Welcome: My intent is to provide you with a clinical experience that will facilitate your development as a counselor and that adhere 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 systems 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](http://www.coe.unt.edu/tk20)

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

<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>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 and 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>
<td></td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Professional Maturity as defined and measured by the PCPE-D</td>
<td></td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Professional Integrity as defined and measured by the PCPE-D</td>
<td></td>
<td>PCPE-D</td>
</tr>
</tbody>
</table>

V. 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.

VI. 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.
VII. 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 four clients and accumulate a minimum of 40 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.

VIII. Required Texts:


IX. Supplemental Readings:


X. 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.

XI. 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. CPP3 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 six 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 5 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 one counseling session 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 3:15 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. Client advocacy action planning is encouraged in the supervisory process, including parent consultation and offering and conducting teacher consultation for minor clients.

K. Doctoral students enrolled in 6230 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. Tentative Due Date: March 27
Assignment carries over from COUN 6220, but written case conceptualization and possible brief presentation is due in COUN 6230. During 6220, you were asked to select one client to focus on for your case conceptualization. You will be provided an example of a case conceptualization format; however the format is flexible with instructor approval. The assignment is designed to provide students with an opportunity to demonstrate effective case conceptualization of the client based on an internally consistent theoretical/philosophical understanding of the client, as well as to demonstrate client progress in terms of counselor’s guiding theory. Students will also be asked to select a systems theory that most closely fits with their guiding theory (if different) and briefly discuss how the selected systems theory contributes to an understanding of the client. Additionally, at a minimum, students will demonstrate multicultural responsiveness, developmental considerations, ethical decision-making, client advocacy, and systemic involvement as deemed relevant and appropriate. To be discussed: Students may find it helpful to collect a few video clips of this client that best demonstrate your developing internally consistent theoretical/philosophical approach to working with clients and also
demonstrate growth and movement in your client. If student consensus reveals that that in-class presentation of cases is a good use of large group staffing/supervision, students will sign-up for a date to present their client case (approximately 20-25 minutes), in the Spring semester during COUN 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 6 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 read/research relevant topics and be prepared to provide a brief paper.

1. The influence of individuals’ various systems (family, work/school, culture, etc) on their current functioning, and be able to apply their learning to their current clients. In preparation for class discussion, students will read chapter 12, Systems Approaches, in the Fall et al. textbook, and at least one additional resource. In addition, students will be expected to explore a systems theory that most closely aligns with their personal guiding theory (if different) and compose a brief paper to demonstrate their understanding of systems theory and how it fits with their personal approach to counseling clients across the lifespan. Guidelines for written statement, **tentatively due April 24:**
   - 5-6 pages, APA format
   - Demonstrate a broad understanding of systems theory, including an ecosystemic perspective.
   - Demonstrate an understanding of the system theory that most closely aligns with student’s guiding theory.
   - Include a minimum of three professional references supporting your view.

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 March 6** and should reflect student’s self-assessment of continued growth and progress as a counselor. Following the format established in 6220, the PCPE-D should include an additional paper that describes the student’s clinical strengths and areas for growth, consistent with your ratings on the PCPE-D. Student will make copies for instructor and triadic supervisor.

   **Paper guidelines:**
   A. Building on your previous papers, describe your progress on three clinical strengths determined in 6220 or you can establish some or all new ones (rate on a scale of 1-10).
   B. Building on your previous papers, describe your progress on three clinical goals for growth determined in 6220 or you can establish some or all new ones, and again, rate on a scale of 1-10. If you establish new goals, 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.

2. The second PCPE-D is **Tentative Due Date: May 1** 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 ratings that will be uploaded into TK-20. You will provide a final update and summary of your strengths and progress towards your goals for growth across 6220 and 6230 in your end of semester reflections: (see item T below).

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. **Tentatively Due: May 8** (come to final group meeting prepared to discuss).

**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.

**XII. Additional Syllabus Information**

**ACADEMIC INTEGRITY & ACADEMIC MISCONDUCT**

As discussed in the UNT Graduate Catalog (www.unt.edu/catalog/grad):

“Cheating and plagiarism are types of academic misconduct for which penalties are described and assessed under the UNT “Code of Student Conduct,” which is published in the Undergraduate Catalog and also is available on the UNT web site at www.unt.edu/csrr as part of the Student Handbook. The following statement on academic misconduct, adopted by the Graduate Council, is based on the Code of Student Conduct.

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Specific penalties can be assigned by a faculty member for certain cases of academic misconduct (including cheating and plagiarism). These penalties include: giving a failing grade for the test or assignment; reducing or changing the grade for the test, assignment or course; requiring additional academic work not required of other students; assigning a failing grade in the course. Other specific penalties can be recommended by a faculty member to the appropriate administrative/academic authority, including denying of the degree, expulsion from the university or revocation of a degree already granted.

All graduate students are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties and appeal procedures, the student should refer to the Code of Student Conduct.”

UNT counseling program students are required to be familiar and comply with UNT’s most recent Academic Integrity Policy (http://vpaa.unt.edu/academic-integrity.htm). UNT counseling program students may be required to submit
research papers and other written work electronically so that the instructor can use anti-plagiarism software (e.g., turnitin.com) to validate the originality of the student’s work.

**EAGLE CONNECT**
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.

**SETE**
The Student Evaluation of Teaching Effectiveness (SETE) 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 to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

The University of North Texas (UNT) is on record as committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation.

Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at www.unt.edu/oda. Also, you may visit the Office of Disability Accommodation in the University Union (room 321) or phone (940) 565-4323.