Course Information:

COUN 5393.001
Fall 2015
Mondays 2:00-4:45
Room: BRB 2040

Instructor Information:

Christine McNichols, Ph.D., LPC-S, NCC
Office: HPR 115
Office hours: TH 2:00-5:00; Due to on call clinical duties, please contact instructor via email to arrange a meeting.
Telephone: 903-566-7341 (office); 361-442-8147 (cell)
E-Mail: cmcnichols@uttyler.edu [E-mail is the best way to contact instructor. Please include your name and the subject of the email in the subject line]. Never contact the instructor via email with confidential client information or regarding a client in crisis.

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.

Catalog Description of COUN 5393:

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

Student Learning Outcomes:

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

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

Proficiencies for Counselors:

CACREP Common Core Standards (III.F)

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

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

CACREP Core Objectives (II.H.1)

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

Clinical Mental Health Counseling Standards
1. understands the history, philosophy, and trends in clinical mental health counseling (III.A.1)
2. understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (III.A.2)
3. demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (III.B.1)
4. uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (III.D.1)
5. applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (III.D.2)
6. promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (III.D.3)
7. demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (III.D.5)
8. demonstrates the ability to use procedures for assessing and managing suicide risk. (III.D.5)
9. applies current record-keeping standards related to clinical mental health counseling. (III.D.6)
10. provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (III.D.7)
11. demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (III.D.8)
12. understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (III.E.1)
13. understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. (III.E.2)
14. understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)
15. maintains information regarding community resources to make appropriate referrals. (III.F.1)
16. demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)
17. knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. (III.G.1)
18. understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. (III.G.2)
19. understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. (III.G.3)
20. identifies standard screening and assessment instruments for substance use
disorders and process addictions. (III.G.4)

21. selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (III.H.1)

22. demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (III.H.2)

23. screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (III.H.3)

24. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (III.L.1)

25. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (III.L.2)

26. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (III.L.3)

Teaching Strategies:

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

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

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

Required Textbook:


Recommended Textbooks:

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

Suggested Resources:


**LEARNING AND EVALUATIVE ACTIVITIES**

**Video Tapes of Counseling Sessions:**

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

**Case Presentation:**

Each student will present two case presentations drawn from their work with a client/s in the UTT clinic.

*Formal Case Presentation:* Your case presentation will include a diagnosis and a treatment plan. You will also choose 10-15 minutes of your recorded session with your client/s to review with the class. Please come with questions for your instructor and your classmates regarding your case. Please follow the provided case presentation format located at the end of this syllabus.

*Sandtray Case Presentation:* This case presentation will be conducted using the sandtray provided by the instructor. An overview on how to use the sandtray to present your case will be given during class time.

**Goal Paper:**

Please write a 2-3 page paper stating your goals for your practicum experience. Think about your strengths as well as areas you plan to grow in this semester (i.e. using reflection of feelings, dealing with termination, etc.). Make sure your goals are clear and concise so you can evaluate them at the end of the semester with the instructor. Make two copies of this paper, one to be turned in and one for your records. **Due August 31, 2015.**

**Reflection Paper:**

“My Professional Self” – For this paper please reflect on your learning process over the course of this semester. Think about how you understand your professional identity and your professional
behavior (e.g., as a therapist, a supervisee, a student, a colleague/peer, a group member and leader). Please discuss how that identity and behavior represents your strengths, growing edges, theoretical orientation, research endeavors, and multicultural competence. Please also include what you have learned this semester about counselor and client wellness. In other words, who are you today, as a professional and as a person with a present, past, and future professional career. Make this assignment meaningful to you. Minimum five pages. Due December 7, 2015.

Important Topics Presentation:

For this presentation, conduct a literature review pertaining to a concern you have dealt with this semester with one of your clients (ex: intimate partner abuse, ADHD, marital dissatisfaction, substance abuse, spiritual dilemmas, stress management, etc.). Try to find the most current research pertaining to your topic. Create a speaking outline or PowerPoint of your literature review. Be sure to use APA style and formatting. You will share this information with the class so please bring copies of your speaking outline or PowerPoint handout for your classmates.

Resource Binder

During this class you will begin to accumulate material to assist you in your work as a counselor. Your binder will contain things such as brochures, referral information, community contacts, worksheets and activities to do with clients, etc. Please organize your binder in a way that makes sense to you. You may create an electronic binder but it will need to be compiled in an easy to use format for sharing. You will submit your resource binders on November 30, 2015 for review. Your binders will be returned to you on December 7.

Attendance & Participation

Learning in this course is based on interaction and participation. Students are expected to attend all class meetings, arrive on time, and remain for the entire class meeting. Students are also expected to be appropriately prepared for classes and to take an active role in discussion and activities.

Students are also expected to attend all weekly supervision sessions. Please come prepared to each session with tapes to review, questions regarding your work with clients, and any logs that need signing.

GRADE ASSIGNMENT

This class emphasizes developing proficiency in applying the counseling knowledge and skills that students acquire in preceding classes, plus ongoing development of new knowledge and skills. Proficiency includes adhering to the concept of “standard of care”, professional ethics, and Texas law regarding mandated reporting.

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

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

**COURSE POLICIES**

**Counseling Load**

Each student must maintain a minimum of three clients throughout the semester. Because client loads vary (due to cancellation, illness, no shows, etc.), you may wish to maintain a larger client load in order to ensure that you complete the course. In order to accrue your counseling hours you may partner with another student counselor to conduct co-counseling for some of your counseling sessions. You must accumulate a minimum of 40 hours of direct client contact with and demonstrate a fundamental competence as a counselor in order to complete this course. Another 60 hours must be gained conducting indirect services (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 in order to achieve and demonstrate fundamental competence and/or to avoid client abandonment.

**Record Keeping**

Record keeping includes the timely maintenance of client files including intake forms, assessments, treatment plans, progress notes, records, and documentation of contact with the client. Proper maintenance means that files contain clearly written records, that all documents and information are current, and all necessary documentation is in the file, and that the file is at all times located in the appropriate clinic location. Your instructor will review your client files on a weekly basis. Please be sure to only use the specific forms indicated by the instructor. **All case notes should be completed while on-site at the clinic and within 24 hours. Please do not take client files or case notes outside of the clinic.**

**Video Recordings of Counseling Sessions**

- You must video record your counseling sessions. In special circumstances, audio recordings may be used with instructor permission.
- Recordings will be used in individual and group supervision sessions.
- Counseling sessions will be recorded using the clinic cameras. Each student will need to contact Ms. Linda Speed to check out an SD card. Please erase your recordings after viewing them with your supervisor.
- At all times, SD cards and client records must be in secure storage, or in a student counselor’s immediate possession to insure client confidentiality.
- Each student must erase all recordings by December 7, 2015.

Counseling Logs

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

REQUIREMENTS

Insurance

Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. Proof of insurance must be provided to the instructor by August 31, 2015. You may choose any insurance provider you wish for your liability coverage. As a student member of ACA, you receive insurance through ACA Trust at no cost to you through their website: http://www.acait.com.

Many students have found CPH & Associates to be a reliable provider of coverage. If you wish to purchase your insurance from them, go to www.cphins.com and select Apply Online. Using the menu on the left of the website, choose “non-sponsored” then “student application”.

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 department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA code of ethics, understand the concept of “standard of care/practice”, and are familiar with Texas laws governing your obligation as a mandated reporter. If you are unfamiliar with these basics, inform the instructor during the first class session. Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior.

Emergencies

Students must familiarize themselves with services, available on campus and in the community, that are designed to meet the short-term and emergency needs of clients. You will learn to evaluate client emergencies and make appropriate referrals. In case of an emergency (such as
threat of suicide, homicide, or bizarre behavior) please contact your instructor, Dr. McNichols, at 361-442-8147 immediately.

Security of Records

Students are responsible for the security of all records made in relation to a client and case. All records must be secure at all times. Client files must remain in the clinic at all times. When transporting notes, videos or other records related to clients, for the purposes of review and supervision, the student counselor must insure that these materials are always secure. Do not e-mail any client records or other identifying information. Email is not a secure method of communication.

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.

Informed Consent Statement

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

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

Please note that copies of counseling logs are due at the beginning of each class meeting. We will meet as a class on Monday afternoons and hold our individual supervision sessions throughout the week.

| Aug 24 | Introductions/ Review of syllabus and course requirements/ Counseling clinic
|        | Initiating the counseling process |
|        | Codes of Ethics
|        | *Reading: ACA Code of Ethics* |
|        | **Proof of Liability Insurance Due/ Goal Paper Due** |

| Sept 7 | Labor Day- No Class; Clinic will be closed |
|        | Review of basic skills and practice
|        | *Reading: Kottler Chap 1* |
|        | Case notes and record keeping
|        | *Reading: Kottler Chap 2*
|        | **Case Presentation** |
|        | Counselor self-care
|        | *Reading: Kottler Chap 3*
|        | **Case Presentation** |

| Oct 5  | Working with clients in crisis
|        | *Reading: Kottler Chap 4*
|        | **Case Presentation**
|        | (Dr. McNichols at ACES 7-9) |
|        | Determining theoretical orientation
|        | *Reading: Kottler Chap 5*
|        | **Case Presentation** |
|        | Dealing with termination
|        | *Reading: Kottler Chap 6*
|        | **Case Presentation** |
|        | Pursuing Texas State Licensure
|        | *Reading: Kottler Chap 7*
|        | **Case Presentation** |

| Nov 2  | Professional Advocacy and Leadership
|        | *Reading: Kottler Chap 8*
|        | **Case Presentation** |
University Policies

Students Rights and Responsibilities

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

Grade Replacement/Forgiveness and Census Date Policies

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

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. 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.

**Disability Services**

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

**Student Absence due to Religious Observance**

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

**Student Absence for University-Sponsored Events and Activities**

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

**Social Security and FERPA Statement:**

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

**Emergency Exits and Evacuation:**

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

**Student Standards of Academic Conduct**

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

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

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

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

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

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

**Mission:**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

**Clinical Mental Health Counseling Program Mission Statement:**

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

**Clinical Mental Health Counseling M.A. Program Learning Outcomes may be found in the CMHC Student Handbook.**
Case Presentation Format

**Client:** (initials only)  
**Session #:**

**Age:**  
**Anticipated Sessions:**

**Gender:**  

**Race:**

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

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

**Diagnostic Impression:** What is this client’s diagnosis or what is your impression of a diagnosis that is appropriate for this client? Why is this diagnosis appropriate? Please provide a multiaxial diagnosis. 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:** 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