

# COURSE SYLLABUS

## EDPC 5371 – Mental Health Counseling Practicum Spring 2022

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

**Instructor:** Johana Rocha, Ph.D., NCC., LPC Associate

Spring in-person/virtual office hours (*By appointment*): Mondays 10am-12pm and Tuesdays 10am-12pm  
Email: jrocha10@utep.edu

Course date: Mondays from January 24<sup>th</sup> to May 2<sup>nd</sup>  
Course time: 5:00pm-7:50pm  
Room: Education Building 411

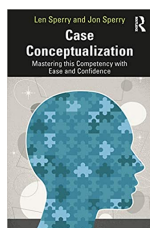
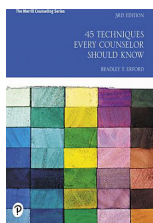
**Prerequisites:** Completion of 36 credit hours including all foundational coursework and EDPC 5338 with a grade of “B” or better

### **Course description:**

Advanced training in the development of basic counseling skills and interventions in an on-campus laboratory setting **and/or at an approved counseling agency**. Students are required to complete 100 clock hours to include 40 clock hours of direct service to clients. To be taken during last semester of formal course work, immediately preceding enrollment in EDPC 5372.

**Students will demonstrate the skills and practices necessary to address a wide variety of circumstances within the context of clinical mental health counseling.**

### **Required Textbooks:**

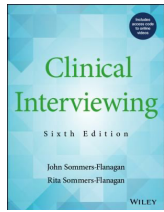


Erford, B. (2019). *45 Techniques Every Counselor Should Know* (3<sup>rd</sup> Edition). Pearson. ISBN-10: 0134694899

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

**NOTE:** These textbooks will also be used in EDPC 5372 Internship 1 and EDPC 5373 Internship 2.

**Recommended Text:**



Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). *Clinical Interviewing* (6<sup>th</sup> Edition) (Paperback/Ebook). Hoboken, NJ: John Wiley & Sons. ISBN10: 1119215587.

**(NOTE: The course requires extensive use of Blackboard and digital recording technology and the electronic transfer of digital recordings.)**

**COURSE OBJECTIVES/STUDENT COMPETENCIES:**

**CACREP 2016 Standards**

Goals/Objectives	CACREP Standards /CMHC	TeXeS School Counselor	Learning Activities	Outcome Measures
<b>GOAL A: Demonstrate the skills, practices, and documentation of assessment in clinical mental health counseling. (Clinical Mental Health Counseling Standards 5.C.3.a)</b>				
<b>Objective A-1</b> Demonstrate skill in conducting an intake interview, a mental status evaluation, a bio-psychosocial history, and a psychological assessment for treatment planning and caseload management	5.C.3.a		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) related to applied clinical assessment practices, <b>b)</b> Perform and record an intake/assessment interview.	<b>a)</b> and <b>b)</b> Achieve a satisfactory rating on the <b>Intake Interview Scoring Rubric</b>
<b>Objective A-2</b> Demonstrate skill in conducting a suicide/harm risk assessment	5.C.3.a		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) related to conducting a suicide/harm risk assessment and <b>b)</b> Perform and record an intake/assessment interview that incorporates suicide risk/harm assessment.	<b>a)</b> and <b>b)</b> Achieve a satisfactory rating on the <b>Intake Interview Scoring Rubric – Risk Assessment</b>
<b>Objective A-3</b> Demonstrate skill in preparing a written intake report	5.C.3.a		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) related to writing an intake report, and <b>b)</b> Prepare and submit a written intake report which includes the client’s mental status, a bio-psychosocial history, and a psychological assessment that includes a screening for addiction, aggression, danger to self and/or others, and co-occurring disorders.	<b>a)</b> and <b>b)</b> Achieve a satisfactory rating on the <b>Intake Report Scoring Rubric</b>
<b>GOAL B: Demonstrate the principles, models, and documentation formats of bio-psycho-social case conceptualization, diagnosis, and treatment planning. (Clinical Mental Health Counseling Standards 5.C.1.c, 5.C.2.b, 5.C.2.d, 5.C.3.a)</b>				

<b>Objective B-1</b> Demonstrate the ability to develop and document multi-culturally sensitive diagnoses of mental and emotional disorders	<b>5.C.1.c, 5.C.2.b, 5.C.2.d, 5.C.3.a</b>		<b>a)</b> Reading, lecture, and discussion (classroom and/or online environments) about diagnostic procedures and criteria, and <b>b)</b> Provide a written culturally sensitive diagnosis with justifications for diagnostic decisions for a case presentation in group supervision.	<b>a) and b)</b> Achieve a satisfactory rating on the <b>Case Presentation Scoring Rubric - Diagnosis</b>
<b>Objective B-2</b> Demonstrate the ability to develop and document multi-culturally sensitive bio-psycho-social case conceptualizations	<b>5.C.1.c, 5.C.2.b, 5.C.3.a</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) about case-conceptualization, and <b>b)</b> Provide a written culturally sensitive bio-psycho-social case conceptualization for a case presentation in group supervision.	<b>a) and b)</b> Achieve a satisfactory rating on the <b>Case Presentation Scoring Rubric – Conceptualization</b>
<b>Objective B-3</b> Demonstrate the ability to develop and document multi-culturally sensitive treatment plans	<b>5.C.1.c, 5.C.2.b, 5.C.3.a</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) about treatment planning, and <b>b)</b> Provide a written culturally sensitive multi-dimensional treatment plan for a case presentation in group supervision.	<b>a) and b)</b> Achieve a satisfactory rating on the <b>Case Presentation Scoring Rubric – Treatment Plan</b>
<b>GOAL C: Demonstrate and document counseling skills, techniques, and interventions. (Clinical Mental Health Counseling Standards 5.C.2.m, 5.C.3.b)</b>				
<b>Objective C-1</b> Demonstrate the initiation, development, and termination of an initial counseling session.	<b>5.C.3.b</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) about clinical skills, techniques and interventions; and <b>b)</b> Perform and record an initial counseling session.	<b>a) and b)</b> Achieve a satisfactory rating on the <b>Counseling Interview Scoring Rubric</b>
<b>Objective C-2</b> Apply current record-keeping standards related to clinical mental health counseling.	<b>5.C.2.m</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) about case documentation, <b>b)</b> Prepare and maintain records appropriate to the standards of the placement agency (e.g. SOAP notes, treatment plans, termination summaries, etc.), and review documentation and standards with supervisors and <b>c)</b> Submit 3 case notes for review in group supervision class.	<b>a) and b)</b> Achieve satisfactory ratings by supervisors on the <b>Clinical Student Evaluation Form-Standard 5</b> <b>c)</b> Achieve satisfactory rating by the group supervisor on the <b>Case Note Scoring Rubric</b>
<b>GOAL D: Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor, to seek supervision and to refer clients when ethically appropriate. (CACREP Standards 2.F.1.k., 2.F.1.m) (Clinical Mental Health Counseling Standards 5.C.2.l)</b>				
<b>Objective D-1</b> Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek and follow through with supervisory suggestions and also to refer clients when	<b>2.F.1.k., 2.F.1.m/ 5.C.2.l</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) about standards of practice, supervision, and ethical concerns related to clinical competency, <b>b)</b> Process clinical strengths and limitations during classroom feedback and in discussions with supervisors and <b>c)</b> Identify clinical strengths and limitations in initial reflection paper/goals statement and in notations on transcriptions of counseling sessions,	<b>a), b), c)</b> Achieve satisfactory ratings by supervisors on the <b>Clinical Student Evaluation Form –Standard 6</b> , and <b>c), d)</b> Achieve satisfactory rating

ethically appropriate to do so.			and <b>d</b> ) Identify clinical strengths and limitations/areas for growth on Final Self-Evaluation.	by supervisors on the <b>Personal and Professional Characteristics and Potential for Growth Scoring Rubric.</b>
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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**

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).

**6. Complete and submit work samples described below.** During the group supervision classes you will **present work samples of counseling role-plays and the counseling work you are doing at your practicum site/agency**. Your work samples will consist of the following:

- i. **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 things 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.
- ii. **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 who will complete the **Case Note Scoring Rubric**.
- iii. **1 Audio Recording of an Intake Interview.** Students will record 1 digital audio or video recording of an 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**.

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**.

- iv. **1 Audio Recording and transcript of a counseling session.** 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. 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. **You should not submit the consent form as part of your assignments.** 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 who will complete the **Counseling Interview 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.

Students will prepare and give a case presentation based on the client in the recording. The case presentation will include:

- a. **Brief description of the client's presenting problem\***
- b. The student counselor's objectives for the counseling session (i.e. what he/she was intending 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 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\***

**Bolded\* items (a, f, g, h and k)** are to be included in a written **Case Presentation Summary** which will be given to their classmates and the group supervisor. 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 Strategies Development Scoring Rubric**.

- v. **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.
  
- vi. **Mid-semester check ins.** Each student will select a time from the ones indicated on the schedule on this syllabus. On the day/time selected by each student, the students and I will meet virtually on an individual supervision format.

**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)**

- i. **Practicum/Internship Weekly Hours Log.** This form is completed weekly by the student.
  
- ii. **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.**
  
- iii. **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.
  
- iv. **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.
  
- v. **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.

- vi. **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.
- vii. **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)**

## **COURSE OUTLINE: (See Below)**

### **Class Topics**

1. Becoming oriented to the practicum agency/site
2. Using supervision appropriately
3. Understanding and developing counselor identity and personal professional identity
4. Applying the ethics of the counseling profession *in vivo*

5. Basic information gathering, intake interviewing, assessment, and suicide/harm risk assessment skills
6. Basic diagnostic, case conceptualization, treatment planning, referral, and prevention skills
7. Conducting a counseling session using basic and advanced counseling and intervention strategy skills
8. Documenting the counseling session
9. Demonstrating sensitivity to cultural diversity

**EDPC 5371 – Mental Health Counseling Practicum  
Spring 2022 Tentative Schedule**

Week	Class Dates	Topics/Activities	Readings	Assignments
#1	1/24/22 In person	1. Introductions 2. Syllabus 3. Q&A  <b>Reading:</b> Techniques Based on Solution-Focused Brief Counseling Approaches	E-section 1	<b>Due by 1/17/22:</b> <ul style="list-style-type: none"> <li>• <b>Completion of Background Check</b></li> <li>• <b>Purchase of Liability insurance (Email it to Dr. Rocha by Jan 17th)</b></li> <li>• <b>Professional Disclosure and Supervision Agreement must be signed (Email it to Dr. Rocha by Jan 17th)</b></li> </ul>
#2	1/31/22 In person	<b>Reading:</b> Case Conceptualizations: An Overview  <b>Reading:</b> Techniques Based on Humanistic-Phenomenological Approaches	SS- chapter 1  E-section 5	<b>Personal Reflections Paper and Goals Statement is due</b>  <b>Beginning of the semester Practicum paperwork is due:</b> <b><u>P&amp;I Handbook Documentation</u></b>
#3	2/7/22 In person	<b>Clinical Interviewing</b> 1. Interview Process Review 2. Intake Interviewing 3. Intake Report Writing		<b>Please watch video on the following link</b>  <a href="http://0-search.alexanderstreet.com.lib.utep.edu/psychology-counseling/view/work/1779063">http://0-search.alexanderstreet.com.lib.utep.edu/psychology-counseling/view/work/1779063</a>  <b>Please read the chapter about intake on BB under “readings”</b>  <b>Mock intake session</b>
#4	2/14/22 In person	<b>Reading:</b> Assessment and Diagnostic Formulation  1. SOAP Note Documentation 2. Mental Status Exam 3. Suicide Assessment 4. Risk/Harm Assessment 5. Challenging Clients  <b>Ask about presenters for first 3 presentations</b>	SS-chapter 2	<b>Writing a DAP &amp; SOAP note</b>
#5	2/21/22 In person	<b>Reading:</b> Techniques Based on Adlerian or Psychodynamic Approaches	E-section 2	<b>DAP Note is due (Find template and sample on BB)</b>
#6	2/28/22 Virtual meeting	Mid-semester check-ins (Individual)  <b>Reading:</b> Treatment Planning and Treatment Formulations	SS-chapter 4	<b>Time Slots</b> 8:00am 8:30am 9:00am 9:30am 10:00am 10:30am 11:00am  <b>Intake Interview Recording is due</b> <b>Intake Interview Report is due</b>
#7	3/7/22 In person	<b>Case Presentation &amp;</b>		<b>SOAP Note is due (Find template and sample on BB)</b>

		<p align="center"><b>Case Consultations</b></p> <p><b>Reading:</b> Explanations and Clinical and Cultural Formulations</p>	<p align="center">SS-chapter 3</p> <p align="center"><b>Presentation</b></p> <p align="center"><i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i></p> <p align="center"><i>1 student presents</i></p> <p align="center"><b>Submit materials on 3/6/22</b></p>
<p align="center">☺ SPRING BREAK ☺</p>			
#8	3/21/22 In person	<p align="center"><b>Case Presentation &amp; Case Consultations</b></p> <p><b>Reading:</b> Techniques Based on Cognitive-Behavioral Approaches</p>	<p align="center">E-section 6</p> <p align="center"><b>Presentations</b></p> <p align="center"><i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i></p> <p align="center"><i>1 student presents</i></p> <p align="center"><b>Submit materials on 3/20/22</b></p>
#9	3/28/22 In person	<p align="center"><b>Case Presentation &amp; Case Consultations</b></p> <p><b>Reading:</b> Techniques for Use Within and Between Sessions</p> <p><b>Reading:</b> Case Conceptualizations: Individual, Couple, and Family</p>	<p align="center">E-section 7</p> <p align="center">SS-chapter 5</p> <p align="center"><b>Presentations</b></p> <p align="center"><i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i></p> <p align="center"><i>1 student presents</i></p> <p align="center"><b>Submit materials on 3/27/22</b></p>
#10	4/4/22 In person	<p align="center"><b>Case Presentation &amp; Case Consultations</b></p>	<p align="center"><b>Presentations</b></p> <p align="center"><i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i></p> <p align="center"><i>1 student presents</i></p> <p align="center"><b>Submit materials on 4/3/22</b></p>
#11	4/11/22 In person	<p align="center"><b>Case Presentation &amp; Case Consultations</b></p>	<p align="center"><b>Presentations</b></p> <p align="center"><i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before you present</i></p> <p align="center"><i>1 student presents</i></p> <p align="center"><b>Submit materials on 4/10/22</b></p>
#12	4/18/22 In person	<p align="center"><b>Case Presentation &amp; Case Consultations</b></p>	<p align="center"><b>Presentations</b></p> <p align="center"><i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before of Case Presentation</i></p> <p align="center"><i>1 student presents</i></p> <p align="center"><b>Submit materials on 4/17/22</b></p>
#13	4/25/22 In person	<p align="center"><b>Case Presentation &amp; How to fill out the EOS Documentation</b></p>	<p align="center"><b>Presentations</b></p> <p align="center"><i>Audio Recording, Session Transcript, Case Presentation Summary &amp; TCF due the day before of Case Presentation</i></p> <p align="center"><i>1 student presents</i></p> <p align="center"><b>Submit materials on 4/24/22</b></p> <p align="center"><b>Final Self Evaluation Paper is due</b></p>
#14	5/2/22	TBD	<p align="center"><i>End of the semester Practicum paperwork is due on 5/3/22</i></p>



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

\*E = Erford

\*SS = Sperry & Sperry