Syllabus

COUN 6370 Counseling Internship II

Department of Counseling

INSTRUCTOR INFORMATION

Instructor Name: Dr. Clarissa Salinas, PhD, LPC, RPT

Office Location & Hours: EEDUC 1.642, by appointment only
Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, virtual session, or a meeting.

Telephone Number 956-665-3470

UTRGV email address Clarissa.salinas@utrgv.edu

Term Fall 2019

Meeting Times and Location Tuesdays 7:45-10:15 pm, EEDUC 2.224

Response Time: Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically 7 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

TEXTBOOK AND/OR RESOURCE MATERIAL

REQUIRED TEXT

NONE

RECOMMENDED TEXTS & OTHER READINGS

(One of the following)


OR


OR


COURSE DESCRIPTION AND PREREQUISITES

A study of selected counseling theories and supervised experience in individual, group, and family counseling. Required client contact hours are completed at external internship sites in our community. This course must be taken within last six hours of the program. This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. The internship is a 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 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.

Prerequisites: COUN 6301, 6310, 6311, 6313, 6314, 6327, 6328, 6340, 6345, 6368, 6304, 6365 and program approval.

LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

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<thead>
<tr>
<th>PROGRAM STUDENT LEARNING OUTCOMES/ OUTCOMES FOR THE COURSE</th>
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<tr>
<td><strong>COURSE OBJECTIVES</strong></td>
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<td>1. Students will be introduced to the practicum and internship program requirements, and will gain further understanding of the counseling profession related to counseling identity, professional organizations, getting licensed, and occupational outlook. Students will improve and refine counseling and guidance skills used in individual, group, marriage and family, and career counseling. Apply and integrate knowledge and counseling skills.</td>
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<td>COURSE OBJECTIVES</td>
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<td>2. Students will gain an understanding of the process for selecting and applying for practicum and internship, and the interview process.</td>
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<td>COURSE OBJECTIVES</td>
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<td>career, and personal/social goals based on various types of information;</td>
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<td>Students will gain a further understanding of ethical and legal issues in counseling, as related to competent ethical practice for counselors, understanding the health insurance portability and accountability act, informed consent, confidentiality and privileged communication, technology and client records, boundary issues and dual relationships in counseling, and liability insurance.</td>
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<td>intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change; (4) implement effective referral procedures to facilitate the use of special programs and services; and (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.</td>
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<td>COURSE OBJECTIVES</td>
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<td>gather client information, including psychosocial history and assessments related to treatment effectiveness.</td>
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<td>6. Students will gain knowledge and experience in classroom and site supervision, as well as models of supervision and case conceptualization.</td>
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<td>7. Students will gain experience in researching current trends and issues affecting the counseling profession. Students will gain further knowledge and experience in multicultural issues related to counseling.</td>
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<td>8. Students will learn wellness strategies and ways to manage stress during practicum and internship. Students will develop greater sensitivity to the dynamics of the counseling process through self- and peer evaluations.</td>
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<td><strong>SLO5:</strong> Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development, human growth and development, social and cultural diversity, and assessment.</td>
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<td>9. Students will gain further knowledge and preparation in crisis assessment, intervention, safety planning, working with suicidal clients, working with homicidal clients, duty to warn, assessing danger to others, abuse and neglect, recommended resources for suicide prevention, and crisis hotlines.</td>
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<td>COURSE OBJECTIVES</td>
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10. Students will learn ways they can protect themselves while in practicum and internship by understanding predictors of client violence, dealing with aggressive behaviors, diffusing violence, and workplace prevention plans.

SLO4: Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.

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; (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
## STATE OR NATIONAL STANDARDS

### CACREP 2016 Common Core (F) – This course is designed to meet CACREP standards and enable students to demonstrate knowledge of the following:

1. CACREP Standard II-F-1-b: The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation.
2. CACREP Standard II-F-1-c: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
3. CACREP Standard II-F-1-g: Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
4. CACREP Standard II-F-1-i: Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
5. CACREP Standard II-F-1-k: Strategies for personal and professional self-evaluation and implications for practice.
6. CACREP Standard II-F-1-l: Self-care strategies appropriate to the counselor role.
7. CACREP Standard II-F-1-m: The role of counseling supervision in the profession.
8. CACREP Standard II-F-2-a: Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally.
9. CACREP Standard II-F-2-b: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
10. CACREP Standard II-F-2-h: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
11. CACREP Standard II-F-3-i: Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
12. CACREP Standard II-F-5-b: A systems approach to conceptualizing clients.
13. CACREP Standard II-F-5-c: Theories, models, and strategies for understanding and practicing consultation.
14. CACREP Standard II-F-5-d: Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.
15. CACREP Standard II-F-5-f: Counselor characteristics and behaviors that influence helping processes.
16. CACREP Standard II-F-5-g: Essential interviewing and counseling skills.
17. CACREP Standard II-F-5-h: Developmentally relevant counseling treatment or intervention plans.
18. CACREP Standard II-F-5-i: Development of measurable outcomes for clients.
20. CACREP Standard II-F-5-k: Strategies to promote client understanding of and access to a variety of community-based resources.
21. CACREP Standard II-F-5-l: Suicide prevention models and strategies.
22. CACREP Standard II-F-6-g: Ethical and culturally relevant strategies for designing and facilitating groups.
23. CACREP Standard II-F-7-c: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.
24. CACREP Standard II-F-7-d: Procedures for identifying trauma and abuse and for reporting abuse.
25. CACREP Standard II-F-7-e: Use of assessments for diagnostic and intervention planning purposes.
26. CACREP Standard II-F-7-f: Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
27. CACREP Standard II-F-7-l: Use of assessment results to diagnose developmental, behavioral, and mental disorders.
28. CACREP Standard II-F-7-m: Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.
29. CACREP Standard II-F-8-e: Evaluation of counseling interventions and programs.

**CACREP 2016 School Counseling (SC)**—This course is designed to meet CACREP SC Standards and enable school-counseling-specialization students to demonstrate knowledge of the following:

1. CACREP V-G-1-b: Models of school counseling programs.
2. CACREP V-G-2-a: School counselor roles as leaders, advocates, and systems change agents in P-12 schools.
3. CACREP V-G-2-b: School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.
4. CACREP V-G-2-c: School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.
5. CACREP V-G-2-d: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
6. CACREP V-G-2-e: Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.
7. CACREP V-G-2-k: Community resources and referral sources.
8. CACREP V-G-2-n: Legal and ethical considerations specific to school counseling.
9. CACREP V-G-2-m: Legislation and government policy relevant to school counseling
10. CACREP V-G-3-c: Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
11. CACREP V-G-3-d: Interventions to promote academic development
12. CACREP V-G-3-f: Techniques of personal/social counseling in school settings
13. CACREP V-G-3-h: Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
14. CACREP V-G-3-m: Strategies for implementing and coordinating peer intervention programs.

**CACREP 2015 Clinical Mental Health Counseling (CMHC)**—This course is designed to meet CACREP CMHC Standards and enable clinical mental health counseling specialization students to demonstrate knowledge of the following:

1. CACREP V-C-1-b: Theories and models related to clinical mental health counseling.
2. CACREP V-C-1-e: Principles, models, and documentation formats of biopsychosocial conceptualization and treatment planning.
3. CACREP V-C-2-a: roles and settings of clinical mental health counselors.
4. CACREP V-C-2-b: etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
5. CACREP V-C-2-c: mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.
6. CACREP V-C-2-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).
7. CACREP V-C-2-e: Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
8. CACREP V-C-2-f: Impact of crisis and trauma on individuals with mental health diagnoses.
9. CACREP V-C-2-i: Legislation and government policy relevant to clinical mental health counseling
10. CACREP V-C-2-k: professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
11. CACREP V-C-2-l: legal and ethical considerations specific to clinical mental health counseling.
12. CACREP V-C-2-m: record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.
12. CACREP V-C-3-a: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
12. CACREP V-C-3-b: techniques and interventions for prevention and treatment of a broad range of mental health issues.
13. CACREP V-C-3-c: strategies for interfacing with the legal system regarding court-referred clients.
14. CACREP V-C-3-d: strategies for interfacing with integrated behavioral health care professionals.
15. CACREP V-C-3-e: strategies to advocate for persons with mental health issues.

TEXES Competencies—This course is designed to meet TExES competencies and enable school-counseling- specialization students to demonstrate the following competencies:

Competencies covered throughout this program:

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 002 (Student Diversity)
The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)
The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

Competency 004 (Program Management)
The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.

Competency 005 (Developmental Guidance Program)
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

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

**Competency 007 (Assessment)**
The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.

**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.

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**TECHNICAL REQUIREMENTS**

**Computer Hardware**
To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

**Student Technical Skills**
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

**Software**
Mozilla’s Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe’s Flash Player & Reader plug-in (latest version)
Apple’s QuickTime plug-in (latest version)

**Project Software – Optional**

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**BLACKBOARD SUPPORT CONTACT INFORMATION**

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard Student Help Site
UTRGV’s Blackboard Support:

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This syllabus subject to change to better meet course objectives per discretion of instructor.
COURSE DESCRIPTION AND PREREQUISITES

Course Structure: Due to the emphasis of the course being clinical experience in the field, class will meet bi-weekly. The instructional methods of this course will include experiential activities, discussion, lecture, and student presentations.

ASSIGNMENTS

1. Clinical Portfolio, Counseling Development Plan (10 points)
2. Weekly Logs, Progress Notes (10 points)
3. Counseling Videotape, Transcription, & Onsite Counseling Demonstrations/Skills (50 points)
4. Class Counseling Demonstrations, Class Discussions, Experiential Activities, Class Participation (10 points)
5. Community Outreach Activity (10 points)
6. Midterm and Final Evaluations (10 points)

1. Clinical Portfolio

   Documentation will be required for your Internship II portfolio. Your Internship I portfolio will be reviewed in Internship II and all three Practicum & Internship portfolios may be audited by the State. Therefore, it is important that you keep these portfolios in a safe place and plan to keep them well after you graduate. I will provide a checklist that will help in organizing your portfolio, which you should include in your portfolio. When you turn in your portfolio, make sure it is complete; meaning, logs have been signed and checked and evaluations are completed and everything in the checklist is included in your portfolio. (Please do not place papers in protector sheets). An outline for how to organize your portfolio will be provided in class.

   Counseling Development Plan & Self-Assessment

   Students will complete a comprehensive counseling development plan to address limitations and areas needing growth based off experiences and feedback received in Practicum and Internship I. This should be 1-2 pages long, double spaced, in APA format. The plan will consist of specific learning goals and objectives. This will be due during the second week of class.
Students will be required to complete a pre and post self-assessment for this course, which will be included in the portfolio. Copies of this pre and post self-assessment will be given to the instructor.

2. Weekly Logs

Students must document and submit weekly logs to accurately reflect direct hours (for each site), indirect hours (for each site), and supervision. The hours accrued must be validated/signed by your site supervisor and university supervisor.

Particularly, the logs of school-counseling-track students should reflect the following activities: individual counseling (including crisis intervention, suicidal intervention), group counseling, guidance curriculum (i.e., guidance lessons and school-wide projects addressing all learners’ needs related to (i) each developmental stage, (ii) special needs, and (iii) multicultural backgrounds in a diversity acknowledged school environment), consultation (with parents, school personnel, etc.), appraisal (e.g., testing, needs assessment), advisement, placement (education, career), referral, recordkeeping, professional development, committee, program management, relevant team duties.

Your weekly counseling logs must be COMPLETE & ACCURATE throughout the semester and at the end of the semester in order to receive your final grade. Inaccurate or incomplete logs at the end of the semester will result in an ‘F’ as a final average. Make sure to utilize the ExCEL computer template located in WebCT/Blackboard. Every week that you submit your counseling logs, you should have:

(1) your name written on the log
(2) Week of: “WEEK 1 – January 19-24, 2009” completed
(3) Host Organization: (this is the site where you collect your practicum hours)
(3) Dates written under each day of the week columns
(4) Site supervisor’s signature with date—No longer necessary. Make sure totals are accurate and add up
(5) Your signature with date
(6) Weekly and cumulative totals completed and documented
(7) Documentation attached to the ORIGINAL weekly log (e.g., progress notes, lesson plans, copies of material or workshops attended)
(8) A copy of ONLY your weekly log sheet (copies of supporting documentation is not necessary) with the word “COPY” written on the top.

When you submit your weekly logs, you will need to provide proof/documentation of the following:
(Direct Hours) – Family, Group, Individual, Classroom Guidance, and Other via progress notes.
and/or lesson plans or other; (Indirect Hours) – Record Keeping, Staff Meeting, Seminars/Workshops, and Other via agenda and/or handouts given at workshop.

Make sure to list/write-in duties performed under “Other” and “Record Keeping” right next to the box.

In order to ensure confidentiality of the clients you serve, please document first name and client’s last name initial only in your progress notes (e.g., Adrianna V.).

Document your hours accordingly and round up or down depending on what number you are closest to. For example, you counsel for 50 minutes, you are closer to 45 minutes than 1 hour, so you would log your 50 minute counseling session as .75 or 45 minutes. If you counseled for 55 minutes, then you would document as 1 hour, since 55 minutes is closer to 60 minutes.

1 = 60 minutes/1 hour

.75 = 45 minutes

.50 = 30 minutes

.25 = 15 minutes

These weekly logs are factored into your cumulative log grade. Therefore, submission of incomplete weekly logs will affect your final weekly log grade. The aforementioned weekly log guidelines will be used to determine your grade. Each weekly log is worth approximately 10 points. Points will be deducted for each weekly log for:

1. (1) missing documentation (i.e., incomplete or missing progress notes; 2 to 10 point deduction)
2. (2) turning in weekly logs late (5-10 point deduction)
3. (3) incorrect hour totals on log sheet (10 point deduction)
4. (4) not completing the minimum weekly direct hours, ~9 direct hours per week (2 to 10 point deduction)

Corrections on weekly logs should be made within one-two weeks after submitted. However, once points have been deducted for a weekly log, corrected logs will not replenish deducted points. Adding of hours on all weekly logs at the end of the semester will not be allowed. Be certain that you keep track of all hours that you complete throughout the semester and document accordingly. Also, Do Not use 2 different files to save logs – this will pose a major problem with accurate totals later and affect your counseling log grade.

Progress note format will be reviewed in class. You will be provided with electronic versions of these progress notes.
3. Counseling Videotape, Transcription, & Onsite Counseling Demonstrations

Each student should submit two (2) counseling videotapes, or a video/audio and a site visit, or two (2) site visits by the instructor, 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 videotape, 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.

Videotape Requirements

You will need to purchase 1-2 VHS videotapes or 1-2 CD/DVDs and have ACCESS to a VHS/VHS compatible or CD/DVD video recorder to record some of your counseling sessions. When turning in your videotapes, they must be in a VHS or CD/DVD format. If you do not have a VHS video recorder or CD/DVD compatibility, make sure to turn in the tape with an adapter. Absolutely no personal video cameras will be accepted by the instructor in order to view the counseling session and lack of an adapter or VHS/VHS compatible video recorder will NOT be a valid excuse for turning in a late assignment. Viewing and critiquing of the tapes may be conducted in class.

You will make 1 videotape of yourself in the role of the counselor with one of your current clients. The tapes should cover 30-45 minutes of counseling. The transcription should cover 20 minutes of what you perceive to be the best reflection of your clinical skills. Please ensure that you are completely visible in the video. It is also preferable to include client in the video, so I can see client’s non-verbal behavior. This should not be a problem, if the parent has given permission for you to record their child. Make sure you state your name, date, class and professor on the videotape before you begin the counseling session—this is worth 15 points if not completed. Before beginning the counseling session, make sure the camcorder is recording properly and the sound is good. Instruct your client to speak loudly, if he/she has a soft voice. Poor volume level may result in redoing the session. Also, ensure that your video is recorded upright. Recording with an I-phone sideways or upside down will result in video being sideways or upside down. I do not have the software to correct for this error. Lastly, make sure your CD/DVDs are properly labeled.

There are certain basic skills that you learned in COUN 6327-Theories, Methods & Techniques I, COUN 6328- Theories, Methods & Techniques II, COUN 6365-Practicum, and COUN 6369- Internship I that have been proven effective. It is expected that you will master these skills such that you are able to appropriately aid a client in moving through the stages of counseling toward ultimate productive behavior change. The purpose of the videotape is to allow you to demonstrate your counseling skills, systematically review your own skills, and to demonstrate your level of skill development at that point in time. It is expected that you will demonstrate an increasing level of skill and understanding from the beginning of the semester to the end of the semester.
The following list provides a general description of the skills you should be able to demonstrate in the onsite counseling observations and videotapes from the onset of Internship II and throughout the semester.

**COUN 6327 & 6328 (Methods & Techniques) skills**

- Appropriate interviewing skills
- Appropriate empathy and other relationship building responses
- Appropriate responding to facilitate client self-disclosure and self-exploration
- Appropriate introduction
- Explanation of counselor and client roles
- Explanation of confidentiality
- Use of door openers
- Use of invitational skills; such as, eye contact, attentive silence, voice tone, body position, facial expression/gestures, and physical distance
- Use of opening skills: such as, minimal encouragers, open-ended and closed questions
- Utilize reflecting skills; such as, paraphrase, reflection and summarization
- Ability to conceptualize the client and the client’s concerns at a basic level (i.e. identify the major concern the client has presented and how it is impacting the client’s life)

**COUN 6365 & 6369 (Practicum and Internship I) skills**

- All of the above, plus:
- Recognize opportunities to utilize appropriate challenging skills and apply them in the alternative responses (if appropriate with your client)
- Demonstrate the ability to generate and apply plausible hunches and hypotheses in alternative responses (reflection of meaning)
- Demonstrate an increasing ability to conceptualize the client and his/her concern
- Demonstrate a clear sense of direction in moving the client forward and in conceptualizing the client’s concern
- Demonstrate a recognition of appropriate goal setting and intervention strategies

The CD/DVD will be due on your assigned date and will be graded according to the skills that have been covered in previous classes (i.e., Methods & Techniques + Practicum and Internship). Make sure to record your counseling session in a timely manner, so as to avoid Murphy’s Law. Taping at the beginning of the semester does not excuse your lack of skills. You want to avoid taping an academic advisement session since it may be difficult for you to demonstrate your counseling skills. Submission of previously recorded videos completed for other classes (i.e., Methods & Techniques + Practicum/Internship) will automatically result in a zero for both the videotape and transcription grade and/or result in automatic dismissal from the Counseling & Guidance program for academic dishonesty.

*Transcription*

This syllabus subject to change to better meet course objectives per discretion of instructor.
You will turn in the video with supporting written transcription rubric. The transcription will be done on your own counseling tape in which you will view, document, transcribe, and critique your videocassette demonstrating your ability to integrate the skills learned in class and/or in previous classes.

Your grade/evaluation of this transcription is not based on your counseling skills; rather, it will be based on your ability to accurately identify demonstrated counseling skills and constructive criticism of your own skills.

**A reminder that all written assignments must reflect graduate level presentation, including APA format, correct spelling, and appropriate punctuation and grammar.** Also, be advised that grading of these items requires more time than usual. So, please allow a minimum of two weeks for feedback. Detailed instructions for this project will be provided in class.

Items to submit:

- Video/CD/USB
- Transcript
- Permission to Tape Form for both adult and child
- Copy of Progress Note
- Treatment Plan for the client

**Onsite Counseling Demonstration**

You will be observed and graded a minimum of one time during a live demonstration of counseling with an actual client. An Abbreviated Observation Feedback Checklist will be used to evaluate your skills (previously listed). Introduction, invitational, opening, reflective, summarization, challenging, goal-setting, and overall effective counseling skills will be assessed.

Each student will receive one or more site visits throughout the semester. Students are expected to be conducting direct services (individual counseling, or group counseling) to clients while instructor is conducting the site visit. Student’s skills will be evaluated by the instructor. Instructor site visits must occur within the first six weeks of the semester for school counseling specialization students.

You will be asked to provide the professor with a schedule for approximately 2 hours of the 9.5 hours of required weekly direct counseling duties. Your teaching schedule is not flexible (i.e., planning period, teaching). Similarly, your individual and/or group counseling should not be compromised and you must provide consistency to those you serve (i.e., students, teachers, etc.). You are expected to complete **120 hours of direct counseling**. Therefore, you should schedule ~ 9 ½ hours of direct counseling every week. You may be flexible with your indirect hours. However, you will be expected to conduct your groups and/or individual counseling as you indicate in your schedule. Your site visit grade will be based on your adherence to your direct counseling schedule, weekly group lessons, weekly individual counseling, and/or site supervisor input. It will be vital to plan accordingly and have several clients ready to be seen, should one be absent. Make sure to **notify me of any**
changes in your schedule via e-mail and phone as soon as possible. I will provide you with my cell phone number, so you can contact me directly. Failure to notify me of any changes in your direct counseling schedule will be reflected in your site visit grade (e.g., -5 points per visit).

If you are having difficulty completing assignments/hours at your site, then it is important to schedule sessions before or after school or during lunch. Otherwise, you may need to secure a different practicum site.

4. Counseling Demonstrations/Class Discussions/Experiential Activities/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. **Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade.** Class preparation, timely submission of assignments, active participation in course activities (e.g., counseling PSD graduate students), demonstration of professional decorum, and support of peers are integral to your professional development and will be reflected in this Counseling Demonstrations/ Experiential Activities/Participation grade.

It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Due to the experiential and interactive nature of the class, there is no possible way to make-up a class--meaningful learning often takes place in discussion and interaction with others, where students express and articulate their ideas. Therefore, participation and attendance is expected and required.

**Class Discussions**

Internship students will demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings by discussing a case study with the following information: Background information, diagnostic impressions, hypothesis (why is the presenting problem occurring?), treatment goals (with goals, objectives, and strategies), community resources, major content of sessions with client (this can include the strategies you are using in session with client), recent developments, and future directions.

**Class Counseling Demonstrations**

Students will be required to demonstrate counseling skills during class and/or in a counseling setting. You should be able to demonstrate basic counseling skills acquired in Theories, and Methods and Techniques (e.g., initial rapport with client, informed consent, your status as a student in supervision, confidentiality and exceptions) and advanced counseling skills acquired in Practicum and Internship (reflection of feeling, content, meaning, and paraphrasing).

**Class Participation**

This syllabus subject to change to better meet course objectives per discretion of instructor.
You will have the opportunity to earn up to 8 points every class meeting. By the same token, points will be deducted from your overall participation grade for tardiness (-4 to -8 points/tardy), more than one excused/unexcused absence (-15 points or more), and unprofessional behavior (i.e. lack of participation with specific classmates, late work, not bringing material/books to class, texting during class, etc., -15 points or more).

A. Absenteeism should be reported via e-mail to the instructor and planned absences must be documented in writing, prior to the absence. In the case of an emergency, students are expected to telephone the instructor immediately. Absenteeism (i.e., more than one absence) or frequent tardiness will result in a loss of class participation points and may result in a full grade drop or a failing grade in the course.

It is the student’s responsibility to inquire about class notes, handouts, and/or exercises. Leaving anytime before the end of class without notifying the instructor will be considered an absence (excused/unexcused). Failure to contact the instructor regarding an absence is also considered an unexcused absence and may result in being dropped from the class. Three late arrivals/early departures – final grade will be dropped one letter grade. Late arrival means arriving to class after it has begun (e.g., classmates are taking a quiz or lecture has begun).

No make-up exams, nor incomplete (“I” grades) will be given, except in cases that involve specific, emergency documented circumstances. “I” grades will not be given in lieu of a failing or poor grade.

B. All assignments are expected to be complete and submitted ON TIME in accordance with the due dates. Late papers/projects will not receive full credit. Late assignments will result in a 1 point deduction for each day that it is late. However, SOME ASSIGNMENTS WILL NOT BE ACCEPTED LATE, regardless of an excused/unexcused absence. An assignment is considered late if it is not turned in on the due date DURING class.

C. Please turn off cellular phones (NO TEXTING during class), beepers, and/or laptops. If emergencies arise, please discuss with the instructor.

5. Community Outreach Activity

Students will be required to organize and facilitate a community outreach activity. Students will be responsible for marketing, organization, and facilitation of the event. Ideas for activities will be provided in class. University resources may be used to support the activity. A write up on the process and activity will be required. Guidelines will be discussed in class. INTERNSHIP II STUDENTS ONLY

Experiential Community Outreach Counseling Activity

This syllabus subject to change to better meet course objectives per discretion of instructor.
You will have an opportunity to counsel at least one Counseling program graduate student, enrolled in COUN 6313-Personal and Social Development of the Counselor course. COUN 6313 Counseling graduate students will be required to complete five (minimum 1 hour) counseling sessions with the counselor of their choice to satisfy course requirements.

In these sessions you will process issues that are relevant to genuine concerns that may enable the Counseling program student to increase their self-awareness. In depth or severe issues (e.g., abuse) should not be broached. In order to maintain confidentiality of the COUN 6313 Counseling graduate students, you will not be required to submit progress notes for documentation of these Counseling graduate students. Rather, you will only need to document and submit the dates, time, and location of your sessions. You will also be asked to document general comments about these Guidance and Counseling graduate students’ active participation in the sessions throughout the semester, as you meet with these PSD students.

In order to maximize the counseling sessions, clients (COUN 6313 graduate students) will be asked to: (a) begin sessions within the first 3 weeks of class, and (b) schedule their sessions for every other week. Scheduling two sessions within a week or scheduling sessions weekly is not advised. Please keep this in mind as you try to meet their needs. Counseling sessions should occur in a professional location. A counselor or client’s home is not an appropriate venue for this assignment. If there are any conflicts of interest or concerns related to this assignment, please bring this to my attention as soon as possible. All of the hours you accrue during these counseling opportunities will count towards your required 120 hours of direct counseling.

Also, in keeping with generally accepted standards of practice, I frequently consult with other mental health professionals regarding the management of cases. The purpose of consultation is to ensure quality care and every effort will be made to protect your identity. Please know that other professionals are also legally bound to keep information confidential.

Your grade will be determined by your professionalism, punctuality, and preparedness for each of the sessions. Failure to attend counseling sessions with your clients (COUN 6313 Students) will impact your grade.

6. Midterm and Final Site-Supervisor Evaluations

OTHER COURSE REQUIREMENTS:

1. Obtain professional liability insurance. Students will not be allowed to see clients until liability insurance had been secured.
2. Complete a minimum of 600 clock hours of counseling internship (CACREP standard III.H) under the supervision of a site supervisor. This requirement must be a minimum of 240 direct service hours with clients. These hours are divided into two (2) semesters of coursework.

This syllabus subject to change to better meet course objectives per discretion of instructor.
The hours need to be documented by the student and validated by your site & university supervisor. *Any duties that fall within your teaching position may not count towards your required practicum hours.*

Additionally, your site supervisor must be a certified school counselor or a L.P.C. with at least 2 years of counseling experience. Your site supervisor also needs to have attended a mandatory Site Supervisor Orientation, given by the Counseling Program. Your professor will verify that your site supervisor has met the requirements to serve as a UTRGV Counseling and Guidance Site Supervisor.

**The student may begin counseling clients once:**

(a) your practicum/internship professor has verified your site supervisor has been approved,

(b) you have provided your practicum/internship professor with a copy of your liability insurance, and

(c) you have provided your practicum/internship professor with a copy of your site contract.

Complete a minimum of 300 hours of counseling internship I and a minimum of 300 hours for internship II.

**Note:** If a student is found to have unethically accounted for hours not completed, he/she may receive an ‘F’ in the course and/or be removed from the program.

**A. School Counseling Track**

- At least one hundred and twenty (120) direct hours must be completed in the school setting. Student counselors must adhere to procedures for permission, record keeping, social-media cites, dress code, and limits of confidentiality set by the school district in which they complete practicum hours. Students who are not currently employed by the school district in which they plan to practice must see the instructor for information on the criminal background check and approval for fieldwork. If you are a teacher at your site you are not to service students in your classroom; this is to avoid dual relationships.

- **One Hundred and Eighty (180) hours** must consist of indirect counseling services. Up to 25% of indirect hours may be accrued outside of the site. (Note: an overflow of direct hours may count towards indirect hours.)

*Students must complete hours in an approved school setting that satisfies internship site requirements and with which a site agreement has been completed. A student can have up to two (2) internship sites and two (2) site supervisors. Students returning for LPC requirements who are currently employed as a counselor will be required to obtain at least 50% of their hours at an LPC approved site.*

This syllabus subject to change to better meet course objectives per discretion of instructor.
B. Clinical Mental Health Counseling Specialization

- **One hundred and twenty (120) hours of direct** counseling must be completed at an approved site in the community. The student is encouraged to seek hours of client contact in community agencies specializing in the student’s field of interest, provided the agency meets requirements for supervision.

- Students may accrue hours at a second site with special permission from the instructor and approval from the site supervisor. This only applies for external sites that are skill level appropriate for internship students.

- **One hundred and eighty (180) hours** must consist of indirect counseling services. (Note: an overflow of direct hours may count towards indirect hours)

3. Attend group supervision (done during class time) as scheduled on syllabus. Students are to obtain at least 24 group supervision hours. Students will have opportunities to staff their most difficult cases in group supervision.

4. Attend weekly individual/triadic supervision sessions with university supervisor and/or with site supervisor (clinic supervisor). Supervision guidelines, roles, and responsibilities will be reviewed in the first supervision session and meeting times will be set the first week of class.

5. Abide by all policies set forth in Practicum/Internship Handbook, including submission of Site Supervisor agreement, practicum/ethics agreement, and **mid-semester evaluation** by site supervisor.

6. 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 and Guidance program faculty, including dismissal from the program.**

**GRADING POLICIES**

All assignments are the responsibility of the student. Late assignments will result in a 1 point deduction for each day that it is late. Grades will be determined according to the student’s performance on the requirements for this course. The grading system will be based on the following weight distribution with a possible total of 100%. The grading system will be based on the UTRGV Grading System Policies and Procedures. The final grade will be based on the following requirements:

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90-100%, B = 80-89%, C = 70-79% , D = Below 69%</td>
</tr>
</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>Activity</th>
<th>CACREP Outcomes Assessed</th>
<th>TEA Standards</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Demonstrations, Class Discussions, Experiential Activities, Class Participation</td>
<td>K.2.b, K.3.a, K.3.b, K.3.c, SC.A.9, SC.A.11, SC.C.2.d, CC.C.1, CC.C.4</td>
<td>I.2, I.6, I.13, IV.1, V.1, VI.1</td>
<td>10%</td>
</tr>
<tr>
<td>Community Outreach Activity (Internship II)</td>
<td>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-b, V-C-3-i, V-C-3-e</td>
<td>I. 2, 3, 7, 8, 9, 10,11, 12, 13; II. 1, 2, 3, 6, 10; III. 2, 3; IV. 1, 2, 3; V. 1, 2, 5; VI. 3</td>
<td>10%</td>
</tr>
<tr>
<td>Counseling Videotape and Transcription (20%), and/or Onsite Counseling Demonstrations/Skills (30%)</td>
<td>II-K-1, 2, 3, 4, 5, 6, 7, 8, 9 II-C-2</td>
<td>I. 2, 8; II. 3; II. 2, 3; V. 1; 3, 4</td>
<td>50%</td>
</tr>
<tr>
<td>Midterm and Final Evaluations</td>
<td>II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h, V-G-3-i, V-G-3-e</td>
<td>VI. 1</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Portfolio and Counseling Development Plan</td>
<td>II.K.1-5, 7, 9, 10 II.C.2 II.A.4; B.a.4 II.C.1-7</td>
<td>VI. 1</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly logs, Progress notes</td>
<td>II-F-1-b II-F-1-e II-F-1-i: II-F-1-k II-F-2-a II-F-2- i: II-F-2-h, II-F-3-i: II-F-5-b, II-F-5-f II-F-5-g II-F-5-h II-F-5-j II-F-5-k II-F-7-c: II-F-6-g II-F-5-IV-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, VC-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b, V-C-3-i, V-C-2-e, II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h,</td>
<td>I. 2, 3, 4, 7, 9, 10, 11, 12; II. 1, 2, 4, 5, 6, 7, 8, 9, 10; III. 1, 2, 3, 4, 5; IV. 1, 2, 3; V. 3, 4, 5, 6, 7, 8; VI. 5</td>
<td>10%</td>
</tr>
</tbody>
</table>

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• Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

**UTRGV POLICY STATEMENTS**

**STUDENTS WITH DISABILITIES**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

**PREGNANCY, PREGNANCY-RELATED, AND PARENTING ACCOMMODATIONS**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**STUDENT ACCESSIBILITY SERVICES**

*Brownsville Campus:* Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

*Edinburg Campus:* Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 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 on or about:

- **Module 1** | October 2\textsuperscript{nd} – 8\textsuperscript{th}
- **Module 2** | November 27\textsuperscript{th} – December 3\textsuperscript{rd}
- **Full Fall Semester** | November 14\textsuperscript{th} – December 4\textsuperscript{th}

**ATTENDANCE**

This syllabus subject to change to better meet course objectives per discretion of instructor.
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Three late arrivals or departures to class (more than 10 minutes late) will constitute one absence. Students absent from more than two sessions or classes will receive a letter deduction from their final grade. 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 DISHONESTY**

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 (including self-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 Student Rights and Responsibilities.

**DEFINITIONS**

“Plagiarism is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit.”

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

**Course policies are subject to change.** It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

**SEXUAL MISCONDUCT AND MANDATORY REPORTING**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and 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 that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance,
or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

### 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.

### STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Center</td>
<td>BMAIN 1.400</td>
<td>ESWKH 101</td>
</tr>
<tr>
<td><a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a></td>
<td>(956) 665-7120</td>
<td>(956) 665-7120</td>
</tr>
<tr>
<td>Career Center</td>
<td>BCRTZ 129</td>
<td>ESSBL 2.101</td>
</tr>
<tr>
<td><a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a></td>
<td>(956) 882-5627</td>
<td>(956) 665-2243</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>BSTUN 2.100</td>
<td>EUCTR 109</td>
</tr>
<tr>
<td><a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a></td>
<td>(956) 882-3897</td>
<td>(956) 665-2574</td>
</tr>
<tr>
<td>Learning Center</td>
<td>BMSLC 2.118</td>
<td>ELCTR 100</td>
</tr>
</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
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# Tentative Course Topics, Calendar of Activities, General Assignments and Activities

<table>
<thead>
<tr>
<th>Date and CACREP Core Curricular Standards</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **08/27/2019** CACREP G.1.c.e.; G.2.a.b.d.e; G.3.c.f; G.4.f; G.5.a.b.c.d.e.g.; G.6.a.c.d; G.7.f.g; G.8.a.e | 1) Introductions, review of syllabus, and course requirements  
2) Turn in forms  
   - Student Internship Agreement  
   - Signed Internship Site Agreement  
   - Site Supervisor Information sheet and copy of their site supervisor training from UTRGV (certificate)  
   - Proof of Liability Insurance  
   - Student Data Form  
3) Review of student site locations and plan for hours  
4) Review of tapescript guidelines  
5) Review of portfolio guidelines | All forms due before seeing clients. |
| **09/3/2019** CACREP G.1.c.e.; G.2.a.b.d.e; G.3.c.f; G.4.f; G.5.a.b.c.d.e.g.; G.6.a.c.d; G.7.f.g; G.8.a.e | 1) Review of counseling skills  
2) Self-care  
3) Process cases | Counseling development plan and self-assessment due |
| **09/10/2019** CACREP G.1.c.e.; G.2.a.b.d.e; G.3.c.f; G.4.f; G.5.a.b.c.d.e.g.; G.6.a.c.d; G.7.f.g; G.8.a.e | 1) Reporting Abuse  
2) Process cases | — |
| **09/17/2019** CACREP G.1.c.e.; G.2.a.b.d.e; G.3.c.f; G.4.f; G.5.a.b.c.d.e.g.; G.6.a.c.d; G.7.f.g; G.8.a.e | 1) Risk assessment/crisis management  
2) Process cases | — |

This syllabus subject to change to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>CACREP G.1.c.e.; G.2.a.b.d.e; G.3.c.f; G.4.f; G.5.a.b.c.d.e.g.; G.6.a.c.d; G.7.f.g; G.8.a.e</th>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/2019</td>
<td>1) Case presentation and peer observation</td>
<td>1) Case presentation and peer observation</td>
<td>Tapescript Due</td>
</tr>
<tr>
<td></td>
<td>2) Process cases</td>
<td>2) Process cases</td>
<td></td>
</tr>
<tr>
<td>10/15/2019</td>
<td>1) Case presentation and peer observation</td>
<td>1) Case presentation and peer observation</td>
<td>Midterm Evaluation from Site Supervisor Due</td>
</tr>
<tr>
<td></td>
<td>2) Process cases</td>
<td>2) Process cases</td>
<td></td>
</tr>
<tr>
<td>10/29/2019</td>
<td>1) Case presentation and peer observation</td>
<td>1) Case presentation and peer observation</td>
<td>Deadline for Site Visit</td>
</tr>
<tr>
<td></td>
<td>2) Process cases</td>
<td>2) Process cases</td>
<td></td>
</tr>
<tr>
<td>11/12/2019</td>
<td>1) Case presentation and peer observation</td>
<td>1) Case presentation and peer observation</td>
<td>Bring your laptop</td>
</tr>
<tr>
<td></td>
<td>2) Process cases</td>
<td>2) Process cases</td>
<td></td>
</tr>
<tr>
<td>11/26/2019</td>
<td>1) Case presentation and peer observation</td>
<td>1) Go over application for NCE</td>
<td>Turn in required forms</td>
</tr>
<tr>
<td></td>
<td>2) Process cases</td>
<td>2) Process cases</td>
<td>Turn in Portfolios</td>
</tr>
<tr>
<td>12/10/2019</td>
<td>FINAL CLASS MEETING</td>
<td>FINAL CLASS MEETING</td>
<td></td>
</tr>
</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
Assignment Guidelines:

TAPESCRIP Guidelines:
Tapescripts should be 20 consecutive minutes of counselor-client interaction. Choose a section that includes a minimum of 10 counselor responses. Responses such as yes, hmm, I see, etc., do not count as a counselor response; a counted counselor response needs to be more substantial. (Note: You must have a minimum of 10 substantial counselor responses, but you do not evaluate only 10—you must evaluate ALL substantive counselor responses.) *The 20-minute transcribed section of tape, including ALL counselor and client responses, must be verbatim and consecutive in time sequence.

Directions:
1) **Use the below template for the tapescript!**
2) At the top of the tapescript, include the pseudonym of the client, age, sex, date, session number, theoretical model, and techniques employed. Start with the client’s statement and then follow with your (student counselor’s) response, which you evaluate with the criteria described in #2. As you listen to your tapes, it may help you to record the counter number of the sections you wish to transcribe. This will assist you in quickly locating the section when you transcribe. **As you transcribe, please insert the tape counter at approximately 5 minute increments on your typed script.**
3) Follow these criteria for evaluation of all counselor responses (except minimal encouragers):
   a. Identify the skill demonstrated in the counselor response (see Tapescript Self-Evaluation for Key Terms, e.g., open invitation, reflection of feeling, etc.) (column 2)
   b. State the intent of your response (column 2).
   c. Evaluate the effectiveness of the response based on your intent (column 3).
   d. Identify and state an alternative response that might have been more helpful. AWLAYS provide an alternate response. Usually responses identify client’s feelings, thoughts, and/or behaviors, and is theoretically driven. Look for ways you could have better reflected client’s feelings, thoughts, or behaviors. Also look for ways to ask more open-ended questions versus closed questions. Be aware of how many questions you are asking without including reflections of feeling and content. Even if you believe your original response was adequate, force yourself to identify other alternatives (column 3).
4) Complete a SOAP note for this session and turn it in with your tapescript. (Be sure to add your answers to the additional questions.)
5) **Complete the Tapescript Self-Reflection and turn it in with your tapescript.**
(You will be evaluated on the level of self-reflection you demonstrate on this self-evaluation.)

The following is a sample transcript. Please use the following format:

<table>
<thead>
<tr>
<th>Counseling Response</th>
<th>Skill Demonstrated (a) and Theoretical Intent (b)</th>
<th>Critique (c) and Alternative Response (d)</th>
</tr>
</thead>
</table>
| Tell me more about your reasons for coming in today. | (a) Open invitation.  
(b) My intent was to encourage client to elaborate on the problem. | (c) I think this skill was effective in helping the client open up more about his concerns.  
(d) I also could’ve reflected feelings: “You seem both anxious & relieved about coming in today.” |
| Client:  Since grandpa’s funeral, I can’t seem to stop crying. I knew he was going to die, but I didn’t expect it to hit me this hard. | You feel hurt.  
(a) Reflection of Feeling.  
(b) My intent was to show that I am listening and connecting with the client and validate feelings. | (c) I think a reflection of feeling was appropriate, but I could have used more descriptive feeling words and reflected more thoroughly.  
(d) “You tried to prepare yourself, but you are now feeling overwhelmed with sadness and grief.” |
SOAP Case Note Write-Up Form

Client Initials or Pseudonym:

Nature of Concern:

Personal Theory:

Subjective (S)

Objective (O)

Assessment (A)

Plan (P)

Please: (a) highlight any issues of cultural diversity that you believe impacted or could have impacted the counseling dynamic between yourself and your client and how you addressed or could have addressed same, (b) describe how you modeled or could have modeled professional advocacy for or on behalf of your client, (c) describe how you promoted optimal mental health for your client or could have further promoted optimal mental health for your client, and (d) describe how you referred or could have referred your client for other resources (e.g., 12-step groups, clothing, dentistry, medical treatment, etc.) within the community. Additionally, please provide the client’s diagnosis and describe how you determined this diagnosis based upon the client’s presenting symptomatology, complaints, and behaviors.

____________________________________________________________________

Student Counselor’s Signature                                       Date
### Tapescript Self-Reflection and Grading Rubric

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Number (in 20 minutes) Completed by Student</th>
<th>Description</th>
<th>Points Possible</th>
<th>Points Earned by professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Questions</td>
<td></td>
<td>Student uses open questions that invite client to elaborate on information, elicit examples of specific behavior, focus client’s attention on feelings, as well as highlight patterns of thought, feeling, and behavior. Student does not overuse open questions. Student uses closed questions sparingly and reasons for use are justified (e.g., to fill in important gaps or details).</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Closed Questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrasing/Reflection of Content</td>
<td></td>
<td>Student demonstrates an appropriate use of paraphrasing to express empathy and attentiveness. Student also paraphrases to help client elaborate on information. Paraphrasing is concise and nonjudgmental. Student avoids parroting.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Reflections of Feeling</td>
<td></td>
<td>Student utilizes reflections of feeling consistently and appropriately.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Reflections of Meaning</td>
<td></td>
<td>Student demonstrates the ability to move the session to a deeper level through the use of reflections of meaning.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Summarization</td>
<td></td>
<td>Summaries include a variety of skills, such as reflections of feeling, meaning, and content.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Avoidance of advice-giving, interpretation, why questions, judgmental responses</td>
<td></td>
<td>For full credit, student avoids the use of why questions, advice giving, interpretation masked as paraphrasing, and judgmental responses.</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
| Mirroring / Pacing | Student appropriately demonstrates the skill of mirroring. Student also demonstrates an appropriate use of pacing. | 1 |
| Overall Presence and Silence | Student demonstrates a poised, calm, and collected demeanor in session. Student demonstrates an appropriate level of comfort with silence, which effectively allows client and counselor to collect their thoughts. | 1 |
| SOAP Note Write Up | Student puts session information in the appropriate section of the SOAP Note. Student draws on her or his personal theory of counseling to complete the assessment and plan sections of the SOAP note. Student describes with specificity and depth how multicultural factors may influence the counseling relationship. | 2 |
| Identification of Skills, Self-Reflection, and Alternative Responses | Student correctly identifies the skills used. Student provides in-depth and accurate self-evaluation and provides alternative responses that indicate awareness of higher-level skill development. | 2 |
| **Total** | **20** | 

**Additional Questions:**

What did you do well in this session?

What do you wish you had done differently?

What are some reoccurring difficulties or patterns you are experiencing?

What specific parts of the tape/session would you like help on?

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How did this session affect you? (e.g. your own personal issues or feelings came into the session)

Brainstorm avenues for further counseling with this client(s)?

Additional comments:
CASE PRESENTATION GUIDELINES (Individual, couple, or family):

Make one formal case presentation to the class. Your presentation should include a portion of a video tape from a session with that client. Case presentations should follow the format included below and should be limited to one continuous 10-15 minute segment of tape. Your case presentation should follow the outline below, including information from each section that is pertinent to the case.

I. Identifying data
   a. Client disguised name
   b. Relevant personal data including age, race, gender
   c. Job or grade level
   d. Referral source

II. Relevant background data and current status
   a. Family information: background, culture, history, dynamics, spiritual beliefs
   b. Work/school-related information: school, employment
   c. Medical information: history, general health, physical or mental health problems
   d. What led the client to seek counseling at this time?
   e. Number of sessions with this client

III. Your conceptualization of the case
   a. Assessment and diagnosis
   b. Please describe how you determined this diagnosis based upon the client’s presenting symptomatology, complaints, and behaviors and any differential diagnoses that you considered.
   c. Statement of the problem (e.g., affective, cognitive, behavioral)
      i. Presented
      ii. Actual treated

IV. Goal(s)/target(s) for client change
   a. Client’s
   b. Yours

V. Counseling Process (briefly describe your approach to working with this client)
   a. Theoretical base used
   b. Describe how you addressed multicultural issues with this client. Specifically, describe how you applied multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
   c. Counseling relationship development
   d. Counseling process flow
   e. Accomplishments to date
   f. Any complicating factors

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g. Any creative activities: genogram, lifeline, expressive art activities, etc.

h. Describe how you modeled professional advocacy, promoted optimal mental health for the client, and promoted optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

i. Describe how you referred your client to additional resources within the community and describe these resources (e.g., 12-step meetings, medical treatment, etc.).

j. Describe how you applied effective strategies to promote client understanding of and access to community resources.

k. Describe how you applied current record-keeping standards related to clinical mental health counseling.

l. Describe how you provided appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

m. Describe how you recognized your own limitations as a clinical mental health counselor and sought supervision or refer of clients when appropriate.

n. Describe how you applied relevant research findings to inform your clinical mental health counseling practice with this client.

o. Describe how you developed and used measurable outcomes for your clinical mental health counseling programs, interventions, and treatments.

p. Outcome

q. Follow-up (real/planned)

VI. Solicit feedback
   a. What particular difficulties are you have with this case?
   b. What kind of help/feedback would you like from this group?
This syllabus subject to change to better meet course objectives per discretion of instructor.