

SYLLABUS
COUN 5690
Practicum in Counseling
FALL 2016
3 Credit Hours

Department of Counseling
Division of Education and Human Services

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Classroom Location: Building 1 Counseling Clinic
Class Meeting Days & Times: 5-9:50 PM

Course Catalog Description: COUN 5690. Practicum in Counseling. 3 hours. Provides actual counseling experience with a variety of clients and problems.

Prerequisites: Prerequisite(s): All required degree courses in counseling program except specialty track course (COUN 5300, COUN 5770, COUN 5600, COUN 5750), COUN 5720, and COUN 5721. COUN 5740 may be taken concurrently. With the exception of COUN 5700, students may take an elective concurrently.

Required Text: **Encrypted flashdrive** – can be purchased at the UNT Dallas Bookstore or online. I would suggest around 32 GB.

Erford, B. T. (2014). *40 Techniques every counselor should know (2nd edition)*. Boston, MA: Pearson Merrill.

Recommended Text and References: Halbur, D. A., & Halbur, K. V. (2011). *Developing your theoretical orientation in counseling and psychotherapy*. Boston, MA: Pearson.

Access to Learning Resources:

UNT Dallas Library:
 phone: 972-338-1616
 web: <https://www.untdallas.edu/library>
 e-mail: untlibrary@unt.edu
 UNT Dallas Bookstore:
 phone: (972) 780-3652
 web: <http://www.bkstr.com/northtexasatdallasstore/home>
 e-mail: 1012mgr@fhg.follett.com

Course Goals or Overview:

This course is designed to provide 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 caseload at Counseling Program clinical facilities.

Students must complete supervised practicum experiences that total a minimum of 100 clock hours. Each student’s practicum includes all of the following (CACREP STANDARDS):

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member in accordance with the supervision contract. Biweekly communication (every other week) regarding the student’s progress between the program faculty and student’s supervisor must occur throughout the student’s practicum experience.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member.
4. The development of video recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Learning Objectives/Outcomes: The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. Student Learning Outcomes for this course are as follows:

CMHC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Demonstrate the ability to apply and adhere to ethical and legal standards in CMHC.	CMHC B1	Professional Counseling Performance Evaluation (PCPE)-Practicum
2. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	CMHC D1	PCPE- Practicum
3. Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	CMHC D2	PCPE- Practicum
4. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	CMHC D5	PCPE- Practicum

5. Demonstrates the ability to use procedures for assessing and managing suicide risk.	CMHC D6	PCPE- Practicum
6. Applies current record-keeping standards related to clinical mental health counseling.	CMHC D7	PCPE- Practicum
7. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	CMHC D8	PCPE- Practicum
8. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	CMHC D9	PCPE- Practicum
9. Maintains information regarding community resources to make appropriate referrals	CMHC F1	PCPE- Practicum
10. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients	CMHC F2	PCPE- Practicum
11. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	CMHC F3	PCPE- Practicum
12. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	CMHC H1	PCPE- Practicum
13. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	CMHC H2	PCPE- Practicum
14. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	CMHC H3	PCPE- Practicum
15. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	CMHC H4	PCPE- Practicum
16. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	CMHC L1	PCPE- Practicum
17. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	CMHC L2	PCPE- Practicum
18. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	CMHC L3	PCPE- Practicum
SC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	SC B1	PCPE- Practicum
2. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	SC D1	PCPE- Practicum
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	SC D3	PCPE- Practicum
4. Demonstrates the ability to use procedures for assessing	SC D4	PCPE- Practicum

and managing suicide risk.		
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	SC D5	PCPE- Practicum
6. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	SC F1	PCPE- Practicum
7. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	SC H1	PCPE- Practicum
8. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	SC H2	PCPE- Practicum
9. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	SC H3	PCPE- Practicum
10. Makes appropriate referrals to school and/or community resources.	SC H4	PCPE- Practicum
11. Assesses barriers that impede students' academic, career, and personal/social development.	SC H5	PCPE- Practicum
12. Applies relevant research findings to inform the practice of school counseling.	SC J1	PCPE- Practicum
13. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	SC J2	PCPE- Practicum
SACC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs and college counseling	SACC B1	PCPE-Practicum
2. Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs	SACC C5	PCPE- Practicum
3. Applies multicultural competencies to the practice of student affairs and college counseling.	SACC D1	PCPE- Practicum
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.	SACC D4	PCPE- Practicum
5. Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education.	SACC D5	PCPE- Practicum
6. Applies multicultural competencies to serve diverse postsecondary student populations.	SACC F4	PCPE- Practicum
7. Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values).	SACC F5	PCPE- Practicum
8. Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.	SACC H1	PCPE- Practicum
9. Applies relevant research findings to inform the practice of student affairs and college counseling.	SACC J1	PCPE- Practicum
10. Develops measurable outcomes for college counseling and student development activities.	SACC J2	PCPE- Practicum

Course Outline

This schedule is merely a suggestion of topics to be covered and may deviate from the below schedule. ***The schedule subject to change by the instructor.*** Any changes to this schedule will be communicated by the instructor in class.

TOPICS & READING	TIMELINE,
1. Orientation to Clinic *Handbook of Clinic Procedures *Assessment & Scoring *Initial Paperwork *Putting together the files *Chapter 1 Developing Your Theoretical Orientation	Week 1 *Proof of Liability Due with copy of Insurance *Statement of Ethical/Legal Awareness Due *Professional Disclosure Statement due *Quiz Clinic Handbook (Must score 80% or higher to see clients)
2. Group Clinical Supervision *Intake Assessment *Suicide Assessment *Self Care (Relaxation Breathing & Assessment) *Start Scheduling Clients *Chapter 2 Developing Your Theoretical Orientation	1 Week 2
3. Group Clinical Supervision *Start Seeing Clients *SOAP notes *Suicide Assessment Practice *Self Care *Chapter 3 Developing Your Theoretical Orientation *Chapter 4 Developing Your Theoretical Orientation (just your top 2 theories)	Week 3
4. Group Clinical Supervision *Self Care *Chapter 1 On Being a Therapist: Therapist's Journey *Section 5, Chapter 17-20: 40 Techniques Every Counselor Should Know *Person Centered, Humanistic *Feeling Words *Reflecting/Restating	Week 4
5. Group Clinical Supervision *Chapter 2 On Being a Therapist: Struggle for Power *Section 6, Chapter 21-29: 40 Techniques Every Counselor Should Know *CBT *12 Irrational Beliefs, Thought Patterns, ABC *Self Care *Ethics in Counseling	Week 5

<p>6. Group Clinical Supervision</p> <ul style="list-style-type: none"> *Chapter 3 <i>On Being a Therapist: Personal/Professional Life</i> *Section 4 & 7, 14-16, Chapter 30-32: <i>40 Techniques Every Counselor Should Know</i> *Reality Therapy (WDEP) * (Behavioral) Relaxation Techniques (Progressive Muscle Relaxation, Guided Imagery) *Sleep Handouts – helping clients with sleep issues 	<p>Week 6</p>
<p>7. Group Clinical Supervision</p> <ul style="list-style-type: none"> *Chapter 4 <i>On Being a Therapist: Clients Change Therapists</i> *Working with Anger/Domestic Violence Cycle *Bill of Rights/Assertiveness 	<p>Week 7</p>
<p>8. Mid-Term Evaluations</p> <ul style="list-style-type: none"> *Chapter 5 <i>On Being a Therapist: Hardships of Practice</i> *Section 3, Chapter 11-12: <i>40 Techniques Every Counselor Should Know</i> *Introduction to Sand tray *Gestalt Techniques 	<p>Week 8</p>
<p>9. Group Clinical Supervision</p> <ul style="list-style-type: none"> *Chapter 6 <i>On Being a Therapist: Being Imperfect/Failure</i> *Section 2, Chapter 6-10: <i>40 Techniques Every Counselor Should Know</i> *Case Conceptualization – Student *Adlerian: Family of origin questions 	<p>Week 9 Final Presentations</p>
<p>10. Group Clinical Supervision</p> <ul style="list-style-type: none"> *Chapter 7 <i>On Being a Therapist: Patients/Patience</i> *Case Conceptualization – Student *Psychoanalytic/Transactional Analysis – Parent/Adult/Child 	<p>Week 10 Final Presentations</p>

Teaching Method and Philosophy

Informed Consent

I have been teaching in higher education for the past 8 years. During this time, I have taught at 4 different universities, including our local Universities of Texas A&M University-Commerce, and SMU. I have taught in the departments of Psychology and Counseling at Undergraduate, Masters, and PhD levels. During this time, I have developed a student-centered teaching approach that is based on the The Standards for Effective Pedagogy and Learning that were established through the Center for Research on Education, Diversity, and Excellence (CREDE).

CREDE cites “The Standards represent recommendations on which the literature is in agreement, across all cultural, racial, and linguistic groups in the United States, all age levels, and all subject matters. Thus, they express the principles of effective pedagogy for all students.”

The research consensus can be expressed as five standards.

- Joint Productive Activity: Teacher and Students Producing Together (discussions, course planning, assignment due dates, etc..)
- Language Development: Developing Language and Literacy Across the Curriculum (Mental Health & Counseling) (writings, presentations, case conceptualizations, course discussions, power point lectures, videos, etc...)
- Contextualization: Making Meaning: Connecting Education to Students' Lives and Clinical work. (clinical case studies, class discussion and examples on cases, and available and practical resources)
- Challenging Activities: Teaching Complex Thinking (discussions, critical thinking, journal article reviews, self-reflections, assessments, group activities/work, etc...)
- Instructional Conversations: Teaching Through Conversation (Open conversation/discussion forums, seating arrangement if possible, collaboration and flexibility)

Therefore, my teaching style utilizes a series of practices which may include, but is not limited to Lecture, PowerPoint presentations, Media (video, internet) and classroom discussions. I allow my students to take the lead in their learning, meaning, though there is a scheduled topic for the class session, we might embark on several parallel discussions on related topics which I found to be just as important for your clinical skill set and knowledge. Per counseling theory work, if there was a model for my teaching style, it would be considered Student-Centered Teaching.

As an experienced clinician who has owned, managed, and directed two private practice offices, and two mental health clinics; I believe in relating the classroom teaching to practical implications in our field. These topics often include, ethical dilemmas, legal statutes, board rules, best practices for treatment, and research findings. I trust that you can read each line of your book or PowerPoint lectures on your own.

Students, that require or prefer to have a course structured prior to the beginning of the semester and one that follows that structure rigidly, or those that prefer a PowerPoint lecture for every class; are recommended to take other sections of this class taught by other faculty. I believe clinical cases are better described or discussed in an open forum not just through a few Power Point slides.

By not dropping this class and remaining past the 3rd class session, you hereby acknowledge that you were notified of the teaching style and course layout and indicate your wish to follow this methodology.

Course Evaluation Methods

Methods of instruction: Instructional methods may include assigned readings, role plays, group discussion, didactic lectures, journal exploration, individual/triadic and group supervision, case conceptualizations and related presentations, video/film analysis, and experiential activities.

Student performance evaluation criteria and procedures:

KEY ASSESSMENT: PCPE-Practicum Midterm

KEY ASSESSMENT: PCPE-Practicum Final

Instrument	Value (points or percentages)
Professional Counseling Performance Evaluations [PCPE]-Practicum Midterm and Final	40% (20% each)
3 Mini Case Conceptualizations – During Supervision Hour	20% (10% each)
Review of Client Files (triadic supervisor will review files at mid-point and end of semester)	10%
Formal Case Presentations	20%
Attendance/Participation/Professionalism	10%
Total:	100%

A. FORMAL CASE PRESENTATION

The purposes of your case presentation (one before final) is to expose students to a wider variety of clients, client issues, and work in different settings *and* provide opportunities or interactive group feedback and learning. For this project, select a client with whom you are having some difficulty and would like additional feedback.

Create a Powerpoint and distribute a copy to each class member and the professor before you begin your presentation. Your Powerpoint should include a basic overview from the bulleted points below.

Presentation:

1. Outline for Oral Presentation

- a. Provide a BRIEF 5 Minute (or less) introduction of the client & the supervision sought via Powerpoint.
- b. Show a 10-15 minute clip of your counseling session with a client (please refrain from adding commentary during the demonstration unless your professor or classmate asks a clarifying question). Be advised that you **should ensure your video tape is working properly on the equipment in class before your presentation begins.**
- c. 10 Minutes of Supervision/Q&A will follow (practice active listening non-defensively as you receive both encouraging and possibly constructive feedback from your classmates and professor)

2. Client information / Brief Biopsychosocial History
 - a. Description of the client (age, race, gender)
 - b. Statement of the client's problem
 - c. Family, home, cultural background
 - d. Relationship status and relationship/sexual history
 - e. Physical health history
 - f. Educational history
 - g. Occupational history
 - h. Social interactions, hobbies, recreational activities, and spiritual involvement

3. Counseling history
 - a. Previous counseling or evidence of concerns
 - b. Precipitants to intake
 - c. Summary of work thus far (number of sessions with you, content)

4. Current conceptualization
 - a. Assessment (mental status observations, self-report, instrument results, client strengths, client needs)
 - b. Diagnostic impressions in DSM-V format
 - c. Brief case conceptualization (what do you think is going on? what would your theory say is the issue? Role of social/cultural issues?)
 - d. Treatment plan (client's goals, your goals, and approaches used thus far)
 - e. Theory-based plans for future sessions

5. Solicit feedback regarding **counselor's** performance
 - a. Statement of difficulties/questions
 - b. Introduction of the tape and description what you are attempting to accomplish
 - c. Specific request for the type of feedback or help you would like

A. Review of Client Files

Students' triadic supervisor will review client files intermittently and provide a grade at the mid-point and end of the semester to ensure notes are done adequately and client's files have all the pertinent information according to Clinic procedures.

B. PCPE (Mid Term and Final)

Student will complete PCPE at mid-term and final according to course agenda. The professor and triadic supervisor will then evaluate the PCPE and provide an additional PCPE for the student during a 20 minute in person conference on the day (at mid-term and at final) indicated on the course agenda.

D. Mini Case Studies

Choose 3 different supervision sessions where you will present your mini case study

Write up:

1. Client information / Brief Biopsychosocial History
 - a. Description of the client (age, race, gender)
 - b. Statement of the client's problem
 - c. Family, home, cultural background
 - d. Relationship status and relationship/sexual history
 - e. Physical health history
 - f. Educational history
 - g. Occupational history
 - h. Social interactions, hobbies, recreational activities, and spiritual involvement

2. Counseling history
 - a. Previous counseling or evidence of concerns
 - b. Precipitants to intake
 - c. Summary of work thus far (number of sessions with you, content)

3. Current conceptualization
 - a. Assessment (mental status observations, self-report, instrument results, client strengths, client needs)
 - b. Diagnostic impressions in DSM-IV-TR format
 - c. Brief case conceptualization (what do you think is going on? what would your theory say is the issue? Role of social/cultural issues?)
 - d. Treatment plan (client's goals, your goals, and approaches used thus far)
 - e. Theory-based plans for future sessions

4. Show video tape of at least 10 minutes during supervision

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

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.

Assignment Policy:

Assignments are expected to be submitted on the due date designated in the syllabus. Assignments that are not submitted by the end of the day on which they are due will receive an automatic deduction of 5pts. Assignments will receive a deduction of 5 pts/day they are late. Assignments that are more than 3 days late will not be accepted, and the student will be assigned a 0 for the assignment.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. Students who miss any periods of class will have points deducted from their final grade, unless it is a medical emergency or death of immediate family member. Written documentation is required to substantiate any emergency absence in which the student asked to be excused. Attendance is defined as both physical and intellectual presence. Therefore, students who are not fully present during class will be asked to leave and assigned an absence for the day. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class by contacting a classmate. It is not the professor's responsibility to update the student on missed information. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Additional Policies:

- *Use of Cell Phones & other Electronic Devices in the Classroom*

Due to the experiential nature of this class and the importance of the information being conveyed during lecture, electronic devices, except for laptops, are not to be used during class time. Cell phones must be set to vibrate or silent during class, and for no reason may a student make or receive a call during class, except for medical emergencies. In addition, texting is not allowed during class time. Students must set their texting device (cell phone, smart phone, etc...) to silent. Students who engage in texting or phone calls during class will be asked to leave.

- *Food & Drink in the Classroom*

Due to the length and time during which class has been scheduled food and drink are allowed in the classroom. However, it is the responsibility of the student to bring food which does not result in distraction from participation in class activities. Students are responsible for cleaning any trash which results from their food items and cleaning any spills/messes.

- *Grade of Incomplete, "I"*

For this course the grade of "I" is, as a general rule, not given. If a student believes that they possess extenuating circumstances which bear the instructor's consideration, a conference with the instructor should be scheduled.

TK20 Account: Tk20 is the UNT-Dallas' School of Education and the Counseling Program's reporting and assessment system. The system allows School of Education and Counseling Program faculty to seamlessly monitor and report on the critical program-based assessments aligned with accreditation standards. The system also serves as a storehouse for student artifacts including their filed experience and clinical work which is accessible for students long after they graduate from UNT Dallas, and can serve as a wonderful backup when a student goes up for licensure or certification.

Visit <http://www.untDallas.edu/soe/tk20> or with a digital copy of the syllabus ([click here](#)) to purchase a TK20 Account. Activation can take up to 3 days, though the most frequent duration is 1 hour. Once your account is active, you can login with your regular UNT Dallas account information. Please give yourself enough time for the activation to take place, if you wait until the last day of the semester and your account is not active, you will be held responsible for the incomplete grade in your class.

Total Cost: \$122.35 (Base Price: \$110.00, Order Processing Fee: \$3.00, Sales Tax: \$9.35). The TK20 Account will be valid for 7 Years of access to the system upon purchase.

Please note: This is a required purchase not just for this class, but rather for your entire counseling program. Each course that you complete at UNT-Dallas will have a key assessment that will be on TK20 and that you will be required to submit that key assessment to TK20 before you will receive a grade for that assignment. Students that do not upload required documents to TK20 will receive a zero for the assignment.

For questions regarding this system, please contact the UNTD Tk20 system administrator: Ms. Genell McClendon at genell.mccclendon@untDallas.edu or 972-338-1364

Professional Disposition, Attitude, and Participation Assessment

The counseling profession is made up of a multi-layer system which involves the utilization of empirical standards and protocols, interpersonal relationship skills, as well as a strong ethical compass to navigate the delicate but sometimes rough waters of human emotions.

In any credible graduate program of counseling students are challenged by learning the professional standards and procedures for the ethical diagnosis and treatment of behavioral and emotional health concerns. Additionally, students are coached through a series of self-awareness exercises which may ultimately create a more insightful, aware, and congruent individual who presents as the most authentic self to their clients in their therapeutic journey.

The profession of psychology and counseling though rooted in many theoretical orientations, and view points of the human psyche, is ultimately summarized in the powerful and therapeutic impact of the

relationship between the counselor and client. It has in fact been empirically presented that the biggest agent of change in the therapeutic process is the strength of that relationship.

As such, though this course is built on the standards of the profession, the state's higher education standards, and the University's standards of rigor; our department further evaluates and holds of utmost importance the interpersonal and psychological readiness of each graduate counseling student before they enter the profession. This is an ethical obligation each professor has to our profession and our society in ensuring that students who are not emotionally, behaviorally, professionally, and or psychologically ready to serve, do not inflict more harm on members of our community.

Therefore, please note, that 10% of this courses' requirements are based on the consistent and stable demonstration of your emotional, behavioral, psychological, and professional disposition, attitude, and participation. Meaning, though you might master the content and assignment requirements of the course, you may still fall short of an exemplary grade assignment for the course, if the professor determines your participation and attitude in the course requires further evaluation, awareness, and development.

Please realize this practice is not meant to be punitive in anyway, and is simply for your benefit of further analysis of your own interpersonal processes on your path to become the best counselor practitioners or educators that you can become.

It is my personal hope that by the time you complete this course you will be one step closer to practicing and being fully aware of the core conditions of counseling as laid out by Carl Rogers; Unconditional Positive Regard for your clients, Empathy and Genuineness and to fully master the principles of our counseling profession. The American Counseling Association, has identified the principles of counseling in its 2015 version of the code of ethics' preamble as, Autonomy, Beneficence, Non-Maleficence, Veracity, Fidelity, Justice all of which can only be achieved with a stable and aware psyche.

Should you have any further questions, concerns, or comments in regards to the standards set forth, please do not hesitate to inquire for further clarity either in class, via email, or phone call.

% Points	Professional Disposition, Attitude, and Participation Assessment Rubric
0-3%	Participates rarely and/or reluctantly, makes unprofessional statements, or gestures, and is more often than not insensitive to the emotional needs or beliefs of other students. (Missed or was late for more than 1 class)
3-5 %	Participates inconsistently (abstains from participation or must be persuaded to participate) and exhibits inconsistent emotional regulation as exhibited by their attitude.
6-10 %	Participates consistently (participates with little or no coaxing), is often but not always engaged in course discussions, and more often than not has significant contributions to course discussions.
11-15 %	Participates consistently & exercises leadership/initiative (always participates without coaxing; takes initiative in volunteering for activities; actively contributes their own thoughts and ideas and/or encourages the engagement of peers). Their presence enhances the learning environment in the course.