



UT Tyler COLLEGE OF
EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5393.001: Practicum in Clinical Mental Health Counseling (3 credits)

Spring 2025

HPR 235

Thursday 2:00pm-4:45pm

Instructor: Rebecca Lincoln, LPC-S

Office Location: Virtual Only

Office Hours: By Appointment Only

Email: rlincoln@uttyler.edu (preferred method of contact)

Cell Phone: 512-589-9822 (best way to reach me in an emergency)

NOTE: Email and Text are not secure forms of communication. Do not send emails nor texts that contain potentially identifying client information.

Please note that I work in private practice outside of practicum and there will be times that I am with a client. If there is a client emergency, please contact your site supervisor or practicum coordinator Dr. Jessica Holms 352-266-4983.

COURSE CATALOG DESCRIPTION

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 PREREQUISITES

Grade of "B" or better in COUN 5312 and COUN 5392.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards	Learning Activities and Assessments
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Lectures, Group Supervision
The impact of technology on the counseling process	2.F.5.e.	Lectures
Strategies to promote client understanding of and access to a variety of community- based resources	2.F.5.k	Lectures, Group Supervision
Suicide prevention models and strategies	2.F.5.l.	Lectures, Group Supervision

Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	5.C.2.m.	Lectures, Group Supervision
CMHC Practice: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.3.a.	Lectures, Group Supervision
Strategies for interfacing with integrated behavioral health care professionals	5.C.3.d.	Lectures, Group Supervision

REQUIRED TEXTBOOKS AND MATERIALS

Practicum and Internship Manual: <https://www.utt Tyler.edu/academics/colleges-schools/education-psychology/departments/psychology-counseling/files/cmhc-internship-practicum-manual-2024.pdf>

RECOMMENDED TEXTBOOKS AND MATERIALS

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

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.

To facilitate this process, students will need to bring audio recordings of counseling sessions with them to supervision.

Canvas (<https://www.utt Tyler.edu/canvas/>)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

COURSE POLICIES

INFORMED CONSENT STATEMENT

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

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2005).
- Students often experience personal growth as they progress through the program.
- However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

ATTENDANCE POLICY

Students should attend **all scheduled class meetings**. **Class meetings account for CACREP's requirements of group supervision. If there are extenuating circumstances, you may discuss this with your instructor. Missing more than one class may result in receiving no credit for the course.**

Class Punctuality - Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

Participation- Participation is an essential component of this course. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. To receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

LATE WORK

All assignments are due according to the timeline established by the syllabus, unless otherwise noted by the instructor. Late submissions will not be accepted.

INSURANCE

Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. **Proof of insurance must be uploaded to the student's Tevera account before they can see clients.** You may choose any insurance provider you wish for your liability coverage. As a student member of ACA, you receive insurance through ACA Trust at no cost to you through their website: <https://www.counseling.org/membership/join-now>. There are other companies that offer insurance. A few of the other companies include: Texas Counseling Association (TCA), https://txca.org/member_benefits.php and American Professional Agency, Inc., <https://www.americanprofessional.com/covered-professions/mental-health-counselors/>. You have the autonomy to choose liability insurance that meets your individual needs.

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. Students are expected to have read and be familiar with the UT Tyler CMHC program Practicum & Internship Manual.

To protect the confidentiality of our clients, it is asked that students refrain from using their laptops and other devices during class.

DIVERSITY STATEMENT

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee’s 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue their potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

PROFESSIONAL DISPOSITIONS

Professional disposition is an integral component of the course. The **systematic assessment** of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below. The Professional Dispositions component **is not calculated in the final grade**; however, the assessment is (1) part of the CMHC Committee’s systematic student review and (2) will be included in the student’s academic file.

PROFESSIONALISM STATEMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

EMERGENCIES

Students must familiarize themselves with services, available on campus and in the community, that are designed to meet the short-term and emergency needs of clients. You will learn to evaluate client emergencies and make appropriate referrals. **In the case of an emergency you should contact your site supervisor and/or a backup licensed professional at your site. If needed, you can also contact Dr. Holm at 352.266.4983.**

SECURITY OF RECORDS

Students are responsible for the security of all records made in relation to a client and case. Clients’ records should remain secured in their appropriate location at all times. **Do not e-mail any client records or other**

identifying information. Email is not a secure method of communication.**PATRIOT EMAIL**

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

COVID-19 RELATED ISSUES

The University of Texas at Tyler strongly encourages our campus community to take the necessary preventative measures to ensure health and safety. In addition to wearing a mask when appropriate, social distancing when possible, covering coughs and sneezes, and practicing good hand hygiene, the COVID-19 vaccine is a protective measure to prevent severe illness due to COVID-19. You can contact your healthcare provider or local pharmacy to schedule a COVID-19 vaccine.

Stay home and contact your professors or supervisors if you do not feel well or have symptoms so that you do not risk exposing others. As a student, you are responsible for informing your faculty of absences due to COVID-19. Regardless of your vaccination status, stay home and follow the [CDC guidelines](#).

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

COURSE ASSIGNMENTS/REQUIREMENTS

COURSE REQUIREMENTS

1. Students MUST attend all scheduled class meetings, including the group seminar meetings to equal 1 ½ hours per week. **Please note that this is an accreditation requirement and that making up group hours is not possible.** Please plan accordingly.
2. Attend one (1) hour of clinical supervision with the site supervisor each week.
3. Complete a minimum of **100 clock hours** in a clinical mental health counseling setting under the supervision of a licensed professional counselor, including a minimum of **40 hours of direct** client contact.
4. Maintain an **internship log** for weekly review and signature by the site supervisor and by the University supervisor in Tevera.
5. Obtain and provide proof of **professional liability insurance** for counselors.
6. Prepare and **present two (audio-recorded) case presentations** for discussion at designated class sessions.
7. Review **informal case presentations and audio-recording** as requested during small group supervision.
8. Write **two assigned reflection papers**.
9. Complete **evaluation forms** with your site supervisors at the mid-term and end of the semester. Please also complete the evaluation of the site and supervisor at the end of the semester. This will only be viewed by the internship instructor and coordinator.

COUNSELING CASE LOAD

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

When necessary, the instructor may require a student to accumulate additional counseling hours or engage in additional learning activities to achieve and demonstrate fundamental competence and/or to avoid client abandonment.

AUDIO RECORDING OF COUNSELING SESSIONS

For supervision purposes each student must audio record counseling sessions on a weekly basis. Audio recorders will be provided by the CMHC program at the beginning of each semester and collected at the end of each semester. All session recordings will be deleted each semester. Audio recordings are only housed on the recorders and are never uploaded or transferred to other devices or cloud-based systems. Practicum/internship students are required to purchase a lockable bag for the audio recorder (these can be purchased for under \$30.00 on Amazon). Practicum/internship course instructors will confirm students have purchased these at the beginning of the semester. Students are expected to keep their audio recorder in the locked bag in a safe location anytime it is not in use (i.e., it should not be kept in your car). Audio recorders contain confidential information and should be treated as such. Student inappropriate handling of audio recorded information will result in earning no credit for practicum/internship and/or dismissal from the CMHC program. Prior to audio recording a session, students MUST obtain client consent and have the client (or client's parent if client is a minor) complete the UT Tyler CMHC Consent to Audio Record form. This form will be provided to students from their practicum/internship course instructor. **Audio recording of sessions is a requirement for this class in order to assess your clinical skills. You will utilize these recordings during your weekly supervision with your site supervisor and during group supervision. You cannot complete or pass practicum if you do not regularly (i.e., weekly) record your sessions**

Grading

Final grades for this course are Credit (CR) or No Credit (NC). Evaluation is based on timely completion of assignments, adequate class preparation, class attendance, supervision session attendance, and quality of work. 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. 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).

GRADED ASSIGNMENTS

To receive credit for the course, students must: complete the following:

- a. Accumulate a minimum of 100 hours, at least 40 of which must be direct contact with clients
- b. Accumulate an average of 1.5 hours a week of group supervision.
- c. Accumulate an average of 1 hour a week of on-site individual or triadic supervision.
- d. Submit weekly activity logs signed by the site supervisor and semester summary logs.
- e. Receive ratings of 4s and 5s on the final skill evaluation. If a student receives scores of 3 or lower on any skill set, this may be grounds for class remediation.
- f. Successfully complete class assignments and paperwork as assigned.
- g. Receive an overall recommendation for a CR grade from both the site and university supervisors.

Sources for evaluation include:

Written and oral activities	33%
Weekly and final logs, documenting direct, indirect, and supervision hours	
Proof of professional liability insurance for counselors	
Reflections I & II	
Case Presentation	

On-site supervisor evaluation 33%

Faculty supervisor evaluation including in-class engagement 33%

This portion will be based in part upon:

Group supervision

Class discussion

Individual/triadic supervision

Free point (You're welcome ☺) 1%

CASE PRESENTATIONS

Each student will present two formal case presentations. Formal case presentations include a completed Case Presentation Form (see addendum in syllabus) and a sample of the client intake note or most recent progress note. You will also choose 10-15 minutes of your recorded session with your client to review with the class. You should be prepared with questions for your instructor and your classmates regarding your case. In addition, you are expected to be prepared to present informal case presentations, audio recordings, and review of documentation, during your small group supervision time.

REFLECTION PAPER #1: GOAL PAPER

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

REFLECTION PAPER #2: 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 two pages.

Tentative Schedule and Topics

**Instructor reserves the right to make changes as needed.*

Date:	Topics	Readings/Assignments	CACREP Standards
Week 1 01/16	Introduction and syllabus Review of paperwork and Tevera	Proof of Liability Insurance Due	5.C.2.m., 5.C.3.a.
Week 2 01/23	Review of counseling protocols Intake and Assessments Safety/Suicide Assessment & Planning	Reeves, 2017 Pearson, 2004 HPSO, Counselor Case Study SAMSHA Triage Care, 2009 Brown & Stanley Safety Planning Template Goal Paper Due	2.F.5.d., 2.F.5.l., 5.C.3.a.
Week 3 01/30	Counseling Ethics Mandatory Reporting	ACA Code of Ethics Henderson 2013 Granello 2010 Small Group 1: Kira, Josie	2.F.5.l.

Week 4 02/06	Record Keeping and Third-Party Reimbursement Community Resources	Cameron & Turtle-song, 2002 Case Presentation 1: Kira Hamel Case Presentation 1: Miranda Mize Small Group 2: Ariele, Justin, Lauren	2.F.5.k, 5.C.2.m.
Week 5 02/13	Engaging Clients in Counseling and Telehealth considerations	Gold, 2008 Case Presentation 1: Erin Corley Case Presentation: 1: Josie Gradick Small Group 3: Konnor, Erin, Miranda	2.F.5.d., 2.F.5.e.
Week 6 02/20	Collaborative Considerations for Integrated Healthcare	Case Presentation 1: Lauren Barrientos Case Presentation 1: Justin Vargas Small Group 1: Kira, Josie	5.C.3.d
Week 7 02/27		Case Presentation 1: Konnor McCasland Case Presentation 1: Ariele Aragon Small Group 2: Ariele, Justin, Lauren	
Week 8 03/06		Whole Group Consultation Small Group 3: Konnor, Erin, Miranda	
Week 9 03/13	Meeting Online	Student and Site Supervisor Mid-Semester Evaluation Due Individual Mid-Semester Evaluation Review Online	
Week 10 03/20	SPRING BREAK	NO CLASS	
Week 11 03/27	Revisiting Theoretical Orientation Self Care Wellness-based Counseling	Coaston, 2017 Myers & Sweeney, 2008 Case Presentation 2: Kira Hamel Case Presentation 2: Miranda Mize Small Group 1: Kira, Josie	5.C.3.a
Week 12 04/03	Termination Considerations	Counseling Today – Schofield Case Presentation 2: Erin Corley Case Presentation 2: Josie Gradick Small Group 2: Ariele, Justin, Lauren	5.C.3.a
Week 13 04/10		Case Presentation 2: Lauren Barrientos Case Presentation 2: Justin Vargas Small Group 3: Konnor, Erin, Miranda	
Week 14 04/17	Working with diverse client populations	Counseling Today – Moffatt Chioneso, 2020 Case Presentation 2: Konnor McCasland Case Presentation 2: Ariele Aragon	2.F.5.d
Week 15 04/24	Individual Final Evaluations Meeting Online	Reflection Paper, Time Logs & Final Evals Due	

PROGRAM AND DEPARTMENTAL POLICIES

CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT TYLER DEPARTMENT OF PSYCHOLOGY AND COUNSELING STUDENT CODE OF CONDUCT

<https://www.uttyler.edu/psychology/policies.php>

UT TYLER CLINICAL MENTAL HEALTH COUNSELING STUDENT HANDBOOK

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

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.

STUDENTS RIGHTS AND RESPONSIBILITIES

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

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. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

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

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

FINANCIAL AID STATE-MANDATED COURSE DROP POLICY

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITY

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible 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 of 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.

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

SOCIAL SECURITY AND FERPA STATEMENT

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

EMERGENCY EXITS AND EVACUATION

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

STUDENT STANDARDS OF ACADEMIC CONDUCT

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but

not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT TYLER RESOURCES FOR STUDENTS

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](mailto:903.566.7254) (903.566.7254)

Formal Case Presentation Format**Client:** (use a pseudonym)**Age:****Gender:****Race:****Session #:****Anticipated Sessions:****Counselor's Theoretical Orientation:****Presenting Problem:** Describe why the client is seeking or referred for counseling.**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? 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. Current medications?**Clinical Focus Through the Lens of Your Theory:** Describe your focus of clinical attention, what will you treat first, including specific interventions and rationale? What are your treatment goals?**Anticipated Results:** Describe what you reasonably expect from your treatment interventions. Based on your theory, what are you looking for to know if this client is improving?**What do you think is going well in your work with your client?****What is your biggest growth edge when working with this client?****What questions do you have for your peers?****Assessment Instruments:** Identify an assessment that you would like to, or have given, this client. Remember you can use the Mental Measurements Yearbook to help you decide on assessments. Describe what impressions you may confirm or discard as a result of using the assessment.**Professional Consultation:** Discuss this case with at least one professional outside of your faculty (MAKE SURE TO MAINTAIN APPROPRIATE CONFIDENTIALITY). Write a brief description of the recommendations from the consultation.**Intake Note and Progress Note:** Bring to class a copy of your most recent intake note and/or progress note for this client. Be sure to redact (mark out with a sharpie) any personally identifying information about the client.

Case Study Expectations:

5-10 minutes of sharing of relevant information

(A copy of your full written presentation will be shared from canvas for the class to read)

10 minutes of sharing audio recording

Remainder of time will be spent processing

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.

**University of Texas at Tyler
Clinical Mental Health Counseling Program
Consent for Audio Recording**

I hereby agree to allow audio taping of my (or my child's) counseling session with:

(name of counselor-in-training)

I understand that these audio recordings are reviewed during:

- (a) individual clinical supervision with the counselor-in-training's site supervisor
- (b) in-class clinical group supervision with the counselor-in-training's university instructor

I understand that these recordings are treated as confidential material and are not discussed outside of the counselor-in-training's individual and group clinical supervision. I understand all audio recordings are erased immediately after use and are not used for any other purpose than those stated above.

SIGNATURES:

Client (or Parent/guardian if client is under 18 years of age) Date

Counselor-in-training Date

Note: A copy must be signed by each person participating for the counseling session prior to audio recording. The parent or legal guardian must sign a copy for each participating minor. **Completed form should be placed in client's file at the clinical site. This form is not to be placed in counselor-in-training's university file.**