COUN 6365 Syllabus
Practicum

Term: 2017 Fall
Meeting Times: Tuesdays 4:40 – 7:10 pm
Class Location: LHSB 1.418

Instructor Name: Selma Yznaga, PhD
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Email: selma.yznaga@utrgv.edu
Office Location: Main 2.200Q
Office Hours: By Appointment*

*Do not hesitate to send me an email or SMS text if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Textbook and/or Resource Material

Required Text:

Recommended Text:

Course Description and Prerequisites

Course Catalog Description
A study of selected counseling theories and supervised experience in individual counseling. Required client contact hours are completed at the URTGV Community Counseling Clinic. Cases assigned off campus in schools and community agencies will be considered for contact hours in addition to required hours. This course must be taken within last nine hours of program.

Service Learning Designation
This course has been identified by the UTRGV Center for Teaching Excellence and the Office of Engaged Scholarship and Learning as a “Service Learning” course, and as such, will have a designation on the graduate’s transcript. Service Learning is a thoughtfully organized service experience that addresses a need in the community in a reciprocal and mutually beneficial relationship, and integrates a reflective component that relates the service experience to academic course objectives and the student’s learning.

Prerequisites:
COUN 6301, 6310, 6311, 6313, 6314, 6327, 6328, 6340, 6345, 6364, 6368, EPSY 6304, and program approval.

Rationale
This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. The field experience is the time to build a framework of new professional counseling skills on a foundation of the material learned in the program courses, life experiences, and personal values. It is a time to develop and enhance professional competencies.

Course Topics
Course topics include but are not limited to counseling skills; record keeping; legal and ethical issues; collaboration techniques; suicide assessment and intervention; and designing, implementing, and evaluating courses/programs for clients/students.

Instructional Methods and Activities
Most didactic material in the course will be covered by traditional experiences, which include lecture, class discussion, demonstration, and experiential activities. Student self-exploration, self-disclosure, and collaboration with peers will be integral for this course.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
This course includes delivery of instruction via Blackboard. Students can find support and tutorials for using the Blackboard platform at https://en-us.help.blackboard.com/User_Filter/Student/No_Mobile/Higher_Education

Field experience and other web-based tools will be utilized. For a full description of web tools used in this course, please review the Course Resources section of our Blackboard home page.

**Student Learning Outcomes**

Student learning outcomes are directly related to the standards for accreditation and certification, including those set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Texas Education Agency (TEA).

**CACREP Common Core Area Standards**

This course is designed to meet CACREP 2016 Standards and enable students to demonstrate knowledge and application of the following:

**Section 2: Professional Counseling Identity (SC and CMHC)**

F. Common Core Areas
   1. Orientation and Ethics
      a. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
      i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
      k. Strategies for personal and professional self-evaluation and implications for practice
      l. Self-care strategies appropriate to the counselor role
      m. The role of counseling supervision in the profession
   5. Helping Relations
      d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
      f. Counselor characteristics and behaviors that influence the counseling process
      g. Essential interviewing, counseling, and case conceptualization skills
      h. Developmentally relevant counseling treatment or intervention plans
      i. Development of measurable outcomes for clients
      j. Evidence-based counseling strategies and techniques for prevention and intervention
      k. Strategies to promote client understanding of and access to a variety of community-based resources
      l. Suicide prevention models and strategies
      m. Processes for aiding students in developing a personal model of counseling
   7. Assessment
      c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
      d. Procedures for identifying trauma and abuse and for reporting abuse
      e. Use of assessments for diagnostic and intervention planning purposes
   8. Research and Program Evaluation
      e. Evaluation of counseling interventions and programs

**Section 5.C Clinical Mental Health Counseling (CMHC)**

1. Foundations
   c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

2. Contextual Dimensions
d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

l. Legal and ethical considerations specific to clinical mental health counseling

m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. Practice
   a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
   b. Techniques and interventions for prevention and treatment of a broad range of mental health issues

Section 5.G School Counseling (SC)

2. Contextual Dimensions
   f. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling
   n. Legal and ethical considerations specific to school counseling

3. Practice
   d. Interventions to promote academic development
   e. Techniques of personal/social counseling in school settings

**TExES Competencies**

This course is designed to meet TExES competencies and enable students in the school counseling specialization to demonstrate the following competencies:

**Competency 001 (Human Development)**
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

**Competency 006 (Counseling)**
The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 008 (Collaboration with Families)**
The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community)**
The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism)**
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**Texas Education Agency (TEA) Standards**

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

3. counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
4. consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
5. coordinate resources for students within the school and community;
6. demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
7. use counseling-related research techniques and practices to address student needs; and

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:
3. use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
5. act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:
1. demonstrate effective communication through oral, written, and nonverbal expression;
2. use knowledge of group dynamics and productive group interaction;
3. support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
4. facilitate learners' access to community resources;
5. develop and implement strategies for effective internal and external communications;

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:
1. use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
2. strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards

UTRGV Counseling Program Objectives
5. Counseling graduate students demonstrate knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship.
7. Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

Major Requirements, Demonstration of Mastery and Evaluation
The Multicultural and Social Justice Counseling Competencies endorsed by ACA in 2015 include four developmental domains: (1) counselor self-awareness, (2) client worldview, (3) counseling relationship, and (4) counseling and advocacy interventions, which are reflected in the required course activities:

1. **100 Hours of Counseling Practicum**
   A. Forty (40) hours of direct counseling must be completed at the UTRGV Counselor Training Clinic (CTC).
      1) Clinical Mental Health Counseling students can complete 15 direct hours at an external field site after midterm week, with the remaining 25 being under supervision in the clinic.
      2) School Counseling students can complete 25 direct hours in a school setting, with the remaining being 15 in the clinic (this exceeds the TEA requirement of 50% in a school setting).
   B. Sixty (60) hours of indirect counseling services must be completed. Indirect services include preparation for counseling sessions, writing case notes and documentation, and attending workshops or webinars.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Prior to participating in any direct counseling hours, students must obtain professional liability insurance. Students will not be allowed to see clients until liability insurance had been secured.

2. **Counseling Tapes**
Each student will submit two (2) counseling audio or video tapes which demonstrate skills of individual counseling related to (a) intake/psychosocial history, (b) goal setting, (c) research-based intervention strategies addressing clients’ needs/issues, and/or (d) termination. Informed consent forms must be completed before taping. In addition to the audio/video tape, relevant written materials (case summary, tape transcript, etc., as specified by the instructor) should be included and will be evaluated. Videos may be selected to be reviewed for instructional purposes during group supervision.

3. **Supervision**
Students must attend weekly individual/triadic supervision sessions with program faculty. Supervision guidelines, roles, and responsibilities will be reviewed in the first supervision session and meeting times will be set the first week of class. Students will present cases for supervision on a bi-weekly schedule or on an as-needed basis. (See format on Blackboard.)

4. **Self-Assessment**
Students will complete three (3) self-assessments (pre-, mid-, and post-practicum) using the self-assessment rubric. The purpose of this assessment is to maintain a continued self-evaluation for professional growth; rubrics will be discussed in individual and group supervision.

5. **Clinical Portfolio**
Students are responsible for maintaining a comprehensive clinical portfolio with the following sections. Portfolios are subject to review at any time by the course instructor. The portfolio will become part of the student’s TEA/CACREP file and will not be returned to the student. **Students must make copies of all supervision logs and documentation for future licensing and/or credentialing applications.**

The full-credit portfolio will be formatted using an 11” x 8 1/2” pressboard binder with fastener, side bound (click here for Office Depot example). In addition, an index tab with a typed label should mark each section below.

A. Direct/Indirect Logs
   1) Students must document in weekly logs to accurately reflect direct hours, indirect hours, and supervision. The hours accrued must be validated by your site supervisor and university supervisor.

B. Weekly Supervision Meeting Notes

C. Self-Assessment Rubrics

D. Peer Observations (completed during video tape review)

E. Documentation of Professional Liability Insurance

F. External Site Agreement (if applicable)

G. Counselor Training Clinic (CTC) supervisor mid-term and final evaluations

H. Off-site supervisor mid-term and final evaluations (if applicable)

I. Evaluations of Faculty Site Visit (School Counseling only)

J. Resume (updated)
   1) Should include the student’s counseling field experience and be suitable for an entry-level counseling job search.

6. **Attendance and Participation**
Students are expected to attend, participate, and engage in ALL classes. This requirement includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor.

Given that meaningful learning often takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

A. Students are allowed two absences total in class and individual/triadic supervision. Each additional absence in class or supervision will result in five (5) points off of final grade.
7. **Program Requirements**
Students in the Counseling master’s program are required to attend a faculty seminar each semester and write a 1-2 page reflection paper on how they might incorporate their learning into their personal or professional future. Faculty seminars are announced each semester with multiple offerings to accommodate student schedules.

All students in the program are also required to read one book from the department reading list (see below) and write a 1-2 page reflection paper.

**EVALUATION & GRADING**

**Means of Assessment** The grade earned will be based on the following weight distribution with a possible total of 100%:

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<thead>
<tr>
<th>Course SLOs</th>
<th>Program SLOs</th>
<th>CACREP</th>
<th>TEA Standards</th>
<th>TExES Competency</th>
<th>Course Weight</th>
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<td>CMCH</td>
<td>SC</td>
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<td>60 Hours of Indirect Counseling</td>
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<td>Weekly Ind/Triadic Supervision &amp; Case Conceptualization</td>
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<td>5.C.m</td>
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This syllabus subject to change in order to better meet course objectives per discretion of instructor.

**UTRGV GRADING SCALE**

The grade for this course will be determined by the successful completion of the course requirements and the above criteria. UTRGV uses straight letter grades (A, B, C, F).

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<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Please Note:</th>
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<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
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<tr>
<td>B</td>
<td>89%-80%</td>
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<tr>
<td>C</td>
<td>79%-70%</td>
<td>Any course in the Counseling Program for which a grade of C is earned must be repeated.</td>
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<tr>
<td>D</td>
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<td>The UTRGV Graduate College does not permit the grade of “D.”</td>
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<tr>
<td>F</td>
<td>69%-0%</td>
<td>A grade of “F” results in automatic expulsion from the University as per UTRGV Graduate College.</td>
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**COURSE TECHNOLOGY**

**Tools**
- E-mail
- Blackboard/WebCT
- Quizlet
- Kahoot
- Poll Everywhere
- Zoom
- Wheel Decide
- Random Lists

**System Requirements**
- Internet Browser
  - Mozilla’s Firefox (latest version; Macintosh or Windows)
  - Microsoft Explorer
  - Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

**Technical Knowledge Requirements**
- Students are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.
- Ability to use different presentation tools (e.g., Animoto, Historypin, Prezi, etc.)

**Technical Assistance**
If technical assistance is needed at any time during the course or to report a problem with Blackboard students can:
- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):
This syllabus subject to change in order to better meet course objectives per discretion of instructor.
behaviors). The consequences of these behaviors may range from (but are not limited to) a verbal reprimand to dismissal from the Counseling Program.

**Professional Ethics**
Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling program faculty, including dismissal from the program. TEA Standards: I. 8; VI 3.

**Confidentiality**
Confidentiality will strictly be enforced. Students will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the UTRGV Counseling Program with a grade of F in the course.

**Program Requirements**

**TExES Representative**
School Counseling Specialization Only: The TExES Representative is required to be taken prior to the TExES Certification Exam and during COUN 6365 Counseling Practicum; however, it is not required to pass the exam. Failure to take the TExES Representative prior to COUN 6369-Counseling Internship I could result in being dropped from the Practicum II course.

**Counselor Preparation Comprehensive Examination (CPCE)**
As part of the Counseling Program’s exit requirements for graduation, students are required to successfully complete (pass) the program written comprehensive exam. The Counselor Preparation Comprehensive Examination (CPCE) is the exam selected for this requirement. If the student is not able to successfully complete this exam during COUN 6365 Counseling Practicum, he/she will be given another opportunity during COUN 6369-Counseling Internship I.

Remember, students will be given one opportunity during COUN 6365 Counseling Practicum and one opportunity during COUN 6369-Counseling Internship I, if needed. The test date for the fall semester is the third Saturday in September, for the spring semester it is the first Saturday in February, and for the summer semester it is the third Saturday in July. These dates remain constant so please plan accordingly. Specific information will be given during the Practicum course.

Students will need to register through the Testing Center ePay website and pay a registration fee of $20. In addition, students need to bring a $50 money order made payable to CCE on that day along with a valid photo ID. Every student is required to take the CPCE prior to enrolling in EPSY 6369-Practicum II/COUN 6369-Counseling Internship I. Previous course texts and resources contain all necessary review material.

It is important to note that students will not be able to graduate if they do not successfully pass the CPCE exam, even if they have completed all course requirements.

**Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:**
Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July. Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. Make plans accordingly.


**Additional Considerations**

**Syllabus Disclaimer**
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, not covered by the UTRGV or UT Regent Rules, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements may be addressed by students.

**General Tips for Success**
- Listen to the lecturer or classmates during the discussion/lecture.
- Be ready to discuss material from previous classes (e.g. methods and techniques of counseling, human social/emotional/personal development, theories, etc.)
- Allow plenty of time to work on assignments in order to ensure timely submission.
- Proof-read and check written assignments for accuracy prior to submitting.
- Bring materials to class (i.e. books, assignments, projects).
- Exchange phone numbers and e-mail addresses with classmates to clarify any information or attain help, if needed.
- Remember there have been MANY individuals that have been asked to do this. They succeeded in completing the course and we expect that all future students can too.

**CEP-16 Program Policy**
Be advised that the UTRGV College of Education and P-16 Integration conducts ongoing research regarding the effectiveness of its programs. Students will receive one survey in the final semester prior to graduation regarding their program during their time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to the student’s employer. This survey will focus on the preparation received at UTB. Please remember that responses to these surveys are critical to UTRGV excellence.

**UTRGV University Policies**

**STUDENTS WITH DISABILITIES**
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before
classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available.

ATTENDANCE
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; 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. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Required Reading List for Graduate Students in Counseling and Guidance Program
This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list.

As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,

Counseling Faculty


