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 career development and its application to client concerns.

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

III. Foliotek: This course requires an assignment that will be uploaded and assessed in the UNT Foliotek Assessment System.

A. Core Curricular Experiences Covered:

Curricular experiences will provide an understanding of the following content areas:

<table>
<thead>
<tr>
<th>Counseling</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly examination of theories relevant to counseling</td>
<td>CES Doc B.1.a.</td>
<td>PCPE-D (KPI)</td>
</tr>
<tr>
<td>Integration of counseling theories</td>
<td>CES Doc B.1.b.</td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Conceptualization of clients from multiple theoretical perspectives</td>
<td>CES Doc B.1.c.</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:

1. Personal characteristics needed to be an effective counselor.
3. Ability to objectively receive feedback from supervisor and peers and incorporate feedback into a personal counseling style.
4. 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 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 6220 (CPP 1) 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.
2. COUN 6230 (CPP 2) is an advanced clinical course and designed as an internship experience. Students are expected to carry a minimum of four clients and accumulate a minimum of 40 direct counseling hours.
3. COUN 6240 (CPP 3) 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.
4. COUN 6250 (CPP 4) is a doctoral level internship. Students are expected to carry a
minimum of five to six clients and accumulate a minimum of 60 direct counseling hours.

5. COUN 6260 (CPP 5) is a doctoral level internship. Students are expected to carry a minimum of five to six clients and accumulate a minimum of 60 direct counseling hours.

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. Texts:

Required:


One Original Source Theoretical Book

Recommended:


IX. 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 Foliotek 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 and clinical instructor, 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 consistently completes all course assignments, readings, and
projects by the due date and at an exceptional level (Letter grade of A/A-). Counselor attends and contributes meaningfully (e.g., proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or inappropriate self-disclosure. Making comments that frequently help move discussion/conversation forward) and consistently 2-3 times each course meeting.

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 and clinical instructor, engage in counseling with moderate supervision. Counselor completes majority of all course assignments, readings, and projects satisfactorily. Counselor contributes on average 1 time each course meeting or engages in reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Counselor is absent two times for course/group supervision or triadic supervision. Student counselor utilizes electronic devices during group supervision/discussions/presentations two or more times.

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 or faculty instructor, 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.

X. 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 will prepare case files for each client. File audits will be conducted the week of July 11 & August 8.

B. Carry a sufficient client load. CPP4 requires students carry a minimum of two clients at all times and must complete a minimum of twenty direct contact hours. If a student falls below a two client load, the instructor must be notified immediately and an action plan will be determined.

C. Video Recordings of Counseling Sessions. Students are expected to video record their counseling sessions with clients and upload them to the streams channel. Students are expected to show up to 3 counseling sessions to the group during the summer semester. Although, a schedule will be created for weekly video case presentations, students should come prepared to discuss their cases at any point during weekly course meetings.

D. Group Supervision: Students are expected to attend all group supervision classes. More than 1 absence will result in the final grade being lowered by one letter grade. This absence includes any excused absence including conferences. No use of electronic devices during group supervision/discussion/case presentations. Students may face grade deduction for failure to meet this requirement.

E. 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.

F. 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.

G. Adherence to ACA Code of Ethics.

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

Q. Client advocacy action planning is encouraged in the supervisory process, including offering and making appropriate referrals for clients and making appropriate visits to schools when necessary.

J. All students are expected to assist in supervision of master’s level clinical courses as needed.

M. Students are expected to read an original source theoretical and cultural humility book by July 11. Based on your readings, a response paper on how you are using your theoretical orientation to promote cultural humility and safety with clients is due August 2.

N. 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). Continual disregard for the facilities will be reflected in the final grade.

O. 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.

P. Students will submit a log of hours on the final class date.

Q. Students will submit two PCPE-D forms over the semester. The first PCPE-D is due June 27. This PCPE-D should include an additional paper that describes the student’s overall rationale for their ratings, along with clinical strengths and areas for growth as noted on the PCPE-D (no minimum; maximum 10 pages). The second PCPE-D is due on second to final week of class, August 2.

**Attendance:** Students are required to attend group supervision, triadic supervision, 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. Therefore, students are advised to save their absence for emergencies, such as unforeseen illnesses. In the event that a student misses more than two classes, he/she/ze/they will receive a failing grade. If a student misses more than 1 hour of class, it is considered an absence. Chronic tardiness—arriving 15 or more minutes late—or early departure—leaving 15 or more minutes prior to the end of class—will result in the lowering of a final grade at the instructor’s discretion. Please note: It is the student’s responsibility to drop this course, if necessary.

**Participation:** Classroom interaction is a two-way engagement. Therefore, students are expected to attend weekly classes and actively participate in large and small discussions throughout this semester. The expectation is that students contribute meaningfully (proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or inappropriate self-disclosure. Making comments that frequently help move discussion/conversation forward) 2-3 times each course meeting.
Late Assignments: Students are expected to turn in assignments no later than the beginning of class on the day they are due. Extensions will be granted at the discretion of the instructor PRIOR to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date. Late assignments will be penalized 5% for each day they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit.

Sharing and Confidentiality
In this course, each student is required to reflect on one’s own developmental journey. This reflection will involve self-examination and sharing of personal information with the class. It is important that students strive to be appropriate in personal sharing. To promote an emotionally safe learning environment, each student will be asked to maintain confidentiality of others’ personal material shared in class; however, confidentiality cannot be guaranteed. Therefore, each student should be mindful of what one chooses to share. Each student is encouraged to take risks and to challenge oneself while maintaining personal boundaries that are important to one’s continued wellbeing and development as a professional in training and a person.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor. If you would like counseling to address personal concerns, you may contact UNT’s Counseling & Testing at (940) 565-2741 or seek personal counseling at your own expense.
SYLLABUS ADDENDUM

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.

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. This is the main electronic contact for all course-related information and/or material.

Student Perceptions of Teaching (SPOT)

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 near 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](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.

**Acceptable Student Behavior**

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 Dean of Students 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, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Campus Carry Notification**

The class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.
## Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/6</td>
<td>Introduction Procedures Course Expectations Advanced Counselor Development <strong>Due: Professional Liability Insurance</strong></td>
<td></td>
</tr>
<tr>
<td>6/13</td>
<td>Syllabus Follow Up Ethical and Legal Considerations Case Discussion Preparation</td>
<td>CES Doc B.1.f.</td>
</tr>
<tr>
<td>6/20</td>
<td>Applying your theory Case Discussion 1. 2.</td>
<td>CES Doc B.1.a.</td>
</tr>
<tr>
<td>7/4</td>
<td>University Closed-No Class Meeting</td>
<td></td>
</tr>
<tr>
<td>7/11</td>
<td>Treatment Planning Case Discussion 1. <strong>Due: Complete Readings for Theory &amp; Cultural Humility Book Mid-Term File Audit</strong></td>
<td>CES Doc B.1.d.</td>
</tr>
<tr>
<td>7/18</td>
<td>Risk Assessment Case Discussion 1. 2.</td>
<td>CES Doc B.1.d.</td>
</tr>
<tr>
<td>7/25</td>
<td>Assessment and Evaluation Case Discussion 1. 2.</td>
<td>CES Doc B.1.e.</td>
</tr>
<tr>
<td>8/1</td>
<td>Evidence-based prevention and intervention Case Discussion 1. 2. <strong>Due: PCPE-D</strong> <strong>Due: Theory &amp; Cultural Humility Paper</strong></td>
<td>CES Doc B.1.d.</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td><em>File Audit</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>PCPE Meeting Continued</em></td>
<td></td>
</tr>
</tbody>
</table>