

University of Texas at Tyler
Department of Psychology and Counseling
COUN 5393.001 Practicum in Clinical Mental Health Counseling
Course Syllabus: Spring 2022
Meeting Times: Wednesday 2:00-4:45 pm
BEP 250

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NOTE: Email is not a secure form of communication. Do not send emails that contain potentially identifying client information.

Cell: (352) 266-4983 NOTE: Use my cell phone to contact me in the event of an emergency.

Course Catalog Description

COUN 5393: Practicum in Clinical Mental Health Counseling

This practicum involves supervised application of counseling/therapy processes with clients. Includes weekly small group and individual supervision using videotaped client sessions. Students must complete at least 40 client contact hours.

Course Prerequisites

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

Course Learning Objectives

*Each learning outcome will be assessed with written assignments, case presentations, and supervision.

SLO 1.0 Professional Counseling Orientation & Ethical Practice

Students will demonstrate an understanding of professional counselor identity and utilize counselor ethical codes and ethical decision making skills to practice in an ethical manner.

SLO 2.0: Social & Cultural Diversity

Students will demonstrate an understanding of how to work with and advocate for different client populations including clients from diverse racial, ethnic, gender, and socioeconomic backgrounds.

SLO 3.0 Human Growth & Development

Students will demonstrate knowledge and skills necessary to conceptualize and counsel clients from a developmental perspective.

SLO 5.0 Counseling & Helping Relationships

Students will demonstrate knowledge and understanding of evidence-based counseling skills and the ability to apply these skills prevent and treat clients with mental health diagnoses in an ethical and culturally relevant manner.

SLO 8.0 Research & Program Evaluation

Students will demonstrate knowledge of research methods and apply these research skills to critically appraise mental health research, and assess client care.

SLO 9.0 Clinical Mental Health Counseling

Students will demonstrate the knowledge and skills necessary to address wellness and mental health in a variety of clinical mental health counseling settings

Required Text

None.

Recommended Textbooks

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

2016 CACREP Standards Addressed

2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

2.F.5.e. the impact of technology on the counseling process

2.F.5.k. strategies to promote client understanding of and access to a variety of community- based resources

2.F.5.l. suicide prevention models and strategies

5.C.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

5.C.3.a. CMHC Practice: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

5.C.3.d. strategies for interfacing with integrated behavioral health care professionals

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

Course Policies**COVID 19/ Masks**

Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review

protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Attendance Policy

Students **MUST** attend **all scheduled class meetings**. **Please note that this is an accreditation requirement and that making up group hours is not possible.** Please communicate proactively if there are extenuating circumstances.

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.

Should the class need to meet via zoom, we have the same expectations for students attending synchronous zoom classes that we would for students attending an in-person class.

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

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: <http://www.acait.com>.

Ethical Behavior and Professional Conduct

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UTT psychology and counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA code of ethics, understand the concept of "standard of care/practice", and are familiar with Texas laws governing your obligation as a mandated reporter. **If you are unfamiliar with these basics, inform the instructor during the first class session.** Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior. Students are expected to have

read and be familiar with the UT Tyler CMHC program Practicum & Internship Manual.

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 or Dr. West at 330.780.5153.

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 accord with university policy your instructor will respond only to student correspondence sent via Patriot E- mail.

Course Assignments/Requirements

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**Graded Assignments**

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. To receive credit for the course, students must:

Case Presentations

Each student will present two case presentations. One will be formal and include a completed Case Presentation Form (see addendum in syllabus). 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. The second case study will not require a formal write-up to be turned in.

Topics Presentation (Psychoeducation)

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.), or about working with a theory, or specific techniques. Try to find the most current research and/or literature pertaining to your topic. Please bring **useful** information to share with the class (e.g., talking points, examples of how to perform technique, other resources, etc.). This presentation should be engaging and meaningful for your peers and be no more than 30 minutes. (

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

“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.

Grading

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

In order to earn CR for this course students must receive a satisfactory final evaluation from their practicum supervisor/instructor. A satisfactory final evaluation is defined as

1. Earning 3s, 4s, and 5s on the practicum final evaluation, A score of 1 or 2 in any area will equate to not earning credit for practicum

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).

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 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: <http://www.acait.com>.

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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.
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Tentative Schedule and Topics**Instructor reserves the right to make changes as needed.*

Date:	Topics	Readings/Assignments	CACREP Standard
Week 1 1/12	Introduction and syllabus Review of paperwork and Tevera	Proof of Liability Insurance Due	5.C.2.m., 5.C.3.a.
Week 2 1/19	Review of counseling protocols Safety Assessment & Planning Clinical Supervision	Reeves, 2017 Pearson, 2004 Goal Paper Due	2.F.5.d., 2.F.5.l., 5.C.3.a.
Week 3 1/26	Counseling Ethics Mandatory Reporting Safety Assessment & Planning	ACA Code of Ethics Henderson 2013 Granello 2010 Case Presentation:	2.F.5.l.
Week 4 2/2	Counseling Documentation Community Resources	Cameron & Turtle-song, 2002 Case Presentation:	2.F.5.k, 5.C.2.m., 5.C.3.d.
Week 5 2/9	Engaging Clients in Counseling Telehealth considerations	Gold, 2008 Case Presentation:	2.F.5.d., 2.F.5.e.
Week 6 2/16		Case Presentation: Topic Presentation:	
Week 7 2/23		Mid-Semester Evaluations and Observations Due Case Presentation: Topic Presentation:	
Week 8 3/2		Case Presentation: Case Presentation:	
Week 9 3/9	Spring Break – No Class		
Week 10 3/16		Case Presentation: Topic Presentation:	
Week 11 3/23		Case Presentation: Topic Presentation:	
Week 12 3/30	Working with diverse client populations Termination Considerations	Counseling Today - Moffatt Counseling Today – Schofield Case Presentation:	2.F.5.d.
Week 13 4/6		Case Presentation: Topic Presentation:	
Week 14 4/13		Case Presentation: Topic Presentation:	
Week 15 4/20	Revisiting Theoretical Orientation Self Care Wellness-based Counseling	Coaston, 2017 Myers & Sweeney, 2008 Reflection Paper, Time Logs & Paperwork due by end of week	
Week 16 4/27	Final Evaluations		

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. 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.

Disability/Accessibility Services

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.

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:
 - o copying from another student's test paper;
 - o using, during a test, materials not authorized by the person giving the test;
 - o failure to comply with instructions given by the person administering the test;
 - o 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;
 - o using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - o collaborating with or seeking aid from another student during a test or other assignment without authority;
 - o discussing the contents of an examination with another student who will take the examination;
 - o 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;
 - o substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - o 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, home solution or computer program;
 - o falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - o 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
 - o 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.
- 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:uttyler@uttyler.edu) (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).

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.**