



UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5393-003: Practicum in Clinical Mental Health Counseling (3 credits)

Spring 2025 Syllabus

Course Time: Wednesday 5:00 PM - 7:45 PM

Location: BEP 215

Instructor: Ramona I. Grad, Ph.D., LPC (TX, GA)

Office Location: HPR 213

Office Hours: Wednesday 11:00 am to 2:00 pm (by appointment)

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

Office Phone: 903-566-6269

COURSE CATALOG DESCRIPTION

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

COURSE PREREQUISITES

COUN 5392 and COUN 5324.

COURSE CO-REQUISITES

COUN 5308.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards (Core)	CMHC 2016 Standards	Learning Activities and Assessments
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	2.F.5.d.		Lectures, Group Supervision
The impact of technology on the counseling process.	2.F.5.e.		Lectures, Group Supervision
Strategies to promote client understanding of and access to a variety of community-based resources.	2.F.5.k.		Lectures, Group Supervision
Suicide prevention models and strategies.	2.F.5.l.		Lectures, Group Supervision
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.		5.C.2.m.	Lectures, Group Supervision
CMHC Practice: intake interview, mental status examination, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.		5.C.3.a.	Lectures, Group Supervision
Strategies for interfacing with integrated behavioral health care professionals.		5.C.3.d.	Lectures, Group Supervision

REQUIRED TEXTS

- None

RECOMMENDED TEXTS

- American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders (5-TR)*. Washington, DC: Author
- Sperry, L. & Sperry, J. (2020). *Case Conceptualization: Mastering this competency with ease and confidence* (2nd edition). New York, NY: Routledge. This textbook is available as an eBook with unlimited access through the UT Tyler Library at <https://libguides.uttyler.edu/c.php?g=1066647&p=7761774>

* **Additional readings and resources will be posted in Canvas.**

**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

TEACHING STRATEGIES

This course is designated 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 meetings will entail group supervision where students will discuss their work with clients and receive constructive feedback from their instructor and their fellow classmates. Students will be expected to take an active role in class by reading the assigned readings, participating in discussions, and giving and receiving feedback concerning work with clients. To facilitate this process, students will need to bring audio recordings of counseling sessions with them to supervision.

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

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedules, links to outside activities, and so on. Within each module folder, the activities necessary to successfully complete that module are described in detail. Take care to examine the module and get in touch with me if you are not clear about the requirements.

COURSE POLICIES**INFORMED CONSENT STATEMENT**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both 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 counselors to 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, the 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 to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

ATTENDANCE POLICY

Student attendance in this class is critical. It is expected that students *will attend all classes*. If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You may then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable. In case of missed class students will lose participation and professionalism points. After the first excused missed class, along with missing participation and professionalism points, for each missed class students will lose an additional 10 points from their overall grade. All absences must be discussed with the instructor prior to the class missed. Missing more than one class may result in an "IP" or "NC" for the class unless otherwise determined by the instructor.

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 more than one class will result in a drop in attendance and participation points for each incident.

TECHNOLOGY REQUIREMENTS

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the **Canvas helpdesk at (903)566-7439** or email them at **itsupport@patriots.utt Tyler.edu**. You can also receive help by using the **Help tab located on the left side of your Canvas screen**, using the Canvas guides, or contacting **Canvas help at (844)214-6949**. If you are having technical difficulties, please alert the professor as soon as possible.

- All submissions for this course will be online via Canvas. **Do not wait until the last minute to submit your assignments** as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).
- Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your purse, backpack, etc. Students who choose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.**

PATRIOT E-MAIL

University policy requires that all e-mail correspondence between students and instructors be done via the Patriot account **ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accordance with university policy, your instructor will respond **ONLY** to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is rgrad@utt Tyler.edu

***Note: make sure that you do not send emails to rgradl@patriots.utt Tyler.edu, as I will not receive these messages.*

ONLINE COMMUNICATION

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues professionally. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / , :-) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (Dr. Grad).
- Use complete sentences and avoid jargon, especially text-type words (e.g., C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending emails in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners, and the discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

DIVERSITY STATEMENT

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

COVID-19 RELATED ISSUES

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

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

COURSE FEEDBACK AND EVALUATION

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

COURSE REQUIREMENTS

- **Professional liability 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 additional cost to you through their website <http://www.counseling.org/membership/join-now>.

- **Supervision**

Supervision is an integral aspect of the learning process as you grow to be a competent counselor. Hopefully supervision of your clinical work will continue throughout your career; however, supervision is required during your practicum experience, and it will encompass the following three dimensions:

1. **Site Supervision**

- You will attend weekly individual supervision with your on-site supervisor. Depending on your site supervisor's schedule the length of time may vary between 40-60 minutes.
- Many sites also offer group supervision for internship students and other staff members. Sites offering these groups will often require that interns attend these sessions. If your site offers group supervision, you are strongly encouraged to attend.

2. **University (UT Tyler) Group Supervision**

- You will attend weekly one hour and forty-minute group supervision sessions with a group of your colleagues. The purposes of group supervision include review and discussion of client issues, teaching about counseling skills and process, and development of a professional counselor identity. During this time exposure to intake interviews, mental status examination, assessment techniques, legal practices, treatment plan development, client reviews, developmental history taking, case notes, records, discharge planning (after care), managed care issues, ethics, suicidal prevention strategies, community resources and referrals, and client issues may be discussed.

3. University (UT Tyler) Individual Supervision

- Individual supervision is required, and it will occur a few times over the semester with your UT Tyler supervisor. Each session will last 30 minutes. This time provides you the opportunity to request specific supervision regarding your client, your skill development, and your overall development as a professional counselor. These sessions will be scheduled during the first class meeting.
- Individual supervision is very important for your learning, so you are encouraged to protect your supervision time and learn how to make efficient use of supervision with the amount of time allotted. You may also have the opportunity to share your individual supervision time with a peer by participating in triadic supervision.

Additional Notes About Supervision

- **Attendance** – Punctual attendance at all scheduled group and individual supervision sessions is mandatory. If due to an emergency you anticipate being late for class, please contact the instructor immediately. **Unexcused absences and/or chronic/excessive tardiness are not acceptable and will result in a grade of “NC (No Credit)” for the course.**
- **Required Documentation** – You must maintain a record of each supervision session (group and/or individual).

- **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 to assess your clinical skills. You will utilize these recordings during your weekly supervision with your site supervisor and during group/individual supervision. You cannot complete or pass practicum if you do not regularly (i.e., weekly) record your sessions.**

- Listen to and critique each recording noting the areas where you would like supervision.
- Students should always be mindful of the ACA Ethical Code (confidentiality, signed releases, and other client rights). No one, except your supervisors, should have access to the recordings. **NEVER** put client names on the recordings or on the recording critiques.
- **Students are expected to use recordings during weekly supervision sessions.** It is understood that students are counselors-in-training. Your supervisors do not expect perfection. Choose recordings for which you have particular problems or questions. Be prepared. Bring recordings cued, ready to play. Come with specific questions.

- **Internship Log**

Maintain an **internship log** for weekly review and signature by the site supervisor and by the University supervisor in Tevera.

- **Evaluation forms**

Complete evaluation forms with your site supervisors at the mid-term and end of the semester. You will also need to complete the evaluation of the site and university supervisor at the end of the semester. This will only be viewed by the internship instructor and coordinator.

COURSE ASSIGNMENTS

- **Participation/Professionalism (10 points)**

Learning/teaching is a dynamic/social process. In this class, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins so that they can actively engage with course content during class. Students are expected to regularly participate in class. Students are expected to attend classes on time. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with peers is expected. Texting, web surfing, and other activities that preclude the ability to be fully present with the class are strongly discouraged.

Professionalism represents a way of being made up of appearance, manner, communication, interaction, attitudes, approach, skills, and openness to feedback and growth. As part of this class, students are expected to demonstrate professionalism during in-person and online interactions with their peers and the instructor. Students are expected to be fully engaged in the topic of assessment, investing in their learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Actively taking part in class activities
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor in face-to-face and online classes
- Actively engaging in learning opportunities
- Demonstrating critical thinking knowledge and skills
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate
- Confidentiality in managing personal information shared by peers
- Timeliness, attentiveness, and participation in all class meetings, assignments, and activities
- Timely and respectful communication with faculty and colleagues
- Willingness to deepen your self-awareness and growth
- Responsibility for your wellness.

- **Case presentations (2x25 points)**

At least two (2) clinical case presentations are to be conducted by each student during the practicum. You are asked to be mindful of the amount of time allotted to this sharing and what questions to be posed. Each week supervisees will be presenting critical incidents from their counseling experiences. These critical incidents will be presented for supervision and should represent areas in which the supervisees need feedback or assistance with their skills. When presenting a critical incident, supervisees must provide the following:

- a. Audible tapes of the session queued to a section that demonstrates the critical incident for supervision.
- b. Transcription of the critical incident from the taped group session (10–15-minute section) for use in the supervision group.
- c. Adequate copies of the critical incident transcriptions for fellow students in the class and the instructor.

In addition to these specific presentations, you are expected to be prepared to discuss current cases each week in supervision. This should include presenting a selection from the taped session. Tapes must be clear. An important component of the supervision process is the questions you bring about your cases. Be prepared at each session to ask for specific help.

- **My Goals for Practicum Paper (10 points)**

You will write a 1-2 pages 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, manage

countertransference etc.). Make sure your goals (2-4 goals maximum) are clear and concise so you can evaluate them at the end of the semester with the instructor.

- **Self-Care Plan and Journal** (10 points each - 20 points total)

This assignment has 2 parts.

- *Part I – Self-Care Plan:* During week 1, you will develop a self-care plan. The self-care plan will contain signals of yourself when you are in distress and a list of activities that you could do to de-stress.
- *Part II – Self-Care Journal:* During our class, you will keep a journal that records your emotional responses to class content, and client experiences, as well as how you carry out a self-care plan to manage your responses. You will modify your self-care plan as you gain more understanding of what works for you and what does not. In the end, you will submit a self-care journal.

- **Reading Plan** (10 points)

Develop and fulfill a personal, individualized reading plan. During practicum course, the student will read **1-2 books** on topics that will enhance their knowledge of a chosen practice issue. A brief typed report documenting personal reaction to that book will be due towards the end of the semester. Review the current literature on any issues that arise during treatment planning, counseling sessions, supervision, or as assigned by your supervisor. Spend time each week reading research articles.

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 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 an unprofessional behavior. Students are expected to have read and familiar with the UT Tyler CMHC program Practicum-Internship Manual. To protect the confidentiality of the clients, it is asked that students refrain from using their laptops, and other devices during class.

LATE ASSIGNMENT POLICY

The due dates for all assignments are listed in the Syllabus and on Canvas and **must be completed by the date and time listed.** You should plan to work on your assignments around your life and submit them earlier in the week if need be. All assignments coming in any time after their due date/time will be reduced by 10% per day they are late. **NO** assignment will be accepted if submitted more than 3 days past the due date. It is the student’s responsibility to communicate with the instructor to re-open the assignment for a late submission. **CANVAS is the only method assignments are accepted (Email and hard copy are not accepted).**

A grade of I (incomplete) is discouraged and is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

OVERVIEW OF ASSIGNMENTS

Week	Assignment	Points
1	Professional Liability Insurance	Required, not graded
ongoing	UT Tyler Individual and Group Supervision	Required, not graded
ongoing	Site Supervision	Required, not graded
ongoing	Counseling Case Load	Required, not graded
ongoing	Audio Recording	Required, not graded
ongoing	Internship Log	Required, not graded
8, 16	Evaluation Forms (mid-term and finals)	Required, not graded

ongoing	Class Participation		10 points/10%	
When assigned	Case Presentations (2x25points)		50 points/50%	
3	My Goals for Practicum Paper		10 points/10%	
2, 15	Self-Care Plan and Journal		20 points/20%	
4, 14	Reading Plan and Write up		10 points/10%	
			Total: 100	
A → 100-90	B → 89-80	*C → 79-70	*D → 69-60	*F → 59-0 points

***You must earn at least 80 points to receive credit (CR) for the course.** Students who earn less than 80 points will receive either a No Credit (NC) or In Progress (IP) depending on their course performance. You must earn CR for this course to progress onto practicum. Please note that ethical violations such as breaches in confidentiality and lack of professionalism can also result in receiving NC for the course.

Final grades for this course are Credit (CR) or No Credit (NC). Evaluation is based on timely completion of assignments, adequate class preparation, class attendance, supervision session attendance, and quality of work. **Credit (CR)**- The student has shown evidence of learning and development and has met the minimal learning required to proceed to the next sequence of clinical skill development. There are no major concerns about the students learning progress and/ or advancement in the program. Concerns regarding professional and/ or skill development will have been discussed during individual supervision. **No Credit (NC)**- Recommendation to the core clinical mental health faculty that the student be placed on a remediation plan and not be admitted to the next sequenced clinical learning experience. The expectation is that the student genuinely aspires to learn and meet the standards of best practice in counseling, which requires awareness and use of ACA policies (e.g., ACA Code of Ethics).

Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date. Any assignments or exams kept by the instructor will be retained until the last day of classes in the following semester, after which they will be shredded.

PROFESSIONAL DISPOSITION ASSESSMENT

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

Professional Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

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

TENTATIVE COURSE SCHEDULE*

*This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.

Week/Date	Topic	Readings & Assignments	2016 CACREP Standards
Week 1 1/15	Introduction and Orientation <ul style="list-style-type: none"> Syllabus and Overview of Practicum Review of paperwork and Tevera Sign-up for Individual Supervision 	Proof of Liability Insurance due 1/15 Site Agreement due 1/15 Practicum Ethics Agreement due 1/15 Practicum Confidentiality Agreement due 1/15	5.C.2.m., 5.C.3.a.
Week 2 1/22	Entering a community: <ul style="list-style-type: none"> Using Corrective Feedback Effectively; Wholeheartedness; Cultural and Ethical Considerations; Differences within Counseling Relationships; Maintaining Counselor Identity 	Self-Care Plan Due 1/22 at 5PM	
Week 3 1/29	Skills Refresher <ul style="list-style-type: none"> Individual Counseling & Group Counseling 	Goal Paper Due 1/29 at 5PM	
Week 4 2/5	Counseling Ethics: <ul style="list-style-type: none"> Mandatory Reporting Case presentation Individual Supervision	Reading Plan Due 2/5 at 5PM	2.F.5.l.
Week 5 2/12	What is the meaning of life: <ul style="list-style-type: none"> Applying theory to practice Case presentation Individual Supervision		
Week 6 2/19	Life Worth Living <ul style="list-style-type: none"> Spirituality in Counseling Case Presentation Individual Supervision		
Week 7 2/26	Assessment: <ul style="list-style-type: none"> Mental Status Exam, Intake Interviewing, Psychosocial Histories, Initiating Case Conceptualization Safety/Suicide Assessment, Trauma, Abuse Case Presentation Individual Supervision		2.F.5.d., 2.F.5.l., 5.C.3.a.
Week 8 3/5	Diagnosis and Treatment Planning <ul style="list-style-type: none"> Benefits and challenges, DSM/ICD Alternative Tools for Diagnosis Case Presentation Individual Supervision	Student and Site Supervisor Mid-Semester Evaluation Due	
Week 9 3/12	Record Keeping & Third-Party Reimbursement Case Presentation Individual Supervision		2.F.5.k, 5.C.2.m.
Week 10 3/19	SPRING BREAK – NO CLASS MEETING		
Week 11 3/26	Telehealth considerations Case Presentation Individual Supervision		2.F.5.d., 2.F.5.e.
Week 12 4/2	Therapeutic Relationship Issues: <ul style="list-style-type: none"> Helpful vs hurtful; Ruptures; Attraction. Transference and Countertransference 		

	Case Presentations Individual Supervision		
Week 13 4/9	Professional Challenges: <ul style="list-style-type: none"> • Psychopharmacology, • Collaboration/Consultation with other professionals and agencies, Case Presentations Individual Supervision		
Week 14 4/16	Working with diverse clients Case Presentations Individual Supervision	Reading Plan Write Up due 4/16 at 5PM	2.F.5.d
Week 15 4/23	Self-Care Case Presentation Individual Supervision	Self-care Journal due 4/23 at 5PM	
Week 16 4/30	Termination considerations Final Evaluations Course wrap-up	Time Logs & Final Evals Due	5.C.3.a

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

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, and 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.

FINANCIAL AID STATE-MANDATED COURSE DROP POLICY

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITY

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, or ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester. Absence for University-Sponsored Events and Activities: If you intend to be absent from 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 an 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 testpaper.
 - 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 that 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 administered test, test key, homework solution, or computer program.
 - collaborating with or seeking aid from another student during a test or other assignment without authority.
 - discussing the contents of an examination with another student who will take the examination.
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student.
 - substituting for another person or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment.
 - paying or offering money or another valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program.
 - falsifying research data, laboratory reports, and/or other academic work offered for credit.
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose 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 \(903.565.5995\), writingcenter@uttyler.edu](http://writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center \(903.565.5964\), tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, 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 \(903.566.7254\)](http://903.566.7254)