Welcome:
My intent is to provide you with a clinical experience that will facilitate your development as a counselor and that adheres to CACREP standards. I assume responsibility for structuring learning opportunities and for providing some of the conditions which encourage your growth as a counselor. The degree to which you perceive this experience as maximizing your personal and professional growth will largely be a function of your personal goals for this experience and the responsibility and initiative you assume for implementing your goals.

I. Goal of the course:
This course is designed to provide doctoral students with a supervised counseling experience that will facilitate the student’s development as a professional counselor. The focus is on a consistent implementation of an internally consistent, personal theory of counseling with a variety of clients. Students are required to carry a specified case load. Students will learn the process and practice of consultation and its application to client concerns.

II. Catalog Description:
3 hours. Principles and supervised practice of advanced skills in counseling and consultation for counselor educators, including consistent implementation of counseling theory. This course is designed to be a doctoral level practicum.

III. Tk20:
This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess.

Please go to the following link for direction on how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website. http://www.coe.unt.edu/tk20

IV. Core Curricular Experiences Covered: Curricular experiences will provide an understanding of the following:
Core Curricular Experiences

<table>
<thead>
<tr>
<th>Core Curricular Experiences</th>
<th>CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories and knowledge pertaining to the principles and application of counseling and consultation.</td>
<td>Core II.C.1</td>
</tr>
<tr>
<td>Models and methods of assessment and use of data</td>
<td>Core II.C.6</td>
</tr>
<tr>
<td>Understanding of current issues in counseling and how those issues affect the daily work of counselors and the counseling profession</td>
<td>V.I.5</td>
</tr>
<tr>
<td>Ethical and legal considerations in counselor education and supervision</td>
<td>Core II.C.7</td>
</tr>
</tbody>
</table>

**V. Student Learning Outcomes (SLOs) Assessed:** The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in the course. SLOs for this course are as follows:

<table>
<thead>
<tr>
<th>Knowledge and Skills Outcomes</th>
<th>CACREP</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency in integrating a personal, theoretical approach in counseling that is based on a critical review of existing counseling theories</td>
<td>IV.H.1.</td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Effective conceptualization and methods for multiple counseling theories</td>
<td>IV.H.2</td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Understanding of case conceptualization and effective interventions across diverse populations and settings</td>
<td>IV.H.3</td>
<td>PCPE-D</td>
</tr>
<tr>
<td>The process skills common to all theories of counseling: identification and pursuit of client themes, planning shorthand long-term counseling goals, selections of process skill based on guiding theory and counseling goals, developmental an multicultural considerations</td>
<td>IV. H. 3</td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Application of ethical and legal considerations in counseling and supervision</td>
<td>II. C.7</td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Proficiency in administration and interpretation of assessments for client care</td>
<td>II.C.6</td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Ability to advocate for clients through interaction with clients systems of support</td>
<td>IV. J.2</td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Professional Responsibility as defined and measured by the PCPE-D</td>
<td></td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Professional Competence as defined and measured by the PCPE-D</td>
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<td>PCPE-D</td>
</tr>
<tr>
<td>Professional Maturity as defined and measured by the PCPE-D</td>
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<td>PCPE-D</td>
</tr>
<tr>
<td>Professional Integrity as defined and measured by the PCPE-D</td>
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<td>PCPE-D</td>
</tr>
</tbody>
</table>
VI. **Additional Learning Objectives:** In addition to the listed learning outcome objectives, students are expected to demonstrate the following characteristics:

A. Personal characteristics needed to be an effective counselor.
B. Proficiency in self-assessment of counseling ability.
C. Ability to objectively receive feedback from supervisor and peers and incorporate feedback into a personal counseling style.
D. A growth in the sensitivity to the dynamics of the counseling process.

VII. **Methods of instruction:**
Students will learn objectives and apply concepts through the management and delivery of counseling services. Demonstration, role-play, and training on skills and concepts are also utilized to enhance students’ performance as a professional counselor. Student research/reading of pertinent issues to be determined by instructor and students is a requirement in preparation of topics presented.

VIII. **Clinical sequence and hour requirements:**
The CPP course series is designed to be a continuous clinical experience across the first two years of the doctoral program.

1. COUN 6210 (CPP 1) is an advanced doctoral level pre-practicum to ensure the demonstration of adequate counseling skills. Students are expected to carry a minimum of two clients and accumulate a minimum of 10 direct counseling hours.
2. COUN 6220 (CPP 2) is an advanced doctoral level practicum. Students are expected to carry a minimum of four clients and accumulate a minimum of 40 direct counseling hours. CPP 2 offers a specific concentration in Consultation.
3. COUN 6230 (CPP 3) is an advanced clinical course and designed as a doctoral level internship experience. Students are expected to carry a minimum of six clients and accumulate a minimum of 60 direct counseling hours. CPP 3 offers a specific concentration in Systems.
4. COUN 6240 (CPP 4) is an advanced clinical internship course designed to allow students a choice in reduction of client load for the semester if desired. Students are expected to carry a minimum of two clients and accumulate a minimum of 20 direct counseling hours. CPP 4 offers a concentration in Career Development.
5. COUN 6250 (CPP 5) is a doctoral level internship. Students are expected to carry a minimum of eight clients and accumulate a minimum of 80 direct counseling hours. CPP 5 offers a concentration in Group.
6. COUN 6260 (CPP 6) is a doctoral level internship. Students are expected to carry a minimum of eight clients and accumulate a minimum of 80 direct counseling hours. CPP 6 offers a concentration in Program Evaluation.

The goal of the clinical sequence is to offer the student a continuous counseling experience in which they can demonstrate skills with multiple clients across a variation of populations and presenting issues. Doctoral students are expected to meet the minimal client load requirements.
as a priority. A criterion for accumulated hours is provided as a minimum and should not be considered the priority of the experience. Client load may be adjusted by the clinical instructor according to student progress.

IX. Required Texts:


X. Supplemental Readings:


XI. Student Evaluation

The final clinical performance grade will be based on supervisor evaluations. For all CPP courses, there are two levels of evaluation.

**Level 1: Pass/Fail.** The first level is a pass/fail rating according to criteria stated on the *Professional Counseling Performance Evaluation – Doctoral* (PCPE-D). Clinical instructors will use the PCPE-D to evaluate counselor performance throughout the course as scheduled by the individual instructor. In order for the student to pass the course (receive an A or B), the student must receive a Pass rating on the PCPE-D at final course evaluation. The final PCPE-D will be uploaded to the TK-20 system at the end of the semester.

**Level 2: Grade.** Students will receive a letter grade based on their participation in the clinical course and accomplishment of course objectives. Grading is highly influenced by ratings on the PCPE-D. The grading scale is as follows:

**Grade A:**
The student counselor meets stated criteria consistently at this program level as assessed by the PCPE-D. The counselor can, in the judgment of the supervisor, engage in counseling with minimal supervision. Counselor respects and maintains clinic procedures and processes. Counselor is open and responsive to instructor and supervisor feedback. Counselor completes all course assignment readings and projects.
Grade B:
The student counselor meets clinical criteria consistently at this program level as assessed by the PCPE-D, but fails to meet administrative and/or professional requirements (such as regular attendance, carrying the required counseling load, and attention to administrative responsibilities). The counselor can, in the judgment of the supervisor, engage in counseling with moderate supervision.

Grade C:
The student counselor meets criteria minimally or inconsistently at this program level as assessed by the PCPE-D. In the judgment of the supervisor, the counselor has not achieved the criteria for an “A” for a “B” grade, thereby receiving a “Continue to Work” or “Needs Remediation” rating on the PCPE-D. If the supervisor believes that the counselor has the potential to achieve those criteria with additional supervised experience, it will be recommended that the counselor repeat the clinical course, and may include other recommendations aimed at remediation. If remediation is not a possibility, the counselor will be duly informed.

Students are required to carry professional liability insurance for this course. Please consult your instructor.

XII. Course Requirements

A. Students provide direct service to clients from the university community and from the community at large. Students will video record all sessions. Students are expected to conduct a minimum of 1 counseling session during class time on Mondays (3:30 pm and/or 4:30 pm). Students will prepare case files for each intake and continuing client and document all client contact on a weekly basis. Files are maintained according to ACA ethical guidelines and CHDC procedures. Files are reviewed by clinic staff on a regular basis and will be reviewed by supervisors at least twice during the semester.

B. Carry a sufficient client load. CPP2 requires students carry a minimum of four clients at all times and must complete a minimum of forty direct contact hours. If a student falls below a four client load, the instructor must be notified immediately and an action plan will be determined. Client workload may be adjusted by the clinical instructor according to student progress. Instructor approval is required to carry more than 4 clients during this semester of clinical coursework.

*C. Video Recordings of Counseling Sessions. Students are expected to video record their counseling sessions with clients. Weekly, students are expected to bring cued videos to triadic supervision, as well as to large group supervision/staffing. Students are expected to show a minimum of two counseling sessions during large group supervision during the semester.

*D. Students will meet with the practicum instructor two times during the semester to review counseling progress and to view recorded sessions (dependent on practicum instructor’s live or
recorded observations during class time). This is in addition to videos that you review with your triadic supervisor. **(A schedule will be developed, and you will have an opportunity to sign up for dates)**. Student will prepare a brief self-review of the video that reflects an accurate assessment of: 1) your demonstrated strengths and areas for growth, and/or demonstrated growth shown in the session, and 2) dynamics of the client/counselor relationship. This is not a tape transcript! Students will be prepared to share their self-review during meeting with instructor.

E. Group Supervision: Students are expected to attend all group supervision/staffing class times. More than 1 absence will result in the final grade being lowered by one letter grade. Group supervision takes place on Mondays from 1:00 pm to 3:00 pm.

F. Triadic Supervision: Students are expected to attend all triadic supervision sessions. More than 1 absence will result in final grade being lowered by one letter grade. Students should be prepared to share recordings of counseling sessions at each supervision session. Students should contact both the instructor and supervisor if there will be an absence.

G. Students are expected to maintain contact with clients. Students should contact clients if they are unable to attend sessions. Cancelling sessions initiated by the counselor should only occur in extreme circumstances and with as much prior planning as possible.

H. Adherence to ACA Code of Ethics.

I. Students will determine appropriate assessment instruments for each client (including personal and career assessments) and assume the responsibility for administering, scoring, interpreting, documenting, and discussing the results with the client.

**J. During triadic and large group supervision and discussions, students will demonstrate client advocacy action planning, including appropriate consultation with individuals and systems that may impact the client’s success in counseling. While consultation with parents and teachers is essential to working with minor clients and may seem more obvious, client advocacy and consultation with other important systems in clients’ lives include pertinent mental health and medical professionals, as well as extended family members when deemed important. Student will demonstrate ethical decision making in regards to advocacy planning and consultation on client’s behalf.**

K. Doctoral students enrolled in 6220 are expected to participate in CHDC client intakes and block supervision of master’s level practicum students as assigned. Administrative responsibility for intakes is to be completed within one day of intake.

*L. At the beginning of the semester, students must provide to supervisors (faculty and triadic) a brief conceptualization of each client seen. This list is to be kept up as clients are added or terminated. In addition, the client listing is to be kept up to date on a weekly basis.
M. Case conceptualization of long term client. Assignment begins in fall semester in COUN 6220, but written case conceptualization and brief presentation is not due until spring semester in COUN 6230. During 6220, you will select one client to focus on for your case conceptualization. Details for the assignment will be provided in the COUN 6230 syllabus. The assignment is designed to provide students with an opportunity to demonstrate: 1) effective case conceptualization, and 2) a developing internally consistent theoretical/philosophical understanding of the client of focus and his or her progress. Students may find it helpful to collect a few video clips of this client throughout this semester that best demonstrate your developing internally consistent theoretical/philosophical approach to working with clients and also demonstrate growth and movement in your client. Students will sign-up for a date and present their client case (approximately 20-25 minutes), in the Spring semester during 6230.

N. Clinical observations: Students not conducting counseling sessions at 3:30 or 4:30 on Mondays are expected to observe cohort’s counseling sessions and provide written feedback (and verbal feedback as time allows). Students are expected to observe one doctoral level counseling session each week at either CHDC (can be during class time) or CFRC. Each observation is to be written up and given to the counselor observed (keep copies of all observations and turn in to instructor at the end of semester. A minimum of 8 written feedback forms from observing a doctoral student peer must be turned in to course instructor at the end of the semester).

O. Students will be expected to develop a written statement concerning the role of consultation and client advocacy in their counseling practice across the lifespan. Due Nov 14. Guidelines for written statement:
   1. 4-6 pages, APA format
   2. Define what consultation and advocacy planning means in your practice.
   3. Include a minimum of three professional references supporting your view.
   4. Include ethical and legal considerations relevant to client advocacy planning and consultation.

P. Clinic maintenance is the responsibility of all doctoral interns. Students should clean up after their own clients, help with cleaning up after others’ clients, and should generally take the initiative to straighten or maintain any disorder in the clinic (including replacing broken or missing toys or sandtray miniatures, replenishing expressive art materials, etc.). Continual disregard for the facilities will be reflected in the final grade.

Q. Students are required to submit pre and post testing every 10 sessions on each of their clients for each semester to the instructor on a copied form from the client file.

R. Students will submit a log of hours attached to the end of semester PCEP-D. Logs must be signed by triadic supervisor and by course instructor.

S. Students will submit two PCPE-D forms over the semester.
1. The first PCPE-D is due on **October 17** and should reflect student’s self-assessment of current functioning as a counselor. This PCPE-D should include an additional paper that describes the student’s clinical strengths and areas for growth as noted on the PCPE-D. Student will make copies for instructor and triadic supervisor.

**Paper guidelines:**

A. Identify and describe your three greatest clinical strengths (rate on a scale of 1-10).

B. Identify three areas of growth that you would like to establish as goals for growth, and again, rate on a scale of 1-10. Discuss your rationale for selecting these three goals for growth, as well as personal and professional barriers to growth. Describe how you plan to overcome barriers in order to realize your goals and demonstrate growth as a counselor. You will be expected to share these goals with your classmates and support each other toward growth as well as hold each other accountable in both in triadic and large group supervision.

*You will provide an update of your progress towards your goals in your end of semester reflections, due December 3 (see item 2. below).*

**2. The second PCPE-D is due on **December 5** to the instructor and triadic supervisor, and will be used in a joint meeting between instructor, triadic supervisor and student to determine the student’s final PCPE-D that will be uploaded into TK-20. You will be asked to turn in a short summary of your progress toward each goal (i.e., experiences regarding that goal, steps toward improvement of that area, etc.). Please provide the summary of your progress within the strengths and growth paper you turned in at the beginning of the semester. That helps me see the continuity and bigger picture (and saves you time having to restate your strengths/growth areas). What is helpful to me is for you to choose a different font to provide your end of semester progress (or could be regressive movement) for each strength and especially for the areas of growth.

**T. Students will demonstrate ability to reflect on semester experiences and self-growth and development as a counselor. Instructor will provide a format for students. Due: come to final group meeting prepared to discuss.**

U. Students will complete the online class evaluation at the end of the semester. Course evaluations are towards the end of November.

**Attendance:** Students are required to attend group supervision, triadic supervision, group process and client sessions. More than one absence of these sessions during the semester will result in a lowering of the final grade by one letter. Students may miss supervision for one professional conference each semester.
Additional Syllabus Information

**Succeed at UNT:**
- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

**Academic Integrity and Academic Dishonesty**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm).

**EagleConnect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit [https://eagleconnect.unt.edu](https://eagleconnect.unt.edu). This is the main electronic contact for all course-related information and/or material.

**Student Perceptions of Teaching**

Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**Disability Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time,
however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Student Behavior in the Classroom**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: [www.unt.edu/csrr](http://www.unt.edu/csrr).