

# COURSE SYLLABUS

## EDPC 5371 – Mental Health Counseling Practicum Fall 2024

The University of Texas at El Paso  
College of Education  
Department of Counseling and Special Education  
Clinical Mental Health Counseling

**Instructor:** Daniel Dosal-Terminel, Ph.D., NCC.

Fall in-person/virtual office hours (*By appointment*): Mondays & Tuesdays 10 am-12 pm  
Email: ddosaltermine@utep.edu

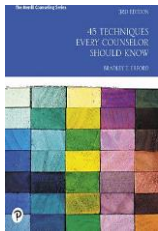
Course date: Mondays from August 26th to December 5th  
Course time: 5:30 pm-8:20 pm  
Room: Classroom Building C201

**Prerequisites:** Completion of 36 credit hours including all foundational coursework and EDPC 5338 with a grade of “B” or better

### **Course Description:**

Advanced training in developing basic counseling skills and interventions in an on-campus laboratory setting **and at an approved counseling agency**. Students are required to complete 100 clock hours to include 40 clock hours of direct service to clients. Students will demonstrate the skills and practices necessary to address various circumstances within the context of clinical mental health counseling.

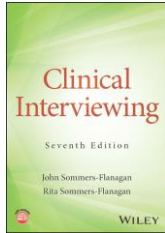
### **Required Textbooks** (These textbooks will be used in EDPC 5372 and EDPC 5373):



Erford, B. (2019). *45 Techniques Every Counselor Should Know* (3<sup>rd</sup> Edition). Pearson. ISBN-10: 0134694899

Sperry, L. & Sperry, J. (2020). *Case Conceptualization: Mastering this Competency with Ease and Confidence* (2<sup>nd</sup> Edition). Abingdon, U.K.: Routledge. ISBN-10: 0367256657

### **Recommended Text:**



Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). *Clinical Interviewing (7<sup>th</sup> Edition)* (Paperback/Ebook). Hoboken, NJ: John Wiley & Sons. ISBN10: 9781119981985.

### CACREP 2024 Standards

**After completion of this course, students will be able to**

- 1) engage in critical thinking and reasoning strategies for clinical judgment in the counseling process (3.E.2)
- 2) understand and develop case conceptualization skills using a variety of models and approaches (3.E.3)
- 3) become familiar with the application of technology related to counseling (3.E.5)
- 4) understand ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities (3.E.6)
- 5) learn culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities (3.E.7)
- 6) develop interviewing, attending, and listening skills in the counseling process (3.E.9)
- 7) learn counseling strategies and techniques used to facilitate the client change process (3.E.10)
- 8) learn strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences (3.E.11)
- 9) engage in goal consensus and collaborative decision-making in the counseling process (3.E.12)
- 10) learn developmentally relevant and culturally sustaining counseling treatment or intervention plans (3.E.13)
- 11) engage in the development of measurable outcomes for clients (3.E.14)
- 12) learn evidence-based counseling strategies and techniques for prevention and intervention (3.E.15)
- 13) learn record-keeping and documentation skills (3.E.16)
- 14) understand the principles and strategies of THEload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources (3.E.17)
- 15) understand suicide prevention and response models and strategies (3.E.19)
- 16) learn processes for developing a personal model of counseling grounded in theory and research (3.E.21)
- 17) understand diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems (3.G.11)
- 18) learn and apply procedures for assessing clients' experience of trauma (3.G.14)
- 19) learn and apply procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders (3.G.16)

- 20) utilize mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare (5.C.2)
- 21) learn and conduct an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (5.C.4)
- 22) understand and implement techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.5)

Objective	CACREP Standard	Learning Activity	Outcome Measure
To engage in critical thinking and reasoning strategies for clinical judgment in the counseling process.	3.E.2	Readings. Case stuffing. Assignment. Peer and faculty feedback during in-class presentation. Faculty’s formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> Personal reflections paper and goals statement. To get 7 or above out of 10 possible points.
To understand and develop case conceptualization skills using a variety of models and approaches.	3.E.3	Readings. Counseling sessions. Case Stuffing. Assignment. Peer and faculty feedback during in-class presentation. Faculty’s formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.
To become familiar with the application of technology related to counseling.	3.E.5	Readings. Lecture. In-class activities on progress notes. Assignment. Faculty’s formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Intake interview (Intake Interview Scoring Rubric). To get 7 or above out of 10 possible points.  <b>Assignments:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.

<p>To understand ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities.</p>	<p>3.E.6</p>	<p>Class discussion. Assignment. Peer and faculty feedback during in-class presentation. Faculty’s formative and summative feedback on case presentation assignment.</p>	<p><b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.</p>
<p>To learn culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities.</p>	<p>3.E.7</p>	<p>Class discussion. Assignment. Peer and faculty feedback during in-class presentation. Faculty’s formative and summative feedback on case presentation assignment.</p>	<p><b>Assignment:</b> Intake interview (Intake Interview Scoring Rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.</p>
<p>To develop interviewing, attending, and listening skills in the counseling process.</p>	<p>3.E.9</p>	<p>Reading. In-class intake interview mock session. Counseling sessions. Assignment. Faculty’s formative and summative feedback on case presentation assignment.</p>	<p><b>Assignment:</b> Intake interview (Intake Interview Scoring Rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.</p>
<p>To learn counseling strategies and techniques used to facilitate the client change process.</p>	<p>3.E.10</p>	<p>Readings. Counseling sessions. Case Stuffing.</p>	<p><b>Assignment:</b> Case Presentation (Assignment rubric). To</p>

		Assignment. Peer and faculty feedback during in-class presentation. Faculty's formative and summative feedback on case presentation assignment.	get 7 or above out of 10 possible points.  <b>Assignment:</b> Intake interview (Intake Interview Scoring Rubric). To get 7 or above out of 10 possible points.
To learn and utilize strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences.	3.E.11	Class discussion. Assignment. Counseling sessions. Peer and faculty feedback during in-class presentation. Faculty's formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.
To engage in goal consensus and collaborative decision-making in the counseling process.	3.E.12	Readings. Counseling sessions. Case Stuffing. Assignment. Peer and faculty feedback during in-class presentation. Faculty's formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.
To learn developmentally relevant and culturally sustaining counseling treatment or intervention plans.	3.E.13	Readings. Counseling sessions. Case Stuffing. Assignment. Peer and faculty feedback during in-class presentation. Faculty's formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.

To engage in the development of measurable outcomes for clients.	3.E.14	Readings. Counseling sessions. Case Stuffing. Assignment. Peer and faculty feedback during in-class presentation. Faculty’s formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.
To learn evidence-based counseling strategies and techniques for prevention and intervention.	3.E.15	Readings. Counseling sessions. Case Stuffing. Assignment. Peer and faculty feedback during in-class presentation. Faculty’s formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.
To learn record-keeping and documentation skills.	3.E.16	Lecture and in-class activities on progress notes. On-site record keeping of counseling sessions. Assignments. Faculty’s formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Intake interview (Intake Interview Scoring Rubric). To get 7 or above out of 10 possible points.  <b>Assignments:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points  <b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.
To understand the principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources.	3.E.17	Counseling sessions. Case Stuffing. Assignment. Peer and faculty feedback during in-class presentation. Faculty’s formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> SOAP and DAP progress notes. To

			obtain 7 or above out of 10 possible points in each progress note assignment.
To understand suicide prevention and response models and strategies.	3.E.19	In-class discussions. On-site training.	<b>Assignment:</b> Intake interview (Intake Interview Scoring Rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.
To learn processes for developing a personal model of counseling grounded in theory and research.	3.E.21	Readings. Counseling sessions. Case Stuffing. Assignment. Peer and faculty feedback during in-class presentation. Faculty's formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.
To understand diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems.	3.G.11	Readings. Counseling sessions. Case Stuffing. Assignment. Peer and faculty feedback during in-class presentation. Faculty's formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Intake interview (Intake Interview Scoring Rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.

To learn and apply procedures for assessing clients' experience of trauma.	3.G.14	In-class discussions. On-site training and practice.	<b>Assignment:</b> Intake interview (Intake Interview Scoring Rubric). To get 7 or above out of 10 possible points.
To learn and apply procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders.	3.G.16	Reading. In-class intake interview mock session. Counseling sessions. Assignment. Faculty's formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Intake interview (Intake Interview Scoring Rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.
To utilize mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare.	5.C.2	In-class discussions. On-site training and practice.	<b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.
To learn and conduct an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	5.C.4	Readings. In-class intake interview mock session. Assignments. Faculty's formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Intake interview (Intake Interview Scoring Rubric). To get 7 or above out of 10 possible points.  <b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.



To understand and implement techniques and interventions for prevention and treatment of a broad range of mental health issues.	5.C.5	Readings. Counseling sessions. Case Stuffing. Assignment. Peer and faculty feedback during in-class presentation. Faculty's formative and summative feedback on case presentation assignment.	<b>Assignment:</b> Case Presentation (Assignment rubric). To get 7 or above out of 10 possible points. <b>Assignment:</b> SOAP and DAP progress notes. To obtain 7 or above out of 10 possible points in each progress note assignment.
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### EXPECTATIONS OF STUDENTS:

- 1. Professionalism is expected at all times.** Professionalism includes, but is not limited to, arriving to class and other meetings with classmates on time; completing assignments on time; working collaboratively and effectively with professors and classmates; apprising your professors of issues with the class or attendance in a timely manner; communicating with professors and fellow students in a courteous respectful, and honest manner; appropriately working out disagreements with professors and classmates; attending all classes unless there is a documented emergency or work conflict that has been excused by your professor; and following the ethical codes that pertain to your profession (e.g. ACA Code of Ethics).
- 2. Attendance is required.** As indicated in the Graduate Catalog, attendance is required at all class sessions and is considered crucial in order to gain maximum benefit from the course. You are expected, as a professional to discuss any absence with the professor and the members of any assigned group exercise either prior to, or immediately after, the absence. Any missed work must be made up in a manner determined by the instructor. **Students cannot miss more than 7.5 hours of the scheduled classes and pass this course, excused absence or not.** An absence will be considered excused at the discretion of the instructor and documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer etc.). Remember, if you encounter unexpected events in your life during the course of the semester, you can drop the class, stop out, and return during another semester. **You are also expected to be at this class ON TIME. Please use your time management skills properly and be on time and ready to learn at 5:00 p.m. sharp.** Being late is disruptive to the class and its process. In addition, you are expected to remain in class for the duration of the class. Unless you have a documented, unavoidable reason for leaving class early, you are expected to stay until released by the professor. If you leave early more than twice without approval of the instructor, you may be dropped from the course.
- 3. Active class participation is expected.** The course is designed for students to learn by active interaction with each other. You must participate fully in classroom discussions and group supervision activities to earn full participation points toward your final grade. Please **demonstrate enthusiasm and a high level of interest** in your classroom

experiences.

**4. Personal use of electronic devices is not allowed during class.** Your help and cooperation in ensuring a cellphone free zone during class time is greatly appreciated. No electronic devices (e.g., cell phones, etc) other than the one you use for class purposes are allowed for “**personal**” use in class without the explicit permission of the instructor unless the student has an accommodation from *Center for Accommodations and Support Services*. Please notify the professor at the start of class if a family, work, or personal emergency necessitates that a cell phone be left on during class. (If so, it should be in silent or vibrate mode). However, emergency requests should not be a continuing, on-going event. Please avoid being on call for work during class time. **(Your priority on the scheduled dates of class should be class. If this is not possible, you should defer taking the course until another term).**

**5. Readings must be completed prior to each class session.** Some classroom presentations will be reviews and discussions of the readings. The more you have read and understand the topics prior to class, the more you will learn during class presentations/discussions and the more you can contribute.

**6. Assignments must be submitted on Blackboard by the due dates.** This allows for timelier grading and feedback. A late assignment will lose **20 percent** of the total possible points on the assignment for every 24-hour period for which it is late. There is a grace period of 8 hours after the deadline time, after which the assignment loses 20 percent. Another 20 percent will be lost if the assignment is not submitted within 48 hours after the deadline, another 20 percent will be lost if the assignment is not submitted within 72 hours after the deadline, etc.

**7. Course communication: how we will stay in contact with each other**

- Office Hours for your questions and comments about the course. My office hours will be held in-person or on Zoom during the following times **(please make an appointment)**:

Mondays 10am-12pm and Tuesdays 10am-12pm Mountain Time

- Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

## **TECHNOLOGY REQUIREMENTS**

The course requires extensive use of Blackboard and digital recording technology and the electronic transfer of digital recordings. Course content will be mainly delivered in person, however, we will meet once via the Internet through Zoom. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop, a webcam, and a microphone. **The library has laptops & hotspots available to students. Please contact [equipmentcheckout@utep.edu](mailto:equipmentcheckout@utep.edu)**

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

## **NETIQUETTE**

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

## **ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based

on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

### **SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. **Cheating** may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. **Plagiarism** occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. **Collusion** involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

### **COVID-19 PRECAUTIONS**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing. **Under no circumstances should anyone come to classes when feeling ill or exhibiting any of the known COVID-19 symptoms.**

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

### **UTEP EMAIL**

You **MUST** have a working UTEP e-mail for this course in order to access BLACKBOARD. If you have a UTEP e-mail and it is not working properly, it is your responsibility to contact the HELP DESK not the professors. If you do not have a UTEP e-mail, you can get one free by following these directions:

1. Log on to [www.utep.edu](http://www.utep.edu)
2. Click on my.utep.edu
3. Click on Get your UTEP account here
4. Follow prompts to activate your E-mail
5. If you experience any problems with Blackboard call the HELP DESK # 4357 on campus; 747-5257 off campus

### **COURSE RESOURCES: WHERE YOU CAN GO FOR ASSISTANCE**

UTEP provides a variety of student services and support:

### Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

### **METHODOLOGY:**

The course is a combination of observation and performance of role play and actual counseling sessions, class review and discussion of those sessions, formal case presentations, textbook readings, lecture on some readings, topical presentations, personal analysis of counseling performance, and personal/professional development. Class will be a forum for: a) discussing the activities, issues, and dynamics of the practicum agencies; b) sharing the personal and professional growth aspects of the Practicum experience; c) discussing cases and common themes arising in the intake interviewing and counseling practice of the students; d) requesting and receiving peer feedback and instructor feedback regarding agency/site issues and counseling practice; e) reviewing segments of recordings of counseling sessions; f) role playing interventions for use with clients; g) discussing readings and topics related to counseling practice; and h) presenting case reviews to the class. Each student is evaluated on the quality of classroom participation (preparedness, openness, involvement, etc.) and professional demeanor (punctuality, self-presentation, courtesy, attention to administrative details, etc).

**ASSIGNMENTS:** (You are required to use Blackboard to retrieve and submit assignments.)

**1. Complete 100 Hours at the practicum site.** The 100 hours must include at least **40 hours of direct client** contact providing clinical services. (**Due Date: Last week of the term**)

**2. Maintain clinical documentation as required by the practicum site.** Students must adhere to all agency policies regarding documentation of clinical work. (**Due Date: Determined by the site/agency**).

**3. Receive individual or triadic clinical supervision at the practicum site.** Students are expected to receive an average of 1 hour per week of individual or triadic clinical supervision over the course of the term from their assigned site supervisor at the practicum site. Practicum supervisors will be asked to evaluate student's clinical performance using the *Clinical Mental Health Counseling Clinical Student Evaluation Form and the Personal and Professional Characteristics and Potential for Growth Rubric*. (**Due Date: Last Week of the term**).

**4. Attend Group Supervision.** Students will receive an average of a minimum of 1.5 hours of group supervision per week over the course of the term. This is earned by attending the scheduled EDPC 5371 class sessions.

**5. Attend individual or triadic supervision Online.** Students are expected to attend individual/triadic supervision with the course instructor **as needed by the student**. These will be scheduled at the convenience of the supervisor and the student(s). We will schedule two individual supervision sessions, one in the middle of the semester as a midsemester review and an end-of-semester.

**6. Complete and submit the work described below.** During the group supervision classes, you will **complete assignments based on the counseling work you are doing at your practicum site/agency**. Your work will consist of the following:

- c. **Personal Reflections Paper and Goals Statement.** (**2 Pages**) The Practicum experience is a long, demanding task that requires sustained attention while learning new, and, at times, awkward-feeling skills. It is essential that students go into this process with *goals that reflect the counselor characteristics and behaviors that they wish to refine and develop* and that are appropriate to their level of professional development and the setting of their practicum placement. This paper should be a summary of what you hope to accomplish (i.e. goals) based on an assessment of (i.e. a reflection on) your personal, professional, and clinical strengths and aspects to improve. It should also include your plan for self-care during this demanding period. It should be succinct (no more than two typed, double-spaced pages in length) and well organized (clearly stated Goals, each with Objectives that describe how you plan to achieve that goal). This document should be carefully crafted, as it will serve as the basis for your Final Self-Evaluation report, to be submitted during the last class. The quality of this paper will be evaluated using the **Personal Reflections and Goals Statement Scoring Rubric found on BB**.
- b. **1 DAP & 1 SOAP Case Note.** Over the course of the term students will submit **1 DAP and 1 SOAP case note** to document **2 different counseling sessions with real**

**clients**. The quality of that DAP and SOAP note will be evaluated by the instructor guided by the **SOAP/DAP Case Note Scoring Rubrics**. Templates and examples can be found on BB.

c. **Audio Recording of an Intake Interview**. As part of this assignment, you will submit the following 2 components:

1. A video (preferred) or audio recording (submit on SharePoint)
2. A written intake report (submit on BB). Template and example provided on BB.
  - i. **Note: DO NOT** submit the client consent form as part of the assignment. You must get one from the client before you record the session, then keep the document on the client's file.

ii. **Components' Description:**

- iii. Students will record **1 digital audio or video (preferred) recording** of a 30-60 minutes intake interview session with a **real client**. The quality of the recorded counseling session will be evaluated by the instructor who will complete the **Intake Interview Scoring Rubric**.
- iv. Students will prepare **1 written intake report** for the individual for whom they completed the intake interview session they recorded. The quality of the intake report will be evaluated by the instructor who will complete the **Intake Report Scoring Rubric**.

d. **Audio Recording and transcript of a counseling session**. As part of this assignment, you will complete the following 5 components:

1. A video (preferred) or audio recording (submit on SharePoint)
2. A written case presentation (submit on BB). Examples provided on BB.
3. A 10-minute transcript (submit on BB)
4. A tape critique write up (submit on BB)
5. A presentation in class

**Note: DO NOT** submit the client consent form as part of the assignment. You must get one from the client before you record the session, then keep the document on the client's file.

**Components' Description:**

- Students will record **1 digital audio or video recording of a counseling session of at least 30 minutes** in length with a **real client** assigned to them at their practicum site. **The recordings will be uploaded on SharePoint (DO NOT upload them on BB)**. The instructor will send you the SharePoint link before the first day of class. The same link will be used to upload your

recording for practicum, internship I and II. For every recording, you must have a **Consent Form** signed by the client or client's guardian that grants permission for you to record and use the recording in supervision and as a work sample for the class. The consent form will be kept in the case documentation. Note that your agency may have its own consent form or permission-to-tape form. If that is the case, use the agency form.

- Students must **prepare a typed transcript of 10 minutes** of the digital audio or video recordings of the counseling session. The quality of the recording will be evaluated by the instructor guided by the **Case Presentation Scoring Rubric**.
- A completed **Tape Critique Form (TCF)** must also be submitted with the recording presented in class. Students will be prepared to discuss their self-critique with their classmates when they present their recordings. This form can be found on BB.
- A **written case presentation** that you will submit on BB will include all the following (examples of the written case presentation can be found on BB. Please make sure you follow the items **a-i** outlined below):
  - a. **Brief description of the client's presenting problem\***
  - b. The student counselor's objectives for the counseling session (i.e. what he/she intended to do in the session)
  - c. A description of the interpersonal dynamics between the student counselor and the client
  - d. A brief description of other important client information (e.g. contextual, cultural, social, biological, symptoms, legal, etc. issues)
  - e. **An initial case conceptualization of the client's issues including a theoretical rationale that explains how the case data are related\***
  - f. **A diagnostic impression using DSM V\***
  - g. **An initial treatment plan for this client\***
  - h. **Any ethical concerns related to the case\***
  - i. **Specific questions for supervision\***
- Students will prepare and give **a case presentation in class**. This presentation will be based on the recording.
- **For the presentation in class:** **bolded\*** items (**a, e, f, g, h, and i**) are to be included in the presentation. A PowerPoint is not required, but usually, students create one for the presentation. If using a PowerPoint, please make it succinct and DO NOT read from it while presenting.
- **Presentation Format:** you will have 10 minutes to present your case (bolded items). Then, you will play the recording for 10 minutes. Last, you will receive supervisor and peer-feedback. Please do not use any identifying



information that may reveal your client's identity. You may want to use the word "client" when referring to your client. You may also use a different name and specify "client's name has been changed to protect their identity."

The quality of the case presentation will be evaluated using the **Case Presentation Scoring Rubric found on BB.**

- e. **Final Self-Evaluation Paper.** (3-4 pages max) Students will submit a typewritten, double-spaced, personal review stating: **1)** the degree to which their goals set forth at the beginning of the term in the Personal Reflections Paper and Goals Statement, described above, have been met, **2)** how the practicum contributed to their growth as a counselors, **3)** a current assessment of the level and nature of the counselor characteristics and behaviors that they sought to develop, **4)** the status of their efforts to develop self-care strategies, **5)** an assessment of their readiness for internship, and **6)** a reflection on the professional issues they observed that typically affect agency counselors and how those issues impact have or will affect their own professional development. To complete this paper student will need to solicit feedback from their supervisors regarding areas (or skills) that need work. Students should incorporate this feedback into their paper.

**7. Submit required course completion documentation.** There are a number of forms related to the practicum experience that must be submitted to document compliance with expected standards and to verify completion of the practicum. Some of the forms are completed by the student, other forms are completed by the student and signed by the practicum supervisor, and some of the forms are completed by the practicum supervisor. **(Due Date: Last Class of the term)**

- a. **Practicum/Internship Weekly Hours Log.** This form is completed weekly by the student.
- b. **Practicum /Internship Semester Summary Hours Log.** This form is a compilation of the information contained in the practicum student's weekly logs. It is completed at the end of the term by the student and is **signed by the practicum supervisor, faculty supervisor and the student.**
- c. **Practicum/Internship Student Evaluation of Site and Site Supervisor.** This form evaluates the practicum supervisor and practicum site and is completed at the end of the term by the student.
- d. **Practicum/Internship Student Evaluation of Faculty and Group Supervision.** This form evaluates the faculty supervision and group supervision and is completed at the end of the term by the student.
- e. **Practicum/Internship Supervision Hours Completion Form.** This form is signed at the end of the term by the site supervisor to verify completion of Total Hours and Supervision Hours at each site the student is placed for each term the student is

placed at that site. It is signed by the group seminar supervisor/instructor who validates completion of faculty supervision hours and completion of Total Hours and Supervision Hours at the site.

- f. **Clinical Mental Health Counseling Clinical Student Evaluation Form.** This form is **completed and signed by the practicum supervisor** and evaluates the practicum student's clinical performance over the term of the practicum. The supervisor should discuss this form with the student. The form is returned by the student in a sealed envelope which is signed by the supervisor across the back flap. The faculty supervisor and group supervisor (if different than faculty supervisor) also complete, sign, and share a copy of this form with the student.
  
- g. **Personal and Professional Characteristics and Potential for Growth Scoring Rubric.** This form is **completed and signed by the practicum supervisors** and evaluates the practicum student's personal and professional characteristics related to becoming a professional counselor. It also rates the student's potential to grow as professional counselor. The supervisor should discuss this form with the student. The form is returned by the student in a sealed envelope, which is signed by the supervisor across the back flap.

## **EVALUATION AND GRADING**

Performance in the Practicum course is measured and assessed in a variety of ways, including adherence to course requirements concerning hours spent at practicum sites, supervisory requirements to provide audio recordings of counseling sessions, timely and accurate submission of paperwork associated with the clinical experience, the quality of the student's written assignments and oral presentations, the quality of counseling skills demonstrated at their site (see Clinical Mental health Counseling Clinical Student Evaluation Form) and the quality of class participation.

This course is graded on a **satisfactory/unsatisfactory** basis. All course assignments are graded on a scale of 1-10, **students must achieve an overall average of 7 points or higher on all assignments** and meet all other course requirements and expectations to receive a satisfactory grade.

**ASSIGNMENT SCORING RUBRICS: (Posted on Blackboard under each assignment)**

**COURSE OUTLINE: (See Below)**

**EDPC 5371 – Mental Health Counseling Practicum  
Fall 2024 Tentative Schedule**

Week	Class Dates	Topics/Activities	Readings	Assignments
#1	8/26/24 In person	<ol style="list-style-type: none"> <li>1. Introductions</li> <li>2. Syllabus</li> <li>3. Q&amp;A</li> </ol> <p><b>Reading:</b> Techniques Based on Solution-Focused Brief Counseling Approaches</p>	E-section 1	<p><b>Due by 8/23/24:</b></p> <ul style="list-style-type: none"> <li>• <b>Completion of Background Check</b></li> <li>• <b>Purchase of Liability insurance</b> (Email proof of purchase to Dr. Dosal by Aug 23rd at <a href="mailto:ddosaltermine@utep.edu">ddosaltermine@utep.edu</a> )</li> <li>• <b>Professional Disclosure &amp; Supervision Agreement must be signed</b> (Email it to Dr. Dosal by Aug 23rd)</li> </ul>
#2	9/2/24 <b>Labor Day! No Class</b>	<p><b>Reading:</b> Case Conceptualizations: An Overview</p> <p><b>Reading:</b> Techniques Based on Humanistic-Phenomenological Approaches</p>	SS- chapter 1  E-section 5	<p><b>Personal Reflections Paper and Goals Statement is due</b></p> <p><b>Beginning of the semester Practicum paperwork is due:</b></p>
#3	9/9/24 In person	<p><b>Clinical Interviewing</b></p> <ol style="list-style-type: none"> <li>1. Interview Process Review</li> <li>2. Intake Interviewing</li> <li>3. Intake Report Writing</li> </ol> <p><b>Lab: Mock intake session</b></p>	Intake interview reading on BB	<p><i>Please watch the following videos before class</i></p> <p><a href="https://www.youtube.com/watch?v=7_gmlvbit3w">https://www.youtube.com/watch?v=7_gmlvbit3w</a></p> <p><a href="https://www.youtube.com/watch?v=YYh9W00xOo">https://www.youtube.com/watch?v=YYh9W00xOo</a></p> <p><a href="https://www.youtube.com/watch?v=0cGGCuFWMtw">https://www.youtube.com/watch?v=0cGGCuFWMtw</a></p> <p><i>Please read the chapter about intake on BB under “readings”</i></p>
#4	9/16/24 In person	<p><b>Reading:</b> Assessment and Diagnostic Formulation</p> <ol style="list-style-type: none"> <li>1. SOAP Note Documentation</li> <li>2. Mental Status Exam</li> <li>3. Suicide Assessment</li> <li>4. Risk/Harm Assessment</li> <li>5. Challenging Clients</li> </ol> <p><b>Lab: Writing a DAP &amp; SOAP note</b></p>	SS-chapter 2	<b>Assign presenters to presentations</b>
#5	9/23/24 In person	<p><b>Case Consultations</b></p> <p><b>Reading:</b> Techniques Based on Adlerian or Psychodynamic Approaches</p>	E-section 2	<b>DAP Note of a counseling session due by 5pm</b> (Find template and Sample on BB)
#6	9/30/24 In person	<p><b>Case Consultations</b></p> <p><b>Reading:</b> Treatment Planning and Treatment Formulations</p>	SS-chapter 4	<b>Intake Interview Recording and Report is due by 5pm</b> (Find template & sample on BB)
#7	10/7/24 In person	<p><b>Case Consultations</b></p> <p><b>Reading:</b> Explanations and Clinical and Cultural Formulations</p>	SS-chapter 3	<b>SOAP Note of a counseling session due by 5pm</b> (Find template and sample on BB)

#8	10/14/24 In person	Case Presentation <b>Reading:</b> Techniques for Use Within and Between Sessions		<b>1 Presentation</b> <i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i> <b>Submit materials on 10/13/24</b>
#9	10/21/24 In person	Case Presentations <b>Reading:</b> Techniques for Use Within and Between Sessions	E-section 7	<b>2 Presentations</b> <i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i> <b>Submit materials on 10/20/24</b>
#10	10/28/24 In Person	Case Presentations <b>Reading:</b> Case Conceptualizations: Individual, Couple, and Family <b>Reading:</b> Techniques Based on Cognitive-Behavioral Approaches	SS-chapter 5 & 6	<b>2 Presentations</b> <i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i> <b>Submit materials on 10/27/24</b>
#11	11/4/24 In person	Case Presentations		<b>2 Presentations</b> <i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i> <b>Submit materials on 11/3/24</b>
#12	11/11/24 In person	Case Presentations		<b>2 Presentations</b> <i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before of Case Presentation</i> <b>Submit materials on 11/10/24</b>
#13	11/18/24 In person	Case Presentations		<b>2 Presentations</b> <i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i> <b>Submit materials on 11/17/24</b>
#14	11/25/24 Thxgiving week Zoom	Case Presentation & <b>How to fill out the EOS Documentation</b>		<b>1 Presentation</b> <i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i> <b>Submit materials on 11/24/24</b> <b>Final Self Evaluation Paper is due</b>
#15	12/2/24	TBD		<b>End of the semester Practicum paperwork is due on 12/15/24 at midnight</b>

\*This is a tentative schedule and can change at any time during the semester as determined by the instructor.

\*E = Erford

\*SS = Sperry & Sperry