



UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling
COUN 5393 Practicum in Clinical Mental Health Counseling

Course Syllabus: Spring 2025

Meeting Times: Mondays 5:00-7:45pm

SYNCHRONOUS ONLINE – Zoom Link On Canvas

Name: **Sofia Lopez, MS, LPC-S, CSC**

Virtual Office Hours: By appointment only, please email to schedule a meeting.

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

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

Course Catalog Description

COUN 5393: Practicum in Clinical Mental Health Counseling School Counseling

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

Course Student Learning Objectives

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

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

TEXAS EXAMINATIONS OF EDUCATOR STANDARDS (SCHOOL COUNSELOR)

The student learning outcomes from this course are derived from the Texas Examinations of Educator Standards (TExES) School Counselor Test Framework and are as follows:

Domain I – Understanding Students:

1. Human Development: School Counseling students will demonstrate knowledge and understanding of processes of human development and apply this knowledge to provide a comprehensive, developmental school counseling program (including counseling services) that meets the needs of all students.
2. Student Diversity: School Counseling students will demonstrate knowledge and understanding of human diversity and how to apply this knowledge to ensure that the comprehensive, developmental school counseling program is responsive to all students.
3. Factors Affecting Students: School Counseling students will demonstrate knowledge and understanding of factors that may affect students' development and school achievement and apply this knowledge to promote students' ability to achieve their potential.

Domain II – Planning and Implementing the Developmental School Counseling Program:

1. School Counseling Program Management: School Counseling students will demonstrate knowledge and understanding of how to provide a comprehensive developmental school counseling program that promotes all students' personal growth and development by providing services to individuals, small groups, and families.
2. Counseling Skills: School Counseling students will demonstrate knowledge, understanding, and competence in fundamental and advanced counseling skills.
3. Assessment: School Counseling students will demonstrate knowledge and understanding of principles of assessment and are able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote student success.

Domain III – Collaboration, Consultation, and Professionalism:

1. Collaboration with Others in the School and Community: School Counseling students will demonstrate knowledge and understanding of how to work collaboratively with families, faculty, and professionals in the community to promote positive change and facilitate learning.
2. Professional Ethics and Issues: School Counseling students will demonstrate knowledge and understanding of ethical, legal, and professional standards as outlined by the State of Texas and the American School Counseling Association (ASCA).

Teaching Strategies

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

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

Individual supervision of students' work with clients is also a requirement for this course. Students must arrange to meet with the site supervisor for weekly individual supervision. During individual supervision the student will have a chance to review and discuss client/student cases. To facilitate this process, students will need to bring videotaped counseling sessions with them to supervision if needed.

Required Textbooks

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

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

2022 ASCA Ethical Standards for School Counselors

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

Recommended Text:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

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

LEARNING EXPERIENCES & REQUIREMENTS

University and Academic Requirements:

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

Professional Internship Experiences:

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

Required Hours:

You must accumulate a **minimum of 40 hours of direct client contact (15 hours of individual counseling sessions, 10 hours of small group hours, and 15 hours of classroom lessons/consultation sessions)** and demonstrate fundamental competence as a counselor to complete this course. Additionally, **60 indirect hours must be accrued through providing indirect services** (i.e. case notes, research, paperwork, etc.) **for a total of 100 hours**. Students must also engage in weekly group (min of 1.5 hours weekly) and individual/triadic (1 hour weekly) supervision.

Video Tapes of Counseling Sessions:

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

Two Formal Case Presentations: Various due dates

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

Two Session Critiques: Various due dates

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

Goal Paper:

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

Reflection Paper:

“My Professional Self” – For this 2-page paper please reflect on your learning process over the course of this semester. Think about how you understand your professional identity and your professional behavior (e.g., as a therapist, a supervisee, a student, a colleague/peer, a group member and leader). Please discuss how that identity and behavior represents your strengths, growing edges, theoretical orientation, research endeavors, and multicultural competence. Please also include what you have learned this semester about counselor and client wellness. In other words, who are you today, as a professional and as a person with a present, past, and future professional career. Make this assignment meaningful to you.

Important Topics Presentation (Psychoeducation): Various due dates

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

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

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

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

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

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

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

Attendance & Participation

Attendance – Students MUST attend **all scheduled classes and supervision meetings. Please note that this is an accreditation requirement and that making up class hours is not possible.** Please plan accordingly.

Missing class or individual supervision may result in receiving an IP or NC.

- **Class Punctuality** - Students are expected to attend classes on time. Students who are consistently late, or who leave early, may be considered not present.
- **Participation**- Participation is an essential component of this course. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. To receive credit for this course, students will need to remain engaged during class time and regularly participate in class discussion and activities.
- To ensure we are facilitating a meaningful virtual learning environment for all of you, we have the same expectations for students attending synchronous zoom classes that we would for students attending an in-person class.
 1. We expect that students will fully attend each class from the start time to the end time of class. Being in attendance for a zoom class means that a student has their camera turned on for the entire duration of class.
 2. We expect that students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting up right (i.e., not laying down), being awake and alert, and participating during class.
 3. We expect that students are able to find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

Grading:

Credit (CR)- The student has shown evidence of learning and development, and has met the minimal learning required to proceed to the next sequence of clinical skill development, either a more advanced 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.

No Credit (NC) – **** This will delay graduation at least one year **** 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 and ASCA (e.g., ACA & ASCA Code of Ethics).

Course Policies

School Counseling Load

You must accumulate a **minimum of 40 hours of direct client contact (15 individual session hours, 10 small group counseling hours, 15 classroom lessons/consultations)** and demonstrate fundamental competence as a counselor to complete this course. Additionally, **60 indirect hours must be accrued**

through providing indirect services (i.e. case notes, research, paperwork, etc.) for a **total of 100 hours**. When necessary, the instructor may require a student to accumulate additional counseling hours or engage in additional learning activities to achieve and demonstrate fundamental competence and/or to avoid client abandonment.

Record Keeping

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

Video Recordings of Counseling Sessions

- You must video record most of your counseling sessions, small group sessions, consultation sessions, or classroom guidance lessons.
- Recordings will be used during bi-weekly group supervision sessions and during your four live supervision sessions.
- Counseling sessions will be recorded using an encrypted or password protected flash drive.
- At all times, the device used for practicum should be kept secure to insure client confidentiality.
- Each student must erase all recordings by the final day of the semester.

Counseling Logs

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

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

Ethical Behavior and Professional Conduct

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA and ASCA code of ethics, the laws governing counselors (LPCs) and Educators (TEA, TAC) 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 ASCA 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

Within the first three days of beginning your site assignment, you must review the campus and district emergency policies and procedures including the suicide policy and procedures. 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.

This must be documented in your weekly log and discussed with your site supervisor. You must document

how your site supervisor wants you to notify him or her when you encounter a client emergency. We will also review in class how to evaluate client emergencies and make appropriate referrals.

Emergency procedures will include a minimum of the following:

1. Immediately contacting the site supervisor and/or the school administration.
2. Documentation every 30 minutes throughout the incident (ex: time, date, client interaction, counselor actions, directions given by site supervisor and/or school administration, interaction with student's guardians, appropriate referral sources, etc.).
3. Summary of incident including outcome, referral, etc.

Security of Records

You are responsible for the CONFIDENTIALITY and security of all client records both written and electronic according to HIPPA and FERPA regulations. 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 in the School counseling clinic/office at all times. All records will comply with HIPPA and FERPA regulations. You must also comply with the school and district confidentiality policies and procedures.

Do not e-mail any client records or other identifying information. Email is not a secure method of communication.

Patriot Email

University policy requires that all e-mail correspondence between students and instructor be done via the University email account. Check your UT Tyler and Patriot E-Mail accounts frequently. Announcements pertaining to class or departmental business will be sent to the student's account.

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.

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.

Tentative Schedule and Topics

Date:	Topics	Readings	Assignments
Week 1 1/13 CLASS	Suicide Assessment, Mandated Reporting & CPS Group Supervision; SC Professional Issues **Practice Essential Skills/Suicide Assessment**	Syllabus ASCA Code of Ethics (2022)	Proof of Liability Insurance Info Sheet Ethics Agreement
Week 2 1/20		North (2017) Forward – Ch 1 - Pgs. 1- 42	Skills Post 1
Week 3 1/27 CLASS	Theories/Important Topics Presentations (2 students) Check-In Discussion & Group Supervision Case presentations (2 students)	North (2017) Chapter 2 & 3	Sign up for: Case & Topic Presentations Goal paper Due
Week 4 2/3	Live Supervision Groups – Prac Supervisor Supervision needs log due (2/3)	North (2017) Chapter 4	Skills Post 2
Week 5 2/10 CLASS	Theories/Important Topics Presentations (2 students) Check-In Discussion & Group Supervision Case presentations (2 students)	North (2017) Chapter 5	Skills Post 3
Week 6 2/17 CLASS	Important Topics Presentations (2 students) Group Supervision & Case presentations (2 students)	North (2017) Chapter 6	Baseline Critique Due
Week 7 2/24		North (2017) Chapter 7	*Site Supervisor Form 1 Due
Week 8 3/3	Live Supervision Groups - Prac Supervisor Supervision needs log due (3/3)	North (2017) Pg. 139-147	Skills Post 4
Week 9 3/10	Spring Break – NO CLASS		
Week 10 3/17	Live Supervision Groups - Prac Supervisor Supervision needs log due (3/17)		Skills Post 5
Week 11 3/24 CLASS	Dealing with termination Important Topics (2 students) Case presentations (2 students)	North (2017) Chapter 6	*Site Supervisor Form 2 Due
Week 12 3/31	Live Supervision Groups - Prac Supervisor Supervision needs log due (3/31)		Skills Post 6
Week 13 4/7 CLASS	Group Supervision & Case Presentations (3 students)		Reflection Paper Due
Week 14 4/14			Final Critique Due
Week 15 4/21 CLAS	Group Supervision & Case Presentations (3 students) Wrap-up and Review		Final Time Logs All Paperwork Completed
Week 16 4/28	Individual Meetings – Class sign-up: Receive evaluations	Finals	

**This is a tentative schedule of activities/assignments. Contents of the course are subject to change based on*

the unique characteristics of the class. Any changes will be announced in class or through CANVAS.

Program and Departmental Policies

School Counseling Program Mission Statement:

The Master of Arts in School Counseling program at UT Tyler prepares proficient, creative, and multi-culturally competent school counselors to: (a) assume an active role in counseling, consulting, and leadership, (b) promote academic excellence and equal learning opportunities for all students, and (c) base their work on a fundamental understanding of comprehensive developmental school counseling programs, including methods of planning, development, implementation, monitoring, and evaluation. Program graduates are prepared as systemic thinkers who demonstrate competence in fundamental counseling skills, work from a theoretical counseling perspective, and are considered competent in the use of current research in the practice of professional school counseling.

The program curriculum is designed to align with the Texas School Counselor standards and the American School Counselor Association (ASCA) guidelines. This degree meets the requirements for counselor certification set forth by the Texas State Board of Educator Certification (SBEC).

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.

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:
 - 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 instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose 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](https://www.uttyler.edu/writingcenter) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](https://www.uttyler.edu/tutoring) (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](https://www.uttyler.edu/counseling) (903.566.7254)

Class Case Presentation Format

Client: Use a pseudonym

Session #:

Age:

Anticipated Sessions:

Gender: Race:

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

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

Diagnostic Impression: What is this client's diagnosis or what is your impression of a diagnosis that is appropriate for this client? Why is this diagnosis appropriate? If more than one diagnosis should be ruled in or out explain what they are and how you will know if the criteria are met.

Clinical Focus: Describe your focus of clinical attention (e.g., what have you worked on so far, what are you most concerned about, how is your rapport, specific clinical interventions done, etc.). Also described what are your treatment goals for this client.

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?)

Clients Strengths and Weaknesses: Describe what you see as strengths that the client possesses, and areas that may be areas of growth for the client.

What questions do you have regarding your work with your client?

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

SESSION CRITIQUE

Your Name:

Client Initials:

Session # with Client:

Date of counseling session:

1. Client Information (1 page Double Spaced)

1. Basic demographic information (age, gender, race/ethnicity...see Case Presentation)
2. Presenting concern
3. **D**ata (presenting/other issues; interventions/therapeutic responses; Mental status Exam; current symptoms)
4. **A**ssessment (strengths; progress; continuing therapeutic needs)
5. **P**lan (focus/objectives for next session; homework)

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

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

Basic Counseling Skills Identification & Analysis

DIRECTIONS:

Watch your video. **Choose 5 interactions to use.** Fill out an identification and analysis box for each interaction.

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

Example

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

“coffee shop talk” response that would NOT be helpful!	
Anything else you would like to add?	Anger is a repeated theme in his stories. I would like to explore this more and help him find ways to positively cope with his anger.

Basic Counseling Skills

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

Skill # 1 – 5

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

Basic Counseling Skills

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

Bi-weekly Supervision Needs Log

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

Client Care:

May include conceptualization, assessment, intervention, use of theory, ethical issues, therapeutic alliance, cultural competence, termination etc.

Struggles/ Concerns

Progress/Success/Hopes

Questions

Professional Development

What I noticed about my internal process was

What I noticed about my counselor/client relationship is

I noticed improvement in

I would like to work on

I can take steps to do that by

Supervision Needs

“Left over” from previous triadic or group supervision

What I need most out of triadic supervision

What I need most out of group supervision

Reflections on Reading and Theory

One thing I’m trying to understand about my theory is

One thing from my reading this week that interested me is

**The University of Texas at Tyler
School Counseling Program
Live Supervision Form**

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

Practicum Site:
Student Name:
Site Supervisor Name:
Date and Time of Live Supervision:
Type of Session Observed: (group, family, couple, or individual)
Observed Strengths of Student in Session:
Areas of Growth for Student:
Student Signature:
Site Supervisor Signature:
Would you like to talk further with the practicum instructor regarding student progress?

The University of Texas at Tyler
Supervised Practicum in School Counseling
Consent for Audio-Visual Recording

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

This taping will take place at _____
(location)

during the _____ semester of 20_____.

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

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

SIGNATURES:

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

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

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

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

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

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

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

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

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

durante el semestre _____ del 20 _____.

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

Nombre del estudiante

Grado

Nombre impreso y firma del padre/ tutor legal

Fecha

Nombre impreso y firma del consejero-en-formación

Fecha

Me gustaría participar en esta actividad.

Firma del estudiante

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