

COUN5393.069 Practicum in Clinical Mental Health Counseling
Course Syllabus
Spring 2020

COURSE INFORMATION

Instructor: Myron D. Jones, Ph.D., LPC-S, LCDC

Time: W 6:00 p.m. – 8:45 p.m.

Location: Synchronous Online via Zoom

Office: NA

Office Hours: by appointment

Phone: (214)298-3376 (Texting is the best way to reach me.)

Email: myronjones@uttyler.edu

IMPORTANT COMMUNICATION PRECAUTIONS:

1. Email is not a secure form of communication. DO NOT send emails that contain potentially identifying client information. This includes information regarding students, family/guardians, and/or school faculty/staff.
2. Do not contact the instructor using the Canvas messaging system. Only use the UT Tyler email address.
3. If the email is urgent, please also send a text message stating that you have sent an email to the UT Tyler email address.

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 (ex: skills, professionalism, multicultural competence, advocacy, counselor wellness, etc.)
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

CACREP PROFICIENCIES FOR COUNSELORS

CACREP Common Core Standards (III.F):

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over 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 cooccurring 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)

TEXAS EXAMINATIONS OF EDUCATOR STANDARDS (TEXES) SCHOOL COUNSELOR TEST FRAMEWORK

The student learning outcomes from this course are derived from the Texas Examinations of Educator Standards (TExES) School Counselor Test Framework and are as follows:

Domain I – Understanding Students:

1. Human Development: School Counseling students will demonstrate knowledge and understanding of processes of human development and apply this knowledge to provide a comprehensive, developmental school counseling program (including counseling services) that meets the needs of all students.
2. Student Diversity: School Counseling students will demonstrate knowledge and understanding of human diversity and how to apply this knowledge to ensure that the comprehensive, developmental school counseling program is responsive to all students.
3. Factors Affecting Students: School Counseling students will demonstrate knowledge and understanding of factors that may affect students' development and school achievement and apply this knowledge to promote students' ability to achieve their potential.

Domain II – Planning and Implementing the Developmental School Counseling Program:

1. School Counseling Program Management: School Counseling students will demonstrate knowledge and understanding of how to provide a comprehensive developmental school counseling program that promotes all students' personal growth and development by providing services to individuals, small groups, and families.
2. Counseling Skills: School Counseling students will demonstrate knowledge, understanding, and competence in fundamental and advanced counseling skills.
3. Assessment: School Counseling students will demonstrate knowledge and understanding of principles of assessment and are able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote student success.

Domain III – Collaboration, Consultation, and Professionalism:

1. Collaboration with Others in the School and Community: School Counseling students will demonstrate knowledge and understanding of how to work collaboratively with families, faculty, and professionals in the community to promote positive change and facilitate learning.
2. Professional Ethics and Issues: School Counseling students will demonstrate knowledge and understanding of ethical, legal, and professional standards as outlined by the State of Texas and the American School Counseling Association (ASCA).

LEARNING MODALITIES & INSTRUCTIONAL METHODS

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 their site supervisor 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 and written self-evaluations with them to supervision.

REQUIRED AND RECOMMENDED TEXTBOOKS

*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.

Required Textbooks:

- North, R. (2017). Motivational interviewing for school counselors. Author. (*Available on Amazon)
- Perry, B., & Szalavitz, M. (2017). The boy who was raised as a dog. New York: Basic Books. (*Must be the 2017 Edition)

Recommended Textbooks from Previous Classes:

(COUN 5391 Essential Counseling Skills)

Young, M. (2017). Learning the art of helping: Building blocks and techniques. New York: Pearson.

(PSYC 5330 Counseling Children and Adolescents)

Ziomek-Daigle, J. (2017). Counseling children and adolescents: Working in school and clinical mental health settings. New York: Routledge.

Ethical Codes:

American Counseling Association. (2014, January 1). Code of Ethics. Retrieved from Counseling.org:

https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethicsfinaladdress.pdf?sfvrsn=96b532c_2

American School Counselor Association. (2016, January 1). ASCA Ethical Standards . Retrieved from SchoolCounselor.org:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf> Forester-Miller, H. &

(1996). A Practitioner's Guide to Ethical Decision Making. Retrieved from Counseling.org:

https://www.counseling.org/docs/ethics/practitioners_guide.pdf?sfvrsn=2

Texas State Board of Examiners of Professional Counselors. (2017). Texas State Board of Examiners of Professional Counselors - Rules and Regulations Retrieved from Department of State and Health

Services: https://dshs.texas.gov/counselor/lpc_rules/

LEARNING EXPERIENCES & REQUIREMENTS

Videotapes of Counseling Sessions:

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

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

Goals Paper:

Please write a 2-3-page paper stating your goals for your practicum experience. Think about your strengths as well as areas you plan 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. Papers will be emailed to instructor by due date.

Case Presentations:

During group supervision, each student will lead the discussion of various case presentations regarding the students they are counseling. The format for case presentations will be posted on Canvas. Please come prepared to each supervision session (individual site supervision and university group supervision) with videos to review, questions regarding your work with clients, etc.

Motivational Interviewing Fluency:

You will be expected to read, practice and become fluent in Motivational Interviewing. Weekly reading assignments are listed on the course calendar and specific challenge goals will be discussed each week in class. The book we are using is Motivational Interviewing for School Counselors by Reagan North. It is available on Amazon. I would recommend the print version instead of the kindle edition.

Important Topics Presentation:

For this presentation, conduct a literature review pertaining to a concern you have dealt with this semester with one of your clients (ex: ADHD, ACE's, substance abuse, TBRI, stress management, etc.). Try to find the most current research pertaining to your topic. Create a talking points handout, resource list, and a zip file of resources (ex: handouts, infographs, parent resources, etc.). You will upload the zip file to Canvas and shared with your classmates. Be sure to use APA style and formatting.

Resource Binder:

During this class you will begin to accumulate material to assist you in your work as a counselor. Your binder will contain things such as brochures, counseling cheat sheets, infographs, referral information, community contacts, worksheets and activities to do with clients, etc. Please organize your binder in a way that makes sense to you. You may create an electronic binder, but it will need to be complied in an easy to use format for sharing.

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 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.

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 with completed assignments to actively participate in class activities and discussions.

*Students should be fully present in class. This means child care should be provided for young children, other electronic distractors should be turned off, family members, should not be in the room, etc. *The location/room where you zoom with the class each week must be private, and you must maintain a confidential environment conducive to supervision and discussion of client information.

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.

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).

PRACTICUM COURSE POLICIES**Counseling Load:**

Your direct counseling hours must include both individual counseling and group counseling. Each student must maintain a minimum of three clients throughout the semester. Due to cancellation, illness, no shows, etc., you may wish to maintain a larger client load in order to ensure that you complete the course. In order to accrue your counseling hours you may partner with another student counselor to conduct co-counseling for some of your counseling sessions. Observing your site supervisor or another counselor in a counseling session does not qualify for direct counseling hours. You must accumulate a minimum of 40 hours of direct client contact with and demonstrate a fundamental competence as a counselor in order to complete this course. Another 60 hours must be gained conducting indirect services (ex: 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 in order 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 means that files contain clearly written records, that all documents and information are current, and all necessary documentation is in the file, and that the file is at all times located in the appropriate clinic location. Your site

supervisor and/or university instructor will review your client files on a weekly basis. Please be sure to only use the specific forms indicated by the site supervisor and/or instructor. All case notes should be completed while on-site and within 24 hours. Please do not take client files or case notes outside of the clinic.

Video Recordings of Counseling Sessions:

You must video record your counseling sessions. Recordings will be used in individual and group supervision sessions. At all times, videos saved on flash drives or SD cards and client records must be in secure storage, or in a student counselor's immediate possession to insure client confidentiality. Each student must erase all recordings by April 23, 2020.

Counseling Logs:

Each student is required to keep a weekly log of direct and indirect counseling activities. Logs must be signed by the student and site supervisor each week. The semester cumulative log is due at the end of the course.

DEPARTMENT AND CLASSROOM POLICIES Cell Phones and Other

Distractions:

Please turn all cell phones, pagers, and other electronic equipment off or on silent (not vibrate) when you enter class. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency when you must use your cell phone, please alert the instructor prior to class. Students caught texting during class will be called on specifically to answer questions concerning class lecture or discussion and will be asked to turn off their phones. Repeated offenses will warrant a private discussion with the instructor and may impact your course grade.

Diversity:

The instructor will strive to create an environment where students feel comfortable voicing their thoughts without censor.

Due to the nature of our field, there may be topics covered in class that may be uncomfortable to think about or consider. Course material and discussion will approach counseling from a diverse cultural perspective.

Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

Patriot E-Mail:

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. Please do not contact the instructor via the Canvas messaging system.

ADDITIONAL REQUIREMENTS & INFORMATION

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 by January 22, 2020.** 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: <http://www.acait.com>.

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:

Within the first three days of beginning your site assignment, you must review the campus and district emergency policies and procedures including the suicide policy and procedures. This must be documented in

your weekly log and discussed with your site supervisor. You must document how your site supervisor wants you to notify him or her when you encounter a client emergency. We will also review in class how to evaluate client emergencies and make appropriate referrals.

Emergency procedures will include a minimum of the following:

1. Immediately contacting the site supervisor and/or the school administration.
2. Documentation every 30 minutes throughout the incident (ex: time, date, client interaction, counselor actions, directions given by site supervisor and/or school administration, interaction with student’s guardians, appropriate referral sources, etc.).
3. Summary of incident including outcome, referral, etc.

Security of Records:

You are responsible for the CONFIDENTIALITY and security of all client records both written and electronic according to HIPPA and FERPA regulations. Clients records should remain secured in their appropriate location in the

counseling clinic at all times. All records will comply with HIPPA and FERPA regulations. You must also comply with the school and district confidentiality policies and procedures.

Client notes and videos may only leave the counseling clinic when a student is transporting them to a supervision session. Immediately after the supervision session is concluded, the student is responsible for returning these documents to the counseling clinic. **Do not e-mail any client records or other identifying information. Email is not a secure method of communication.**

INFORMED CONSENT STATEMENT FOR COUNSELING COURSES

Faculty members are dedicated to the educational, personal, and professional growth and development of our students.

Faculty members 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: 1. 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.

2. 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.
3. 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.
4. 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 (2014).
5. 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.
6. 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.
7. 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.

PSYCHOLOGY AND COUNSELING RETENTION POLICY

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may

be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content

and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004. (2012-2014 Graduate Catalog)

EVALUATING STUDENT FITNESS AND PERFORMANCE

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: <http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

OTHER

Students are strongly encouraged to read The University of Texas at Tyler's Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Papers and presentations are expected to follow APA format. Please see Canvas course content or the APA

Publication Manual, 6th edition, for more information. If you do not have a copy of the APA Manual, you will need to obtain a copy.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers without plagiarism, please consult the APA Publication Manual, 6th edition, or visit the Writing Center.

UNIVERSITY POLICIES

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.

Student 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>

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.

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:

1. Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
2. Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)
3. Schedule adjustments (section changes, adding a new class, dropping without a "W" grade.)
4. Being reinstated or re-enrolled in classes after being dropped for non-payment.
5. 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 the 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 of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 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 email) 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 dishonest, 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.

1. "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 instructor 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, homework 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.

2. “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.
3. “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.
4. All written work that is submitted will be subject to review by plagiarism software.

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.
UT Tyler Counseling Center (903.566.7254)

CEP VISION AND MISSION AND PROGRAM STANDARDS

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, and respect for individual differences as a means of enhancing learning, service, and scholarship.

TENTATIVE SCHEDULE AND TOPICS

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, on Canvas, and/or through your UT Tyler email.

Practicum Calendar

Date	Group	Topic	Reading	Assignment
1-15	All	Introduction & Overview Site Confirmation Requirements & Readings Ethics Personal Counseling Theory	Review Ethical Codes Review Ziomek-Daigle Ch 6 “Legal & Ethical Implications”	Information Sheet Ethical Code Agreement Site Supervisor Agreement
1-22	All	Suicide Assessment Mandated Reporting & CPS Informed Consent Case Notes & Record Keeping Personal Counseling Theory	Review Ziomek-Daigle Ch 5 “Counseling Theories Specific to Children and Adolescents” Review Young Ch 1-3 Perry Intro & Ch 1 Cameron & TurtleSong, 2002.	Proof of Liability Insurance
1-29	Orange	Review of Basic Counseling Skills MI Empathy & Engaging Group Supervision Other High Interest Topics as Needed	Review Young Ch 4-6 Perry Ch 2 North Conclusion, Forward, Introduction, Ch1	Case Presentations Goals Paper Due, Topics
2-5	Blue	Review of Basic Counseling Skills MI Empathy & Engaging Group Supervision Other High Interest Topics as Needed	Perry Ch 3 North Conclusion, Forward, Intro, & Ch 1 (Yes, read it again!)	Case Presentations Video, Topics
2-12	Orange	MI Empathy & Engaging Group Supervision Other High Interest Topics as Needed	Perry Ch 4 North Ch 2-3	Case Presentations Video, Topics
2-19	Blue	MI Empathy & Engaging Group Supervision Other High Interest Topics as Needed	Perry Ch 5 North Ch 2-3	Case Presentations Video, Topics

2-26	Orange	MI Increasing Change Talk Group Supervision Other High Interest Topics as Needed	Perry Ch 6 North Ch 4-5	Case Presentations Video, Topics
3-5	Blue	MI Increasing Change Talk Group Supervision Other High Interest Topics as Needed	Perry Ch 7 North Ch 4-5	Case Presentations Video, Topics
3-12	----	UT Tyler SPRING BREAK	----	-----
3-19	Orange	MI Decreasing Sustain Talk Group Supervision Other High Interest Topics as Needed	Perry Ch 8 North Ch 6	Case Presentations Video, Topics
3-26	Blue	MI Decreasing Sustain Talk Group Supervision Other High Interest Topics as Needed	Perry Ch 9 North Ch 6	Case Presentations Video, Topics
4-2	Orange	MI Commitment & Planning Group Supervision	Perry Ch 10	Case Presentations Video, Topics
		Other High Interest Topics as Needed	North Ch 7, Conclusion, & Next Steps	Journal & Logs
4-9	Blue	MI Commitment & Planning Group Supervision Other High Interest Topics as Needed	Perry Ch 11 North Ch 7, Conclusion, & Next Steps	Case Presentations Video, Topics
4-16	All	Important Topics Presentations Group Supervision Other High Interest Topics as Needed	Perry Ch 12	
4-23	All	End of Semester Reflection Preparing for Internship		Reflection Paper Due Final Logs Due All Paperwork Completed All videos on flash drives or sd cards must be erased
5-1	----	Final Exams Week		Individual Conferences as Needed

*Please Note- For Perry, each chapter assignment includes the assigned chapter AND the chapter's corresponding end matter (ex: chapter commentaries for the 2017 edition, study guide and comments for group leaders, and group leader comments for discussion questions).

Case Presentation Format

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

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.

Professional Consultation: Describe who you consulted with and how these consults have affected your treatment plan. What were the suggestions and why are you choosing to implement them?

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