COUN 6369.02/6370.01 Syllabus

Internship I & II

Term: 2019 Spring
Meeting Times: Wednesdays 7:20 – 9:50 pm
Class Location: Sabal Hall 2.112A

Instructor Name: Selma Yznaga, PhD
Telephone Number: Office 956-882-7855  Cell 956-533-5762
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, video chat, or a meeting.

Textbook and/or Resource Material

Required Text:
ISBN: 978-0826128430

Recommended Text:

Course Description and Prerequisites

Course Catalog Description
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 6369: COUN 6365 and program approval.
COUN 6370: COUN 6369 and program approval.

Teaching Philosophy
I consider it a privilege to train mental health practitioners who will serve some of the community’s most vulnerable members. In my courses, I strive to provide a space that brings out the best in each student. While anxiety can be motivating, too much of it can be debilitating. I will consider students holistically and developmentally. Whatever the students’ skill set is at the beginning of this course, my goal is to mentor, model, and provide feedback so that each student feels empowered and competent in the counseling session.

As a group, I hope to create a space where we each acknowledge the unique clinical skills and talents of our peers and treat each other with curiosity and a willingness to learn from each other. Every counselor has his or her own inimitable style and has

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
something to offer the others in this course. To this end, I expect each student to “listen each other into voice” to create a context of collective collaboration.
In addition to the curative nature of counseling, the work that we do also has great potential to harm, and my feedback is intended to help you grow professionally while protecting the clients that you serve in this course and in the future. I have high expectations of each student who has reached this point in the counseling program. My commitment to you is to support your efforts to meet them.

**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:

1. **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

2. **Section 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

3. **Section 8: Research and Program Evaluation**
   e. Evaluation of counseling interventions and programs

4. **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

---

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
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;

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
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.

Course Objectives
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, licensure and certification, and occupational outlook. Students will improve and refine counseling and guidance skills used in individual, group, marriage and family, and career counseling. Students will apply and integrate knowledge and counseling skills in school and clinical mental health settings.
2. Students will gain understanding of ethical and legal issues 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.
3. Students will gain understanding of clinical issues as related to therapeutic alliance, treatment planning, counseling techniques, assessment and outcome techniques, clinical records, and termination.
4. Students will gain knowledge and experience in in community outreach and service delivery beyond the classroom and training lab.
5. Students will develop greater sensitivity to the dynamics of the counseling process through self- and peer evaluations.
6. Students will gain knowledge and experience in classroom and site supervision, as well as models of supervision and case conceptualization.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
7. Students will research current trends and issues affecting the counseling profession, including multicultural issues related to counseling.
8. Students will learn wellness strategies and ways to manage stress during practicum and internship.
9. Students will gain 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.
10. Students will learn ways to protect themselves while in practicum and internship by understanding predictors of client violence, dealing with aggressive behaviors, diffusing violence, and workplace prevention plans.

UTRGV Counseling Program Objectives

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

Major Requirements, Demonstration of Mastery and Evaluation

1. Minimum of 300 Hours of Direct and Indirect Counseling
   
   A. School Counseling Specialization
      
      i. At least 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. Students completing practicum at their employment site must not service students in their classrooms in order to avoid dual relationships.
      
      ii. At least 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.)
   
   B. Clinical Mental Health Counseling Specialization
      
      i. At least 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 at the appropriate skill level for internship students.
      
      ii. At least 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.)

   C. Group Counseling (COUN 6369 only)
      
      i. Students in COUN 6369 must complete 10 hours of group counseling practicum and all accompanying clinical forms.

Note: 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 has been secured. Students must also ensure UTRGV Department of Counseling supervision training for site supervisors. Students will not be allowed to accrue direct counseling hours until the supervisor has participated in training.

2. Counseling Video/Audio 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/videotape, relevant written materials (case summary, tape transcript, etc., as specified by the instructor) should

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
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 at 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 and Counseling Identity/Personal Beliefs Statement:** Consider replacing this grade with the HIPAA and FERPA training modules

   A. Students will complete two (2) self-assessments (pre- 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 group supervision.

   B. The Counseling Identity Statement should outline your motivations for choosing a career in the counseling profession. The following questions should guide you in completing this requirement: what cultural beliefs, values, and experiences led you to consider a career in counseling; why do you view counseling as an important field today; what are your thoughts about how people change; what counseling settings and/or populations are you interested in serving; what skills do you believe you already possess that will help you in this field; what skills do you hope to gain from this program; and what are some of your career goals related to counseling? You must use the American Psychological Association (APA) 6th ed. This paper must be at least 4-6 pages (title page, references do not count toward this amount), 1-inch margins, double-spaced, and in APA format.

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 is to be submitted in a brown envelope with the same title page used above on the outside and inside of your packet.

1) Title Page
2) Semester Summary Form (Completed & Signed)
3) Documentation of professional liability insurance
4) Practicum/Internship Contracts and Agreements
5) Logs
   a. Excel Weekly Logs Weeks 1-14
   b. Direct Weekly Logs School/Agency
   c. Indirect Weekly Logs School/Agency
   d. Direct Weekly Logs UTRGV Clinic
   e. Indirect Weekly Logs UTRGV Clinic
6) Supervision Logs
7) School/Agency
8) UTRGV Clinic
9) Group (Class)
10) Pre & Post Self-Assessments
11) Mid-term and Final Evaluations by Site Supervisors
12) Evaluation of Site Supervisor
13) Instructor Site Visit Observation/Evaluation with Pre/Post Conference

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
14) Counseling Skills Scale (CSS) for Videos
15) LPC documentation forms

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%:

<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>120 Hours of Direct Counseling</td>
<td>5</td>
<td>2.F.1.i</td>
<td>2.F.1.i</td>
<td>II.3,4,5,6,7</td>
<td>15%</td>
</tr>
<tr>
<td>10 Hours of Group Counseling</td>
<td></td>
<td>2.F.2.a,b,c</td>
<td>2.F.2.a,b,c</td>
<td>III.3,5</td>
<td>15%</td>
</tr>
<tr>
<td>(COUN 6369 only; included in the 120 hours)</td>
<td></td>
<td>2.F.3.a</td>
<td>2.F.3.a</td>
<td>001</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.F.5.d, g-l</td>
<td>2.F.5.d, g-l</td>
<td>006</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.F.6.c-e</td>
<td>2.F.6.c-e</td>
<td>009</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.F.7.e</td>
<td>2.F.7.e</td>
<td>010</td>
<td></td>
</tr>
<tr>
<td>180 Hours of Indirect Counseling</td>
<td>5</td>
<td>5.C.1.c</td>
<td>5.C.1.c</td>
<td>5.G.2.n</td>
<td>10%</td>
</tr>
<tr>
<td>Group Supervision &amp; Case Conceptualization</td>
<td></td>
<td>2.F.1.m</td>
<td>2.F.1.m</td>
<td>5.C.2.m</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.F.5.m</td>
<td>2.F.5.m</td>
<td>5.C.2.m</td>
<td></td>
</tr>
<tr>
<td>Counseling Tapes/Transcription</td>
<td>2.F.1.i</td>
<td>2.F.1.i</td>
<td>2.F.1.i</td>
<td>5.G.2.n</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>2.F.2.a,b,c</td>
<td>2.F.2.a,b,c</td>
<td>2.F.2.a,b,c</td>
<td>5.G.3.d,e</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.F.3.a</td>
<td>2.F.3.a</td>
<td>2.F.3.a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.F.5.d, g-l</td>
<td>2.F.5.d, g-l</td>
<td>2.F.5.d, g-l</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.F.7.e</td>
<td>2.F.7.e</td>
<td>2.F.7.e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.C.1.c</td>
<td>5.G.2.n</td>
<td>5.G.2.n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Assessment and Counseling Identity/Personal Beliefs Statement</td>
<td>2.F.1.a</td>
<td>2.F.1.a</td>
<td>2.F.1.a</td>
<td>VI.1</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>2.F.1.k</td>
<td>2.F.1.k</td>
<td>2.F.1.k</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.F.1.l</td>
<td>2.F.1.l</td>
<td>2.F.1.l</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.F.5.f</td>
<td>2.F.5.f</td>
<td>2.F.5.f</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.C.2.k</td>
<td>5.G.2.f</td>
<td>5.G.2.f</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Portfolio</td>
<td>2.F.1.a</td>
<td>2.F.1.a</td>
<td>2.F.1.a</td>
<td>VI.2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>5.C.m</td>
<td>5.G.2.f</td>
<td>5.G.2.f</td>
<td>010</td>
<td></td>
</tr>
<tr>
<td>Program Requirements/Professionalism/ Engagement</td>
<td>2.F.1.a</td>
<td>2.F.1.a</td>
<td>2.F.1.a</td>
<td>010</td>
<td>10%</td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.

Revised 01-2-19 SdY
This syllabus subject to change in order to better meet course objectives per discretion of instructor.

Revised 01-2-19 SdY

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).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Please Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>89%-80%</td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>D</td>
<td></td>
<td>The UTRGV Graduate College does not permit the grade of “D.”</td>
</tr>
<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>
</tr>
</tbody>
</table>

COURSE TECHNOLOGY

Tools
- E-mail
- Blackboard/WebCT
- Zoom
- Quizlet
- Kahoot
- Poll Everywhere
- 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):
COURSE POLICIES

Attendance Policy and Class Participation
Students are expected to attend, participate and engage in all classes and supervision. This includes, but is not limited to, participating in class activities, group discussions, peer observations, and group exercises. Attendance and assignments of the Counseling Faculty Seminar Series and reading list will be included in the participation grade (only applies to Fall and Spring courses). 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 true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

Starting and ending times for classes are published in the course schedule, and students who register for courses commit to the posted start and end times. Students not in attendance during these times without prior notification to the instructor will lose class participation points. It is the student’s responsibility to inquire about class notes, handouts, and/or exercises.

Students who refrain from using their cell phones during class can expect higher grades for professionalism and engagement.

Make-up Policy
All assignments are expected to be completed and submitted on time in accordance with the due dates. Late papers/projects will not receive full credit. All late assignments will result in point deductions: 1 day late = -10 points, 2 days late = -20 points, 3+ days late = will not be accepted. An assignment is considered late if it is not turned in on the due date prior to class time.

No incomplete ("I") grades will be given, except in cases that involve specific, emergency, professionally documented circumstances. “I” grades will not be given in lieu of a failing or poor grade.

Written Assignments
All written assignments must follow APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman or Calibri font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. For student who struggle with writing, I strongly encourage the use of the writing center on campus. Grades will reflect writing proficiency.

Student Responsibility
The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

Student Professionalism
Professionalism can best be described as the ability to manage one’s emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p. 34). Students are expected to exercise professionalism at all times.

Evaluation of students’ coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but are not limited to) a verbal reprimand to dismissal from the Counseling Program.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
<td>Location: Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
</tr>
<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
<td>Friday: 7:30 AM – 6:00PM</td>
</tr>
</tbody>
</table>

Revised 01-2-19 SdY
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 presented 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.

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
Counselor Preparation Comprehensive Examination CPCE:

The Counseling Program schedules its Comprehensive Examination (CPCE) throughout the year. The purpose of the exam is to evaluate the student’s mastery of graduation requirements of the Counseling & Guidance Program. Student’s first opportunity to take the exam will be during enrollment in practicum (COUN 6365). Effective January 2018 the testing dates will be the same at both campuses.

The CPCE is scheduled for both campuses the last Saturday in October, the last Saturday in March, and the second Saturday in July.

• Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt and permission is granted by the department. (Exceptions must be made through the Program Coordinator to test at the different campus.)
• Additional information will be given in the COUN 6365: Practicum.
• The passing score will be based on the National Mean of first attempt for each student.
• Students who do not show mastery after three (3) attempts will be reviewed by the Goodness of Fit committee. Additional coursework and/or remediation maybe required before retesting.

The result of the exam is one of the following:
a) Pass with the recommendation that the student be cleared for graduation upon the completion of all course and program requirements.
b) Fail stipulating the conditions that must be met before the students is eligible to retake the exam. If a student has completed all course work, he or she must be enrolled in the semester of graduation. A student may enroll in UNIV 6100, a one-hour course, to meet this requirement.

Although there is no "one way" to prepare for Comprehensive Exams, students are encouraged throughout the program to keep textbooks, class papers and projects as possible resources. Additionally, forming study groups the semester before the comprehensive exam is scheduled to take place can be a valuable process. In addition, the following study materials are recommended:


This syllabus subject to change in order to better meet course objectives per discretion of instructor.


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
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 suffer 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
This syllabus subject to change in order to better meet course objectives per discretion of instructor.

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 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 on or about:

---

**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 (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 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 that is 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.

**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

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)