. Describe client resources and support systems.

Diagnostic Impression: What is this client's diagnosis or what is your impression of a diagnosis that is appropriate for this client? Why is this diagnosis appropriate? If more than one diagnosis should be ruled in or out explain what they are and how you will know if the criteria are met.

Clinical Focus: Describe your focus of clinical attention (e.g., what have you worked on so far, what are you most concerned about, how is your rapport, specific clinical interventions done, etc.). Also described what are your treatment goals for this client.

Anticipated Results: Describe what you reasonably expect from your treatment interventions (What are you looking for to know if this client is improving?)

Clients Strengths and Weaknesses: Describe what you see as strengths that the client possesses, and areas that may be areas of growth for the client.

Note: Remember that you are directing this case presentation and will be evaluated on the following:

- Preparation for case study
- Presentation materials (completeness)
- Group facilitation skills