



COUN 5393.068

Practicum in Clinical Mental Health Counseling

Course Syllabus: Spring 2026

Meeting Times: **Bi-Weekly Synchronous**

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Office Hours: Tuesdays and Thursdays 10:00am – 12:00pm, or by appointment
Class: Every other Monday 5:30pm-8:15pm via Zoom
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NOTE: Email is not a secure form of communication. Do not send emails that contain potentially identifying client information.

COURSE CATALOG DESCRIPTION

COUN 5393: Practicum in Clinical Mental Health Counseling School 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.

COURSE STUDENT LEARNING OBJECTIVES

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 the 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.

TEXAS EXAMINATIONS OF EDUCATOR STANDARDS (TEXES)

The student learning outcomes from this course are derived from the 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).

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 site supervisor for weekly individual supervision. During individual supervision the student will have a chance to review and discuss client/student cases. To facilitate this process, students will need to bring videotaped counseling sessions with them to supervision if needed

Required Textbooks:

North, R. (2017). Motivational interviewing for school counselors. (*Available on Amazon)

2014 ACA Code of Ethics <https://www.counseling.org/knowledge-center/ethics>

2022 ASCA Ethical Standards for School Counselors

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Recommended Text:

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th 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.

LEARNING EXPERIENCES & REQUIREMENTS

University and Academic Requirements:

Attend all scheduled class meetings, specifically the group meetings, to equal 1 ½ hours per week. The class will generally meet every other week for three (3) hours of group supervision. Students should be fully present (video on), e.g. child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the room, etc.

Professional Internship Experiences:

1. Provide valid professional liability insurance approved by UT Tyler's Department of Psychology and Counseling as part of this agreement.
2. Participate in all aspects of the school's counseling program as a part-time staff member.
3. Provide counseling services to individual and group clients.
4. Participate in staff meetings, workshops, and in-service meetings, conduct various community and/or educational programs.
5. Assist in the design, data collection, and evaluation of research in areas of concern to the school.
6. Keep accurate case notes, maintain client files, and other relevant records concerning clients in a timely manner.
7. Formally meet face-to-face with the on-site supervisor for a minimum of 1 hour per week, in either a single 1-hour session or 2 30-minute sessions, for individual supervision.
8. Meet in real-time with the university supervisor for an average of 1 ½ hours per week of group supervision (bi-weekly practicum class 3 hours).
9. Accrue a minimum of 40 direct service clock-hours and 60 indirect services hours (100 total clock-hours) for practicum.
10. Maintain a daily log of activities for evaluation by supervisors.
11. Organize activities (individual or group counseling sessions, group guidance) for observation by the university supervisor, and on request, the on-site supervisor.
12. Participate in the required real-time observations of counseling work with the university supervisor and participate in the evaluation process at the end of the semester.

13. Complete other activities as directed by supervisors.
14. Consult with the on-site and university supervisors, as required and as needed.
15. Adhere to ethical standards.

Required Hours:

You must accumulate a minimum of 40 hours of direct client **contact (15 hours of individual counseling sessions, 10 hours of small group hours, and 15 hours of classroom lessons/consultation sessions)** 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. Students must also engage in weekly group (min of 1.5 hours weekly) and individual/triadic (1 hour weekly) supervision.

Video Tapes of Counseling Sessions:

For supervision purposes, each student must submit videotapes of counseling sessions for individual and group supervision. The sessions will be uploaded to Canvas through the R-studio function. Evaluation of the tapes will consist of written and/or verbal feedback from the instructor. Evaluation will occur during individual and group supervision sessions.

Two Formal Case Presentations: Various due dates

Each student will present at least two case presentations drawn from their work with students at their school. The case presentation should include a completed Case Presentation Form (see end of syllabus), which you should upload a *deidentified* copy on Canvas. You will also choose 12-15 minutes of your recorded session with your client to review with the class (but **UPLOAD ENTIRE TAPE 25-30 minutes**). You should be prepared with questions for your instructor and your classmates regarding your case.

Two Session Critiques: Various due dates

During the semester, each student will submit two Formal Session Critiques (format at end of syllabus). Please select sessions that you feel best represent your best clinical work. Each submission will consist of one entire video recorded session 25-30 minutes (start to end) and a detailed session critique, uploaded to Canvas and 5 Basic skills interactions/dialogue transcribed with analysis. See Canvas for sample formats and content expectations for this assignment.

Goal Paper:

Please write a 2-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.

Reflection Paper:

“My Professional Self” – For this 2-page 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.

Important Topics Presentation (Psychoeducation): Various due dates

For this short 5-to-8-minute presentation, conduct a literature review (at least one primary article) pertaining to a concern you have dealt with this semester with one of your clients/students (ex: anxiety, intimate partner abuse, ADHD, substance abuse, spiritual dilemmas, stress management, etc.), or about working with a theory, or specific techniques. Try to find the most current research and/or literature pertaining to your topic. Please bring useful information (1–2-page handout, with references/resources) to share with the class (e.g., talking points, examples of how to perform the technique, other resources, etc.). This presentation should be engaging and meaningful for your peers, ideally you would present one individual intervention and/or a systemic-whole-school intervention to address the concern (psychoeducation, prevention work).

Skills Posts-Weeks Various Dates on Canvas (6 total):

Various due dates On these weeks, students will use the discussion boards to post practice videos demonstrating the skills reviewed that week. Students will be assigned to a client complete practice skills posts. You will upload a video demonstrating your use of skills while in the role of mock counselor, while the other student serves as the mock client. Must post your skills demonstration to their individual discussion post. Each student's skills demonstration video will be 15-20 minutes in length. *Reminder No questions allowed for the first 2 posts*

Students must also watch and comment on 2 skills post. In the response, please note areas of strength (what went well/what responses you liked) and identify 1 alternative response (this does not mean the response the mock counselor provided was not effective, only that the student could identify an alternative response they may have used in that role).

As videos will be available for class consumption, only share personal concerns you are comfortable sharing. Role-play client prompts will be available for students to select from. Students have the right and personal responsibility to monitor depth of disclosure for appropriateness.

Triadic Supervision and Supervision Logs: Various due dates – Four times

During “off weeks”, students will meet with their practicum supervisor in a live zoom session for 1.5 hour sessions. Students must come prepared with a segment of counseling videotape with something you have a question about or area or growth and engage in active supervision. Students must also complete their supervision logs with site and client updates. See Appendix for form.

Attendance & Participation

Attendance – Students MUST attend all scheduled classes and supervision meetings. Please note that this is an accreditation requirement and that making up class hours is not possible. Please plan accordingly. Missing class or individual supervision may result in receiving an IP or NC.

- **Class Punctuality** - Students are expected to attend classes on time. Students who are consistently late, or who leave early, may be considered not present.
- **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 credit for this course, students will need to remain engaged during class time and regularly participate in class discussion and activities.

- To ensure we are facilitating a meaningful virtual learning environment for all of you, we have the same expectations for students attending synchronous zoom classes that we would for students attending an in-person class.
 1. We expect that students will fully attend each class from the start time to the end time of class. Being in attendance for a zoom class means that a student has their camera turned on for the entire duration of class.
 2. We expect that students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting up right (i.e., not laying down), being awake and alert, and participating during class.
 3. We expect that students are able to find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

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 internship or internship; There are no major concerns about the student's learning progress and/ or advancement in the program. Professional and/or skill development concerns will be discussed during individual supervision.

No Credit (NC): The core clinical mental health and school counseling faculty recommends 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).

Assignment	Points/Credit	Total
Case Presentations (2)	25 points each	50
Session Critiques (2)	25 points each	50
Goal Paper	10 points	10
Reflection Paper	10 points	10
Important Topics Presentation	20 points	20
Skills Posts (6)	20 points each	120
Supervision Logs (4)	10 points each	40
	Total	300 points

COURSE POLICIES

School Counseling Load

You must accumulate a minimum of 40 hours of direct client contact (15 individual session hours, 10 small group counseling hours, 15 classroom lessons/consultations) 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 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 most of your counseling sessions, small group sessions, consultation sessions, or classroom guidance lessons.
- Recordings will be used during bi-weekly group supervision sessions and during your four live supervision sessions.
- Counseling sessions will be recorded using an encrypted or password protected flash drive.
- At all times, the device used for practicum should be kept secure to insure client confidentiality.
- Each student must erase all recordings by the final day of the semester.

Counseling Logs

Each student is required to keep bi-weekly log of direct and indirect counseling activities. Logs are due at the beginning of each class and will be uploaded to Canvas

CEP VISION AND MISSION AND PROGRAM STANDARDS

Vision:

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission:

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

DEPARTMENT AND CLASSROOM POLICIES

Cell Phones and Other Distractions:

Please turn all cell phones 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 case of an emergency when you must use your cell phone, please alert the instructor before class. Students who are caught texting during class will be called on specifically to answer questions concerning class lectures or discussions and will be asked to turn off their phones. Repeated offenses warrant a private discussion with the instructor and may impact your course grade.

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. You may choose any insurance provider you wish for your liability coverage. As a student member of ASCA, you receive insurance through ASCA at no cost to you through their website.

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 UT Tyler Psychology and Counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA and ASCA ethical codes, understand the concept of "standard of care/practice", and are familiar with Texas laws governing your obligation as a mandated reporter (CPS reporting). 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. You will be required to submit the acknowledgement and/or procedures to Canvas.

This must be discussed with your site supervisor and documented in your weekly log. 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 contact 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, FERPA and IDEA regulations. Clients' records should remain secured in their appropriate location at all times. All records will comply with HIPPA, FERPA and IDEA regulations. You must also comply with the school and district confidentiality policies and procedures. 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.

1. 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 and giving feedback to peers. Although uncomfortable, we often 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 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.
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.utt Tyler.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, 7th edition, for more information. If you do not have a copy of the APA Manual, please obtain a copy as soon as possible. Do not solely rely on your word processing program for APA formatting.

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](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 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 administered 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.

Artificial Intelligence

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy.

For this course, students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

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)

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Tentative Schedule and Topics

Date	Class Topics	Readings	Assignments
Week 1 1/12/2026 CLASS	<ul style="list-style-type: none"> Welcome to Practicum! Suicide Assessment Mandated Reporting & CPS Group Supervision SC Professional Issues **Practice Essential Skills/Suicide Assessment**	<ul style="list-style-type: none"> Syllabus ASCA Code of Ethics (2022) 	<ul style="list-style-type: none"> Proof of Liability Insurance Info Sheet Ethics Agreement
Week 2 1/19/2026		North (2017) Forward – Ch 1 - Pgs. 1- 42	Goals Paper Due
Week 3 1/26/2026 CLASS	<ul style="list-style-type: none"> Important Topics Presentations (5 students) Check-In Discussion 		Skills Post 1
Week 4 2/2/2026	Live Supervision Groups – Prac Supervisor Supervision needs log due (2/9)	North (2017) Chapter 4	Skills Post 2
Week 5 2/9/2026 CLASS	<ul style="list-style-type: none"> Important Topics Presentations (4 students) Check-In Discussion 	North (2017) Chapter 5	Skills Post 3
Week 6 2/16/2026		North (2017) Chapter 6	Session Critique Due
Week 7 2/23/2026 CLASS	<ul style="list-style-type: none"> Group Supervision Case presentations (5 students) 	North (2017) Chapter 7	Site Supervisor Form 1 Due
Week 8 3/2/2026	Live Supervision Groups - Prac Supervisor Supervision needs log due (3/16)	North (2017) Pg. 139-147	Skills Post 4
Week 9 3/9/2026	<i>Spring Break</i>		
Week 10 3/16/2026	Live Supervision Groups - Prac Supervisor Supervision needs log due (3/23)		Skills Post 5
Week 11 3/23/2026 CLASS	<ul style="list-style-type: none"> Dealing with termination Group Supervision Case presentations (4 students) 		Site Supervisor Form 2 Due

Week 12 3/30/2026	Live Supervision Groups - Prac Supervisor Supervision needs log due (4/6)		Skills Post 6
Week 13 4/6/2026 CLASS	<ul style="list-style-type: none"> • Group Supervision • Case Presentations (5 students) 		Reflection Paper Due
Week 14 4/13/2026			Final Critique Due
Week 15 4/20/2026 CLASS	<ul style="list-style-type: none"> • Group Supervision • Case Presentations (4 students) • Wrap-up and Review 		<ul style="list-style-type: none"> • Final Time Logs • All Paperwork Completed
Week 16 4/27/2026	<ul style="list-style-type: none"> • Individual Meetings – Class sign-up: Receive evaluations 		

**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 CANVAS.*

ADDENDA

The following forms are available on Canvas. Additional handouts, forms, etc. will be added throughout the semester. It is your responsibility to check Canvas throughout the week and to keep up to date on any information posted there.

- Practicum & Internship Services Distribution
- Case Presentation Format
- Session Critique Observation Template
- Bi-Weekly Supervision Needs Log Explanation
- Live Supervision Form
- Permissions for audio/video recording (English and Spanish)

Practicum/Internship Services Distribution

Direct Services

Direct hours are comprised of time spent in direct contact with clients in a counseling situation. This includes family sessions, group sessions, individual sessions, etc. Specific examples of direct hours include face-to-face:

- Work with individuals (IND)
 - Individual counseling
 - Intake interviews with clients – intake interview, psychosocial history, etc. with client and/or family
 - Marriage, family, couples counseling
 - Sessions with parents on a student's behalf
 - Career counseling
 - Co-counseling
 - Face-to-face student scheduling
 - Psychological testing – suicide assessments, etc., but not academic/placement testing
- Work with groups (GRP)
 - Group counseling – counseling interaction with two or more clients with a specific goal or mutual direction
 - Any of the IND activities conducted in group settings
- Work in group guidance (GG)
 - Classroom guidance, character development, and psychoeducation
- Consultation with other professionals (CON)
 - Case consultation with appropriate professionals related to the review of or progress towards goal achievement
- Other activities as approved by your university supervisor prior to the activity taking place

Indirect Services

Indirect hours consist of time spent preparing for or processing after delivery of clinical services, as well as supervision. Indirect contact includes:

- Case Notes – Preparation of case notes for client files
- Session Preparation – Session preparation may include creating activities for clients, locating credible resources, preparing homework assignments, etc.
- Workshops/trainings related to clinical work
- Testing/Assessment – all non-psychological testing
- On the job training
- Shadowing
- Research and readings as it relates to internship duties
- Professional presentations
- Other activities related to client services that are relevant to internship duties
- Other activities as approved by your university supervisor prior to the activity taking place

Remember: Time that is spent engaged in the role of a professional counselor is allowable and should be recorded on both the weekly log and the semester summary log. For the purposes of internship logs, time is recorded in 15-minute increments (quarter-hours). Thus, each activity takes a minimum of .25 hours, though the total time recorded for a day should not exceed the actual number of clock-hours spent in a counseling role.

Students are expected to demonstrate honesty and integrity when reporting their hours. Both students and their site supervisors sign the weekly logs verifying the hours accrued for the week. These logs are then submitted to the university supervisor and are placed in students' files. All time spent acting in the role of a counselor should be counted. When in doubt, check with your site or university supervisor. Students who fulfill their clock-hour requirements before the end of the semester are obligated to remain at their internship site and to continue recording clock-hours until the end of the university semester.

Supervision

Supervision hours consist of time spent processing cases with a supervisor. Supervision includes:

- The required one hour each week with your site supervisor
- The hour and a half of class time each week
- Individual conferences with your university supervisor or university faculty regarding a client-related situation

The time spent with your site supervisor and in group supervision (class) counts toward your indirect hour totals and your overall 100 hours.

Hours That Do Not Count as Direct or Indirect Hours

While potentially related to your educational experience and preparation as a counselor, these activities are not directly related to your practicum and/or internship duties and therefore do not count as direct or indirect services, nor towards your required hours.

- Travel to and from your site
- Time spent engaged in class work
- Time spent in any class other than COUN 5393

Case Presentation Format

Client: (“name”; use a pseudonym)

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, what will you treat first, including specific interventions and rationale. Will this client be on any psychotropic medications? If so, what are they? What are your treatment goals?

Professional Consultation: Discuss this case with at least two counseling-related professionals. 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?)

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

General Notes Related to Case Studies

- A case study is a synopsis of a client and your treatment of that client. Include only information which has bearing on the case or is consistent with established reporting procedures (i.e. family history, behavioral observations).
- Be as thorough as possible while being succinct. Often, you will have only a few minutes to paint a picture of the client for the staffing team. What you present and how you choose to present it will affect their understanding of the client.
- Consider what points need to be emphasized in your oral presentation. Placing an emphasis on one area (family) while underemphasizing something that was equally important during the clinical interview (medical history) will skew the treatment team’s interpretation of the case.

SESSION CRITIQUE

Your Name:

Client Initials:

Session # with Client:

Date of counseling session:

1. Client Information (1 page Double Spaced)

- Basic demographic information (age, gender, race/ethnicity...see Case Presentation)
- Presenting concern
- Data (presenting/other issues; interventions/therapeutic responses; Mental status Exam; current symptoms)
- Assessment (strengths; progress; continuing therapeutic needs)
- Plan (focus/objectives for next session; homework)

2. Session Critique (2-3 pages Double Spaced)

- What was your primary theoretical approach?
- What were your goals for this session? Did you achieve your goals? How or why not?
- Discuss examples of transference and/or counter transference with this client.
- What techniques or skills did you use most frequently?
- What techniques or skills did you not use that could have been beneficial for this client?
- What went well in this session and how did it come about?
- What areas do you have for direction and improvements?

Counseling Skills Identification & Analysis

DIRECTIONS:

Watch your observation video. **Identify 5 interactions** to use that display your best skills. Fill out an identification and analysis box for each interaction.

*You can copy & paste this format into a new document.

Example

Time in Video	2.35 mins
Client Statement (the client's last 1-3 sentences)	"He dumped a banana split on top of my head! I couldn't believe it. I was so ticked off."
Counselor Response (1-3 sentences)	"You felt angry when he did that."
Counseling Skill Used (see list)	Reflection of feeling
How was your response helpful? Why did it work?	It labeled his emotion as anger. It helped him feel heard. It communicated empathy. It encouraged him to talk more about his emotions.
What would you do differently?	I would have said it with more emotional emphasis to mirror his emotions. Ex: "Wow! You were angry when he did that!"
What other skill could you have used? (list 2-3 skills & response)	Minimal Encourager- "Wow!" Prompt & closed question- "What did you do?" Paraphrase- "He actually dumped a banana split on your head right there in Dairy Queen."
Give an example of a "coffee shop talk" response that would NOT be helpful!	"What a Jerk! You should have socked him a good one right on the mouth!"
Anything else you would like to add?	Anger is a repeated theme in his stories. I would like to explore this more and help him find ways to positively cope with his anger.

Basic Counseling Skills

(Opening)	(Reflecting)	(Challenging & Goal Setting)
Minimal Encourager	Paraphrase	Miracle Question
Prompts	Reflection of Feeling	Terrible Question
Closed Question	Reflection of Meaning	Scaling Question
Open Question	Summary	

Skill #1 (Copy and Paste for Skills 1-5)

Time in Video	
Client Statement (the client's last 1-3 sentences)	
Counselor Response (1-3 sentences)	
Counseling Skill Used (see list)	
How was your response helpful? Why did it work?	
What would you do differently?	
What other skill could you have used? (list 2-3 skills & response)	
Give an example of a "coffee shop talk" response that would NOT be helpful!	
Anything else you would like to add?	

Basic Counseling Skills

(Opening)	(Reflecting)	(Challenging & Goal Setting)
Minimal Encourager	Paraphrase	Miracle Question
Prompts	Reflection of Feeling	Terrible Question
Closed Question	Reflection of Meaning	Scaling Question
Open Question	Summary	

Bi-weekly Supervision Needs Log

Please write 2-3 sentences from each category as applicable and submit to your triadic supervisor and instructor via Canvas.

Client Care:

- May include conceptualization, assessment, intervention, use of theory, ethical issues, therapeutic alliance, cultural competence, termination etc.
- Struggles/ Concerns
- Progress/Success/Hopes
- Questions

Professional Development:

- What I noticed about my internal process was ...
- What I noticed about my counselor/client relationship is ...
- I noticed improvement in ...
- I would like to work on ...
- I can take steps to do that by ...

Supervision Needs:

- “Left over” from previous triadic or group supervision
- What I need most out of triadic supervision is ...
- What I need most out of group supervision is ...

Reflections on Reading and Theory:

- One thing I’m trying to understand about my theory is ...
- One thing from my reading this week that interested me is ...



School Counseling Program Live Supervision Form

This form is for use at internship sites. In effort to help our students grow in their counseling skills and practices, we ask that site supervisors observe and provide feedback for at least two counseling sessions of the student intern working with a group, family, or individual student each semester. Please fill in the following information and return to the student intern following the live supervision session.

Practicum Site:
Student Name:
Site Supervisor Name:
Date and Time of Live Supervision:
Type of Session Observed: <input type="checkbox"/> Individual <input type="checkbox"/> Guidance Lesson <input type="checkbox"/> Group Session <input type="checkbox"/> Consultation
Observed Strengths of Student in Session:
Area of Growth for Student in Session:
Student Signature:
Site Supervisor Signature:
Would you like to talk further with the practicum instructor regarding student progress?

The University of Texas at Tyler
Supervised Practicum in School Counseling

Consent for Audio-Visual Recording

I hereby agree to allow taping of my (or my child's) session with _____
(name of counselor)

This taping will take place at _____
(location)

during the _____ semester of 20__ _

This agreement will remain in effect until _____
(month, day, year)

I understand that these tapes may be reviewed during in-class group supervision directed by my counselor's University of Texas at Tyler instructor. I understand that under no circumstances will my (or my child's) responses or information be used for research or any other purpose except supervision without specific written permission from me. These recordings will be treated with professional confidentiality, respect and courtesy, and they will be destroyed at the end of the semester.

SIGNATURES:

_____ Client	_____ Date
_____ Parent/Guardian if client is under 18 years of age	_____ Date
_____ Practicum Student/Intern	_____ Date

Note: A copy must be signed by each person participating for the counseling session to be recorded. The parent or legal guardian must sign a copy for each participating minor. Form is to be used if supervision site does not have release form. **Completed form should be placed in client's file at the supervision site. This form is not to be placed in counselor intern's university file.**

Departamento de Psicología y Consejería
The University of Texas at Tyler
Practica Supervisada de Consejería/Asesoramiento Escolar
Consentimiento para Observación Electrónica en Vivo

Estimado alumno y padre(s)/tutor(es):

Gracias por trabajar con un consejero-en-formación de la University of Texas at Tyler. Estos consejeros-en-formación son supervisados por ambos: un consejero certificado y empleado por el distrito escolar, y un miembro de la facultad de asesoramiento con credenciales debidamente calificado y empleado por la universidad.

En Texas, la ley estatal requiere la observación de cada estudiante consejero-en-formación por parte de un empleado de la universidad debidamente calificado y con credenciales. Para facilitar este proceso, el empleado de la universidad (miembro de la facultad) observa las sesiones de asesoramiento en tiempo real a través de la transmisión por cámara web, utilizando un programa seguro con licencia de la universidad. *Esta no es una grabación, y no hay grabación de audio o video de la actividad.* El miembro de la facultad de la universidad mira la sesión mientras se lleva a cabo.

Para proteger la confidencialidad de los estudiantes que participan en estas sesiones observadas, la cámara web se centra en el consejero-en-formación. *Ningún estudiante se muestra en la cámara web.* Los estudiantes son escuchados, pero no vistos.

Por la presente, acepto permitir la observación electrónica en vivo de la actividad de mi hijo(a)

con _____ en _____
(nombre del consejero(a) en formación) (ubicación)

durante el semestre _____ del 20____ _

Este acuerdo permanecerá vigente hasta _____
(mes, día, año)

Nombre del estudiante

Grado

Nombre impreso y firma del padre/ tutor legal

Fecha

Nombre impreso y firma del consejero-en-formación

Fecha

Me gustaría participar en esta actividad.

Firma del estudiante

Nota: Una copia debe ser firmada por cada persona que participe en las sesiones de asesoría que serán observadas. El padre o tutor legal debe firmar una copia para cada estudiante participante. El formulario completo debe colocarse en el archivo del consejero escolar en el sitio de supervisión. Este formulario no se debe colocar en el archivo universitario del estudiante consejero-en-formación.