Course Syllabus
COUN 5393.001
Practicum in Clinical Mental Health Counseling
Spring 2015

CLASS INFORMATION
Instructor: Karl Witt, Ph.D., LPC-S, NCC, CSC
Time: M 2:00 – 4:45 p.m.
Location: TBD
Office: HPR 112
Office Hours: TBD
Phone: 903.565.5899 (office); 903.884.4146 (for client crisis only)
Email: kwitt@uttyler.edu (This is the best way to contact me. *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.

I. Course Description

COUN 5393: Practicum in Clinical Mental Health Counseling (3 hours)

This practicum involves supervised application of counseling/therapy processes with clients. Includes weekly small group and individual supervision using video recorded client sessions. Must complete a minimum of 100 clock hours, including at least 40 client contact hours. CR/NC only.

Prerequisites: Credit in COUN 5392 and departmental consent.

II. Rationale

This course is designed to provide a supportive, structured learning environment for acquiring clinical experience with volunteer clients. Practicum builds on the foundation provided by academic and experiential coursework, life experiences, and personal values. It allows students to develop a meaningful framework for the application of counseling skills.

III. Topical Outline of Content

Major topics for this course include, but are not limited to:

1. supervision
2. record keeping
3. legal and ethical issues
4. collaboration techniques
5. designing, implementing, and evaluating programs for clients

IV. Proficiencies for Counselors

Proficiencies for this course are designed to align with the national counseling standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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 Common Core Standards II.G**

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
   g. professional credentialing, including certification, licensure, and accreditation practice and standards, and the effects of public policy on these issues;

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
   e. 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
   f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   a. an orientation to wellness and prevention as desired counseling goals;
   b. counselor characteristics and behaviors that influence helping processes;
   c. essential interviewing and counseling skills;

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
   a. the importance of research in advancing the counseling profession;
   e. the use of research to inform evidence-based practice;

**CACREP 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.6)
9. Applies current record-keeping standards related to clinical mental health counseling. (III.D.7)
10. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (III.D.8)
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.9)
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)

V. Student Learning Outcomes and Assessment

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

VI. Evaluation and Grading

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.

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, 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. Please be aware that successful completion of academic work alone does not merit a grade of CR. Students must also meet appropriate standards of practice and care, including clinical skills and adherence to ethical standards.

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).

Evidence of learning and development will be based upon the following activities:

A. 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.

B. Case Presentation

Each student will present two case presentations drawn from their work with clients in the UTT clinic. Your case presentation will include a diagnosis and treatment plan. You will also choose
10-15 minutes of your recorded session with your clients to review with the class. Please come with questions for your instructor and classmates regarding your case. Please follow the provided case presentation format located at the end of this syllabus.

C. 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.

D. 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 counselor, a supervisee, a student, a colleague/peer, a group member and leader). Please discuss how that identity and behavior represent 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, write about who you are today as a person and professional with a past, present, and future professional career. Make this assignment meaningful to you.

E. 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 (e.g., 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.

F. 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.

G. Attendance and Participation

Learning in this course is based on interaction and participation. CACREP specifies minimum clock-hour requirements in terms of individual supervision and group supervision (class), and credit will not be awarded unless these standards are met. 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.

VII. Teaching Strategies

Instructional methods for this course include:
COUN 5393: Practicum in Clinical Mental Health Counseling

Clinical experience (simulation, video exercises, and case studies)
Field experience (campus clinic-based training)
Traditional experiences (group discussion, demonstrations, research activities)
Supervision (individual, triadic, and group)

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.

VIII. Required Texts, Materials/Supplies, and Related Readings

Required

Recommended

IX. Course and Departmental Policies

A. 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. You may partner with another student counselor to conduct co-counseling for some of your counseling sessions. In order to successfully complete this course and graduate with a Clinical Mental Health Counseling degree, you must accumulate a minimum of 100 total hours. Of these hours, 40 hours must consist of direct client contact and demonstrate a fundamental competence as a counselor. The remaining 60 hours may consist of additional client contact or indirect services (i.e., case notes, research, paperwork, etc.). 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.
B. 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 files contain clearly written records, all documents and information are current, all necessary documentation is in the file, and 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.

C. 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 receive a clinic SD drive. 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 April 27th.

D. 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.

E. Professional Liability Insurance

Professional liability insurance is required. Proof of professional liability insurance must be provided to the instructor before any counseling activities take place. Proof of insurance must be provided to the instructor by January 19, 2015. You may choose any appropriate insurance provider you wish for your liability coverage.

Student members of the American Counseling Association (ACA) may obtain free insurance through ACA Trust, which is available through their website: www.counseling.org. Student members of the American School Counselor Association (ASCA) are also eligible for free coverage: www.schoolcounselor.org.

Because rates vary, it may be possible that directly purchasing insurance from a provider will be less expensive than free coverage included with a professional membership.

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. Follow the steps, and choose “Student – Mental Health” as your occupation. Be sure to choose your professional association if you belong to one.

Students have also had positive experiences with the Healthcare Providers Service Organization (HPSO). If you wish to purchase your insurance from them, go to www.hpso.com and select Apply Now. Choose “Professional Liability Insurance Quick Quote”, “Licensed Professional Counselor”, and “Student”. Again, be sure to choose your professional association if you belong to one.
Alternately, purchasing through your professional organization may offer discounts. The Texas Counseling Association, for example, has discounted rates with HPSO. Please see http://www.txca.org/tea/DISCOUNTS.asp for additional information.

F. 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 Department of Psychology and Counseling. 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 grade of no credit, or dismissal from the class are potential consequences for engaging in unprofessional behavior.

G. 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. Witt, at 903.884.4146 immediately.

H. 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 email any client records or other identifying information. Email is not a secure method of communication.

I. Patriot Email

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot email 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 email.

J. Diversity

Material in this course will approach counseling from a cultural perspective, which includes many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

K. 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:

- 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 (2014).
- 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.

L. Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee’s knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential
impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004. (2012-2014 Graduate Catalog)

Evaluating Student Fitness and Performance

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

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

M. 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.

Please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate when during face-to-face and synchronous classes. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

Papers and presentations are expected to follow APA format. Please see Blackboard course content or the APA Publication Manual, 6th edition, for more information. If you do not have a copy of the APA Manual, *purchase one*.

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 Manual, 6th edition, or visit the Writing Center.
X. Tentative Schedule

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<tr>
<th>Date</th>
<th>Scheduled Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>01.12</td>
<td>Introductions; Syllabus overview; Counseling clinic; Initiating the counseling process</td>
<td>ACA Code of Ethics</td>
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<td>01.19</td>
<td>MARTIN LUTHER KING, JR. HOLIDAY; Proof of liability insurance due</td>
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<td>01.26</td>
<td>Ethics; Logs due; Goal paper due</td>
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<td>02.02</td>
<td>Review of basic skills and practice; Logs due</td>
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<td>02.09</td>
<td>Case notes and record keeping; Case presentations; Logs due</td>
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<td>02.16</td>
<td>Counselor self-care; Case presentations; Logs due</td>
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<tr>
<td>02.23</td>
<td>Working with clients in crisis; Case presentations; Resource binders due; Logs due</td>
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<tr>
<td>03.02</td>
<td>Determining theoretical orientation; Case presentations; Logs due</td>
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<td>03.09</td>
<td>SPRING BREAK</td>
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<td>03.16</td>
<td>Dealing with termination; Case presentations; Logs due</td>
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<td>03.23</td>
<td>Pursuing Texas licensure; Case presentations; Logs due</td>
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<td>03.30</td>
<td>Professional advocacy and leadership; Case presentations; Logs due</td>
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<td>04.06</td>
<td>Important topic presentations; Case presentations; Logs due</td>
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<td>04.13</td>
<td>Important topic presentations; Case presentations; Reflection paper due</td>
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<td>04.20</td>
<td>Semester debriefing; Reflection paper due; Logs due</td>
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<tr>
<td>04.27</td>
<td>Individual conferences; Logs and semester summary due</td>
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n.b. The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

XI. University Policies

A. 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)

B. 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](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, request 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

C. 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.

D. Disability Services

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

E. 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.

F. 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.

G. Social Security and FERPA Statement:

It is the policy of The University of Texas as 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.
H. 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.

I. 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.

a. “Cheating” includes, but is not limited to:
   - copying from another student’s test paper;
   - using during a test materials not authorized by the person administering 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 “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 UT-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.

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

XII. CEP Vision and Mission and Program Standards

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

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

<table>
<thead>
<tr>
<th>Client: (initials only)</th>
<th>Session #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>Anticipated Sessions:</td>
</tr>
<tr>
<td>Gender:</td>
<td></td>
</tr>
<tr>
<td>Race:</td>
<td></td>
</tr>
</tbody>
</table>

**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 an appropriate 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