COUN 6250: Counseling Principles and Process IV
Course Syllabus

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.

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 data management system. Foliotek does not require an additional cost to students and accounts are available to students if they are enrolled in a program within the College of Education. Key Performance Indicator assignments must be uploaded into the Foliotek system for instructors to assess. Log-in at https://www.coe.unt.edu/tk20/foliotek

IV. 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>
<tr>
<td>Evidence-based counseling practices</td>
<td>CES Doc B.1.d.</td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Methods for evaluation counseling effectiveness</td>
<td>CES Doc B.1.e.</td>
<td>PCPE-D</td>
</tr>
<tr>
<td>Ethically and culturally relevant counseling in multiple settings</td>
<td>CES Doc B.1.f.</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 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 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.

V. Required Texts:

**Recommended**


**VI. Student Evaluation**

**Professional Counseling Performance Evaluation – Doctoral (PCPE-D) – Key Performance Indicator assessment**

Student performance in clinical courses is evaluated through the Professional Counseling Performance Evaluation – Doctoral (PCPE-D). The PCPE-D evaluates the student’s clinical performance in five areas: Counseling Skills & Abilities, Professional Responsibility, Professional Competence, Professional Maturity, and Professional Integrity. Students who rate a score of 3 or 4 on all items by the end of each clinical semester will be considered passing with a B or above.

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 (B+/B-) with no more than 1 late submission. 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. Counselor is absent three or more times for course/group supervision or triadic supervision. Student counselor utilizes electronic devices during group supervision/discussions/presentations three or more times.

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

VII. 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.

B. Carry a sufficient client load. CPP5 requires students **carry a minimum of six clients at all times and must complete a minimum of sixty 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.

C. Video Recordings of Counseling Sessions. Students are expected to video record all counseling sessions with clients. Students are expected to show at least two counseling session to the group during the fall semester.
D. Students will meet with the CPP instructor a minimum of three times during the semester of CPP to review recorded sessions. The first meeting must be completed by September 16. The second meeting must be completed by October 13. The third meeting must be completed by December 9. During these meetings, students will need to attend with client files, list of clients, and hour logs. All files should be up-to-date at these meetings. **It is the student’s responsibility to schedule these meetings. Last minute scheduling may result in missing deadlines.**

E. Group Supervision: Students are expected to attend all group supervision classes. **Students may miss one group supervision without penalty if the student notifies the instructor by email and completes an agreed upon make up assignment.** If student fails to notify the instructor or complete a make-up assignment, the final grade will be lowered by half of a letter grade. More than 1 absence will result in the final grade being lowered by one letter grade. Group supervision takes place on Thursdays from 9 am to 12. **No use of electronic devices during group supervision/lecture and case discussion/case presentations. Students may face grade deduction for failure to meet this requirement.**

F. Individual Supervision: Students are expected to attend all individual 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 and discussing the results with the client.

J. 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.

K. To benefit from a variety of learning experiences, doctoral interns who work with children and/or adolescents are ordinarily required to participate in the interdisciplinary assessment process at the Child and Family Resource Clinic. Doctoral interns specializing in counseling with adults are required to assist and supervise in either COUN 5680 Basic Counseling Skills or COUN 5660 Advanced Counseling Techniques.

L. Students will be expected to read/research topics decided collaboratively by students and instructor and be prepared to provide a brief paper/outline in preparation for class discussion.

M. 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.
N. 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. This form is part of paperwork required at end of semester.

O. Students are expected to fully participate in group supervision. Participation involves initiation of discussion, full presence of self in setting, willingness to share and explore professional growth issues, and demonstration of counseling skills in both live and recorded demonstrations.

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 on October 13. This PCPE-D should include an additional paper that describes the student’s clinical goals for the year. The second PCPE-D is due on December 1 and will be used in a joint meeting between instructor and student to determine the student’s final PCPE-D.

R. Students will demonstrate ability to reflect on semester experiences and self-growth at the end of the semester.

S. Students will complete a 1-hour personal case presentation (45-minute presentation; 15 minutes for discussion/feedback) conceptualizing their client from a trauma informed perspective. The presentation must include a client video clip(s) of at least 10 minutes. Student will utilize the rubric in Appendix A for assignment guidelines.

T. Students will complete a midterm and final participation/contribution self-assessment with supporting rationale. Using Appendix B, students will first select which category (exceeds/meets/minimally meets/does not meet) they believe fits their level of participation/contribution. Students will then provide supporting evidence, examples, and rationale for the category selected.

U. There will be one workday held to address maintenance of the clinic. All interns are required to attend the workday on November 18. All students are required to attend and volunteer at the annual CFRC Thanksgiving Feast on November 21.

V. All completed paperwork for CPP V is due by December 9 at 5:00 pm. Completed paperwork includes up-to-date client session notes, treatment summaries, hour logs, PCPE-D, pre/post assessment logs, assessment reports, and any other assigned paperwork. Completed paperwork is paperwork that has been approved, finalized, and signed by the instructor. It is the student’s responsibility to ensure that the instructor has provided approval of paperwork. A final grade in CPP V cannot be given until all paperwork and files are completed and in good standing.

Attendance: Students are required to attend group supervision, individual/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 10 or more minutes late—or early departure—leaving 10 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 day/time 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.

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**Flexible Class Calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>CACREP</th>
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</thead>
<tbody>
<tr>
<td>9/1</td>
<td>Introduction/Procedures Syllabus Review</td>
<td></td>
</tr>
<tr>
<td>9/8</td>
<td>Ethical and Legal Considerations Case Discussion 1 &amp; 2</td>
<td>CES Doc B.1.f.</td>
</tr>
<tr>
<td>9/15</td>
<td>Applying your theory Personal Case Presentation 1 Last week to schedule video/supervision meeting #1</td>
<td>CES Doc B.1.a.</td>
</tr>
<tr>
<td>9/22</td>
<td>Conceptualizing from multiple theories Personal Case Presentation 2</td>
<td>CES Doc B.1.b. CES Doc B.1.c.</td>
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<tr>
<td>9/29</td>
<td>Case Conceptualization Personal Case Presentation 3</td>
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<tr>
<td>10/6</td>
<td>Treatment Planning Case Discussion 3</td>
<td></td>
</tr>
<tr>
<td>10/13</td>
<td>Risk Assessment Personal Case Presentation 4 Due: 1) Midterm Participation/Contribution Self-Rating &amp; Supporting Rationale 2) PCPE-D &amp; Clinical Goals Last week to schedule video/supervision meeting #2</td>
<td></td>
</tr>
<tr>
<td>10/20</td>
<td>Assessment and Evaluation</td>
<td>CES Doc B.1.e.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>10/27</td>
<td>Evidence-based prevention and intervention</td>
<td>Personal Case Presentation 5</td>
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<tr>
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<td><strong>Due: 1) Mid-term File Audit</strong></td>
<td>CES Doc B.1.d.</td>
</tr>
<tr>
<td>11/3</td>
<td>Best Practices for Termination</td>
<td>Personal Case Presentation 6</td>
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<tr>
<td>11/10</td>
<td>Topic</td>
<td>Personal Case Presentation 7</td>
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<tr>
<td></td>
<td>Case Discussion 6</td>
<td></td>
</tr>
<tr>
<td>11/17</td>
<td>Topic</td>
<td>Case Discussion 7 &amp; 8</td>
</tr>
<tr>
<td>11/24</td>
<td>Class working/reading day</td>
<td><strong>University Closed/No Formal Class meeting</strong></td>
</tr>
<tr>
<td>12/1</td>
<td>Topic</td>
<td>Personal Case Presentation 8</td>
</tr>
<tr>
<td></td>
<td><strong>Due: 1) Final PCPE-D</strong></td>
<td></td>
</tr>
<tr>
<td>12/8</td>
<td>Topic</td>
<td>Personal Case Presentation 9</td>
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<tr>
<td></td>
<td>Case Discussion 9</td>
<td></td>
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<tr>
<td></td>
<td><strong>Last week to schedule video/supervision meeting #3</strong></td>
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<tr>
<td></td>
<td><strong>Due: Final File Audit &amp; All completed paperwork (see letter “U”)</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>PCPE meetings</strong></td>
<td></td>
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<tr>
<td>12/15</td>
<td>Wrapping up</td>
<td>Completed files</td>
</tr>
<tr>
<td></td>
<td>Course Outing &amp; Celebration</td>
<td>Counselor Evaluation</td>
</tr>
<tr>
<td></td>
<td><strong>Due: 1) Final Participation/Contribution Self-Rating &amp; Supporting; 2) Final Hour Log</strong></td>
<td>Course Outing &amp; Celebration</td>
</tr>
</tbody>
</table>

**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.

**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. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) to learn more.

**Disability Access**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (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 Access website at [https://disability.unt.edu/](https://disability.unt.edu/). You may also contact them by phone at 940.565.4323.

**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.

**Emergency Notifications and Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.
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.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

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. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.

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.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

Student Perceptions of Teaching (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email.
that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/individual-counseling)
- [UNT ID Card](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [UNT Email Address](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [Legal Name](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [How do I use pronouns?](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [How do I share my pronouns?](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [How do I ask for another person’s pronouns?](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [How do I correct myself or others when the wrong pronoun is used?](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
Additional Student Support Services

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)

Plagiarism and Academic Misconduct

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. 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 acknowledge. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of research papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a falling grade for an assignment/test or the entire course and or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. (The full policy (18.1.16) is available online at policy.unt.edu where it can be located by searching for either title or number). UNT counseling program students should be prepared to submit all written work electronically via Canvas so that the instructor can use anti-plagiarism software to validate the originality of the students’ work.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the APA Manual. Some general guidelines from the 7th edition include:

1. Always cite the source of a quote or paraphrase,
2. When quoting:
   - Copy the original material word for word,
   - If quotation is less than 40 words, place quotation marks around it, if it is 40 or more words, indent the quote as a block, double space all text,
   - Follow the conclusion of a quotation immediately with the citation of author, year of publication or year of creation if original material is unpublished and page number for direct quotes,
3. When paraphrasing:
- Restate concepts in substantially different words than the original material,
- Immediately after paraphrased material cite author(s) and year of publication.
Plagiarism of any sort will not be tolerated and will result in a minimum of failing grade on the assignment; plagiarism may jeopardize your standing in the program.

Meeting with Counseling Program Faculty Members in Welch Street Complex 2

The Counseling Program faculty welcomes undergraduate and master’s students to meet with them. Best times are during office hours or by appointment – but students are welcomed to take their chances by coming by at any time during regular business hours. To meet with a faculty member in Welch Street Complex 2, do not enter the faculty office suite via the door between the CHDC and the suite. Instead, always enter through the main entrance on Welch Street, and tell a front office staff member which faculty member you would like to see.

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.

Appendix A
Personal Case Conceptualization Presentation

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Exceeds Expectations (A)</th>
<th>Meets Expectation (B)</th>
<th>Does not meet expectations for doctoral level work (C/D/F)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Presentation style and format consistently follows a clear organizational structure.</td>
<td>Presentation style and format mostly follows a clear organizational structure.</td>
<td>Presentation style and format unclear or inconsistent organizational struggle.</td>
<td>&lt;=7</td>
</tr>
<tr>
<td>Clinical Rationale</td>
<td>Presenter clearly covers attention to rationale and importance of</td>
<td>Presenter covers some attention to rationale and importance of</td>
<td>Presenter is unclear or provides little to no discussion of rationale</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Presentation accurately covers major concepts/philosophies/principles of trauma-informed care/perspectives; includes 4 or more citations from scholarly sources/texts.</td>
<td>Presentation accurately covers some major concepts/philosophies/principles of trauma-informed care/perspectives; includes 4 citations from scholarly sources/texts.</td>
<td>Presentation omits major concepts/philosophies/principles of trauma-informed care/perspectives; minimal attention to major concepts/philosophies/principles of trauma-informed care/perspectives; &lt;=3 citations or uses only non-scholarly sources &lt;=7</td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Conceptualization</td>
<td>Extremely thorough and accurate conceptualization of client; strong integration of trauma informed care/perspectives.</td>
<td>Accurate conceptualization of client; some integration of trauma informed care/perspectives.</td>
<td>Limited or incomplete conceptualization; conceptualization lacks depth; conceptualization does not include client or little to no integration of trauma-informed care/perspective &lt;=7</td>
<td></td>
</tr>
<tr>
<td>Video Clip(s)</td>
<td>Video clip is at least 10 minutes and further supports client conceptualization.</td>
<td>Video clip is slightly under 10 minutes and mostly supports client conceptualization.</td>
<td>Video clip is under 7 minutes; video minimally supports client conceptualization. &lt;=7</td>
<td></td>
</tr>
<tr>
<td>Strengths &amp; Areas of Growth</td>
<td>Clearly covers 3-4 strengths and areas of growth related to providing trauma-informed care.</td>
<td>Covers 2-4 strengths and areas of growth related to providing trauma-informed care</td>
<td>Minimally covers 2-4 strength and areas of growth related to providing trauma-informed care &lt;=7</td>
<td></td>
</tr>
<tr>
<td>Presentation Skills</td>
<td>Consistently demonstrates high quality verbal/nonverbal skills, audience engagement, audiovisual aids, and balanced use of time.</td>
<td>Demonstrates quality verbal/nonverbal skills, audience engagement, audiovisual aids, and balanced use of time.</td>
<td>Inconsistent or missing attention to high quality presentation skills.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9-10</td>
<td>8</td>
<td>&lt;=7</td>
<td></td>
</tr>
</tbody>
</table>


Appendix B
Participation & Contribution Self-Assessment
<table>
<thead>
<tr>
<th>Exceeds Expectations A+</th>
<th>Meets Expectations A-</th>
<th>Minimally Meets Expectations B+/B-</th>
<th>Does Not Meet Expectations for Doctoral Level C</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actively supports, engages, and listens to doctoral peers and instructor (ongoing)</td>
<td>• Actively supports, engages, and listens to doctoral peers and instructor (ongoing)</td>
<td>• Makes a sincere effort to interact with doctoral peers and instructor (ongoing)</td>
<td>• Limited interaction with doctoral peers</td>
</tr>
<tr>
<td>• Arrives fully prepared at every course meeting</td>
<td>• Arrives fully prepared at almost every course meeting</td>
<td>• Arrives mostly, if not fully, prepared (ongoing)</td>
<td>• Preparation, and therefore level of participation, are both inconsistent</td>
</tr>
<tr>
<td>• Plays an active role in discussions (ongoing)</td>
<td>• Plays an active role in discussions (ongoing)</td>
<td>• Participates constructively in discussions (ongoing)</td>
<td>• When prepared, participates constructively in discussions, and makes relevant comments based on the assigned material</td>
</tr>
<tr>
<td>• Comments advance the level and depth of the dialogue (consistently)</td>
<td>• Comments occasionally advance the level and depth of the dialogue</td>
<td>• Makes relevant comments based on the assigned material (ongoing)</td>
<td>• Group dynamic and level of discussion are not affected by the student’s contribution</td>
</tr>
<tr>
<td>• Group dynamic and level of discussion consistently enhanced by the student’s contribution</td>
<td>• Group dynamic and level of discussion enhanced by the student’s contribution</td>
<td>• Group dynamic and level of discussion are occasionally enhanced by the student’s contribution</td>
<td>• 4 or more tardy arrivals or 3 or more absences</td>
</tr>
<tr>
<td>• Consistently attends to instruction/presentations and does not interfere with other’s ability to attend. Consistently attentive</td>
<td>• Mostly attends to instruction and does not disrupt others; does not do other work during instruction and I attentive majority of the time</td>
<td>• Sometimes attends to instruction and does not disrupt others; does not do other work during instruction and/or pays attention some of the time.</td>
<td>• Group dynamic and level of discussion are not affected by the student’s contribution</td>
</tr>
<tr>
<td>• No more than one tardy arrival or absence</td>
<td>• No more than 1-2 tardy arrivals or absences</td>
<td>• 3-4 tardy arrivals</td>
<td>• 4 or more tardy arrivals or 3 or more absences</td>
</tr>
</tbody>
</table>