

UNT Dallas
Fall 2025 Syllabus

COUN 5690 Practicum in Counseling (3 hrs) Section 0001	
Program: Counseling	School: Behavioral Health and Human Services
Instructor Name:	Dr. Huy Lam, LPC
Office Location:	Dallas Hall Room 105N
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<i>Best way to contact me is via email – I try to respond within 1 to 2 business days</i>	
Office Hours:	By appointment (online or in-person) Tue: 2:30-6:30 Thurs: 11:30-3:30
Classroom Location:	Dallas Hall Room 226
Class Meeting Days & Times:	Thursday 4:00-6:50 p.m. beginning 8/28/25
Course Catalog Description:	COUN 5690: Practicum in Counseling-3 hours. Provides actual counseling experience with a variety of clients and problems. Requires a minimum of 100 total hours in counseling related activities including a minimum of 40 direct contact hours.
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 one elective concurrently.
Co-requisites	N/A
Required Text:	<ol style="list-style-type: none"> Hodges, S (2019) The Counseling Practicum and Internship Manual, 3rd Edition. Springer Publishing Company: Chambersburg, PA Kottler, J. A. (2010). <i>On being a therapist</i>. San Francisco, CA: Josey-Bass American Counseling Association (2014). <i>ACA code of ethics: 2014</i>. Alexandria, VA: Author. Available from http://www.counseling.org/resources/aca-code-of-ethics.pdf
Recommended Reading	<ol style="list-style-type: none"> Baldwin, P. C. (2016). <i>Note Designer: A simple step-by-step guide to writing your psychotherapy progress notes</i>. Mindhabits Incorporated. Jongsma, A.E., & Peterson, L.M. (2014). <i>The adult psychotherapy treatment planner</i>. New York, NY: Wiley.

Access to Learning Resources:	UNT Dallas Library: phone: (972) 338-1616 web: https://www.untdallas.edu/library UNT Dallas Bookstore: Phone: (972) 780-3652; Web: https://www.bkstr.com/northtexasatdallasstore/home
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<p>Canvas Resources Supported Browsers:</p> <ul style="list-style-type: none"> • Chrome 67 & 68 • Firefox 60 & 61 • Flash 29, 30 (for audio/video) • Respondus Lockdown Browser • Safari 10, 11 <p>Supported Devices:</p> <ul style="list-style-type: none"> • iPhone • Android • Chromebook <p><i>Note: Tablet users can use the Canvas app</i></p> <p>Screen Readers:</p> <ul style="list-style-type: none"> • VoiceOver (Safari) • JAWS (Internet Explorer) • NVDA (Firefox) <p><i>Note: There is no screen reader support for Canvas in Chrome</i></p>	<p>Course Canvas webpage is accessed through www.untDallas.edu and then click Canvas in the top right corner.</p> <p>Getting Help with Canvas: Canvas 24/7 Phone Support for Students: 1-833-668-8634 Information & Technology Shared Services (ITSS) Help Desk 972-338-1448</p> <p>Canvas Help Resources: Canvas Student Guide - https://community.canvaslms.com/docs/DOC-10701 For additional assistance, contact Student Assistance (Digital Learning): DAL 1, Suite 150 Web: https://www.untDallas.edu/dlit/index.php Email: DigitalLearning@UNTDallas.edu</p> <p>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.</p> <p>If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.</p>
<p>Course Goals or Overview:</p> <p>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 their approved clinical sites.</p> <p>Students must complete supervised practicum experiences that total a minimum of 100 clock hours. Each student's practicum includes all of the following:</p> <ol style="list-style-type: none"> 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 1 hour per week of individual and/or triadic supervision throughout the practicum. 3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum. 4. The development of video or audio recordings for use in supervision or live supervision of the student's interactions with clients. 	

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: At the end of this course, the student will:

Core Curricular Experiences – Student learning Objectives	CACREP 2024 Standard	Measures/ Assignments	
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds.	3.E.1	Client Video 1 & 2 Discussion Board # 1	
2. critical thinking and reasoning strategies for clinical judgment in the counseling process	3.E.2	SOAP Notes & Self Reflections Case Conceptualization	
3. case conceptualization skills using a variety of models and approaches	3.E.3	SOAP Notes & Self Reflections Case Conceptualization	
4. application of technology related to counseling.	3.E.5	Client Video # 1 & 2	
5. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	3.E.6	Discussion Board # 1	
6. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	3.E.7	Client Video # 1 & 2 Case Conceptualization	
7. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships.	3.E.8	Professional Competency Performance Evaluation (PCPE) Mid-term & Final Supervision Personal Characteristics Checklist	
8. interviewing, attending, and listening skills in the counseling process.	3.E.9	Client Video 1 & 2	
9. counseling strategies and techniques used to facilitate the client change process.	3.E.10	Client Video 1 & 2 Case Conceptualization	
10. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	3.E.11	Client Video 1 & 2 PCPE	
11. goal consensus and collaborative decision-making in the counseling process	3.E.12	Client Video 1 & 2 Case Conceptualization	
12. developmentally relevant and culturally sustaining counseling treatment or intervention plans	3.E.13	Client Video 1 & 2 Case Conceptualization	
13. development of measurable outcomes for clients	3.E.14	Client Video 1 & 2 Case Conceptualization	

14. evidence-based counseling strategies and techniques for prevention and intervention	3.E.15	Case Conceptualization	
15. record-keeping and documentation skills	3.E.16	SOAP Notes & Self Reflection	
16. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	3.E.17	PCPE	
17. suicide prevention and response models and strategies	3.E.19	Suicide Protocol Assignment	
18. crisis intervention, trauma-informed, community-based, and disaster mental health strategies	3.E.20	Discussion Board #4	
19. identification and evaluation of the evidence base for counseling theories, interventions, and practices	3.H.2	Case Conceptualization	

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Canvas class announcement and email.

Timeline	TOPICS	SLO/ CACREP	Readings/Activities/Assignments
<u>Week 1</u> 8/28	<ul style="list-style-type: none"> Introduction to Practicum <ul style="list-style-type: none"> PCPE for Practicum Experiential activity: establish safe and brave space. Group Supervision in Practicum Professional Disclosure Statements (PDS) 	SLO: 7, 8, 19 CACREP: 3.E.8 & 9	Read Hodges Ch. 1 Supervision Assignment: Professional Disclosure Statement Due (9/3@ 11:59)
<u>Week 2</u> 9/4	<ul style="list-style-type: none"> Suicide and Crisis Intervention Group Supervision in Practicum Experiential activity: presence 	SLO: 1, 4, 5, 19 CACREP: 3.E 1, 5 & 6 3.H.2	Read Hodges Ch. 3, 9 & 10 Supervision Assignment: Suicide Assessment Due (9/10 @ 11:59)
<u>Week 3</u> 9/11	<ul style="list-style-type: none"> Review Basic Skills Intake Assessments: Interviewing to Establish Goals and Measurable Outcomes Group Supervision in Practicum 	SLO: 8, 11, 13 CACREP: 3.E 9, 12, 14	Kottler Ch. 4 Supervision Assignment: Dual Relationships Due (9/17 @ 11:59)
<u>Week 4</u> 9/18	<ul style="list-style-type: none"> Ethics in Practicum HIPAA & Technology Evidence-Based Research for guiding theory relevant to Diverse clients Models of Supervision 	SLO: 3, 6, 8 CACREP: 3.E 3, 7, & 9	Read Hodges Ch. 6 Supervision In Class Discussion: Dual Relationships
<u>Week 5</u> 9/25	<ul style="list-style-type: none"> Clinical Issues in Practicum Group Supervision in Practicum <ul style="list-style-type: none"> Case Presentations 	SLO: 2, 14, 15 CACREP: 3.E 2, 15, & 16	Read Hodges Ch. 4 Kottler Ch. 8 Client Video # 1- KPI

<u>Week 6</u> 10/2	<ul style="list-style-type: none"> • Critical Thinking for Clinical Judgment • Evidence-Based Counseling Strategies for Your client • Documentation: SOAP Notes & Self Evaluations • Group Supervision in Practicum 	SLO: 6, 19 CACREP: 3.E 7 3.H.2	Read Hodges Ch. 5 Kottler Ch. 8 Client Video # 1- KPI SOAP #1 Due (10/8 @ 11:59)
<u>Week 7</u> 10/9	<ul style="list-style-type: none"> • Change Strategies • Developmentally Relevant and Culturally Sustaining Treatment planning • Group Supervision in Practicum • Case Presentations 	SLO: 9, 12, 14 CACREP: 3.E 10 3.E.13	Treatment Planning PP Supervision Client Video # 1- KPI
<u>Week 8</u> 10/16	<ul style="list-style-type: none"> • Multicultural Issues in Practicum: Adapting the Counseling Process • Mid-Term PCPE • Group Supervision in Practicum • Case Presentations 	SLO: 1, 6, 10 CACREP: 3.E 1, 7 & 13	Read Hodges Ch.7 Supervision Client Video # 1- KPI & Mid-Term PCPE + Mid-term Hours Log Due (10/22 @ 11:59) Assignment: Multicultural Issues Due (10/22 @11:59)
<u>Week 9</u> 10/23	<ul style="list-style-type: none"> • Finalize Treatment Plan showing developmentally relevant and culturally sustaining strategies • Group Supervision in Practicum • Case Presentations 	SLO: 11, 13, 14, 19 CACREP: 3.E.12, 14 & 15 3.H.2	Hodges Ch.. 8 Supervision In class discussion: multicultural issues Assignment: Counselor Self Care Due (10/29 @ 11:59) SOAP #2 Due (10/29 @11:59) Case Video # 2 KPI
<u>Week 10</u> 10/30	<ul style="list-style-type: none"> • Termination • Group Supervision in Practicum • Case Presentations 	SLO: 17 CACREP: 3.E 19, & 20	Hodges Ch. 12 Supervision In class discussion: : Counselor Self Care Case Video # 2 KPI

<u>Week</u> <u>11</u> 11/6	<ul style="list-style-type: none"> • Burnout and Secondary Trauma • Case Presentations 	SLO: 18 3.E 20 3.H.2	Hodges Ch. 8 Kottler Ch.# 9 Supervision Case Video # 2 KPI
<u>Week</u> <u>12</u> 11/13	<ul style="list-style-type: none"> • Trauma in practicum • Group Supervision in Practicum • Case Conceptualization 	SLO: 7, 16 CACREP: 3.E.8 & 17	Supervision Case Video # 2 KPI Case Conceptualization KPI Due 11/19 @ 11:59 Assignment: Trauma in Practicum Due (11/19 @ 11:59)
<u>Week</u> <u>13</u> 11/20	<ul style="list-style-type: none"> • Group Supervision in Practicum • Case Conceptualization 	SLO: 7, 18 CACREP 3.E8 & 20	
<u>Week</u> <u>14</u> 11/27 THA NKS GIVI NG	<ul style="list-style-type: none"> • No class 	SLO: 9, 11, 13 CACREP: 3.E 10, 12 & 14	
<u>Week</u> <u>15</u> 12/4	<ul style="list-style-type: none"> • Final PCPE review • Students' Evaluate of Supervisor & Site Process • Group Supervision in Practicum • Case Conceptualization 	SLO: 7, 16 CACREP: 3.E 8 & 17	Hodges Ch. 13 Supervision Due (12/10 @ 11:59) Final PCPE Site Supervisor Eval of Program Student Eval of Supervisor Student Eval of Site Process Final Hours Log
<u>Week</u> <u>16</u> 12/11	<ul style="list-style-type: none"> • Any unfinished business 		

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Descriptions of assignments are in Canvas.

GRADING MATRIX

Instrument	Value (points)	Total
Discussion Boards & Assignments	150	150
SOAP Notes & Self Evaluation	2 x 50	100
Case Videos (KPI)	2 x 125	250
PCPE Mid-term & Final	2 x 150	300
Case Conceptualization (KPI)	200	200
TOTAL POSSIBLE		1,000

FINAL Grade Determination:

A = 90% (1,000 to 900)

B = 80% (899 to 800)

C = 70% (799 to 700)

D = 60% (699 to 600)

F = Below 60% (Below 599)

Assignments & Discussion Boards: discussion boards and assignments will be used to apply class concepts of practicum work.

SOAP Notes and Self Evaluation:

A. Documentation of Session:

Utilizing the below format, please construct a 1 page SOAP documentation of your session capturing the information below.

Although your site may have a different documentation format, please use SOAP for this assignment.

SOAP Format:

Subjective: What concern or Presenting Problem does the client discuss? What are the client's experiences, emotions, beliefs, and cognitive patterns about the concern. Give direct quotes of how the client describes the concern. What interpersonal patterns with friends, family, coworkers is the client reporting?

Objective: What did you objectively observe? This can include observable behaviors, nonverbal expressions, gestures, postures, mood, affect, Mental Status measures, assessment results, and factual reports.

Assessment: From your theoretical perspective, explain your analysis of the subjective and objective information. Use theoretical concepts to explain what is occurring. For example, start with "From a Cognitive therapy perspective, the client is" Is there a clinical theme or evidence of diagnostic criteria? Is the client making progress or no progress on treatment goals?

Plan: What things did the client commit to work on, if any? What does the client need? What will the focus be for the next session? What are next steps that you will take to help the client?

B. Self Evaluation

In a one page, describe at least 2 strengths you showed in your session and 2 areas for growth. Then give 3 better responses by stating what the client said, what you actually said, what would have been better for you to say, and why it would have been better based on theoretical concepts from your guiding theory. The format for one better response is:

Client: "I am a loser. I made an F on the test."

Counselor: "So you are saying you are a loser."

Better Response: "You are feeling discouraged and believe you are a loser just because of your F."

Rationale: Person Centered counselors reflect feelings and beliefs to increase self awareness and promote self actualizing potential."

Client Videos: KEY PERFORMANCE INDICATOR KPI 5a.2 - Students will present two recordings of counseling sessions with a client at their practicum site or a volunteer.

Case Conceptualization: KEY PERFORMANCE INDICATOR

The final project encompasses multiple elements associated with counseling performance and the ability to critically self-analyze.

Professional Competence Performance Evaluation (PCPE)

Student's site supervisor and instructor will complete PCPE at mid-term and final according to course agenda.

Personal Characteristics Checklist: KPI Disposition 3

Professor will rate you on the Personal Characteristics Checklist.

CLIENT VIDEO PRESENTATIONS

Client Video: KEY PERFORMANCE INDICATOR KPI 5a.2- Students will present a recording of a counseling session with a client at their practicum site or a volunteer. The student will prepare a presentation to present in class with slides that include (a) Identifying data (No names, only initials), (b) at least 3 interactions of your session, (c) Presenting problem, (d) any relevant history, (e) Diagnosis (not necessary if using a mock client) and (f) treatment plan for this client (the plan need not be detail but should outline goals for treatment)

The student will provide the entire video along with an evaluation of the session in Canvas for grading.

Criteria	Does Not Meet Criteria	Approaches Criteria	Meets Criteria	Exceeds Criteria
Presenting Problem (10 points)	4 to >0 pts Does Not Meet Criteria Presenting problem, conceptualization of the problem, data, developmental history, and relevant information is unfinished or not submitted	6 to >5 pts Approaches Criteria Presenting problem, conceptualization of the problem data, developmental history and relevant information is not complete; missing sections; evidence of minimal effort	8 to >7 pts Meets Criteria Presenting problem, conceptualization of the problem, data, developmental history, and relevant information is minimally completed	10 to >9 pts Exceeds Criteria Presenting problem, Conceptualization of the problem, data, developmental history and relevant information is complete and comprehensive, detailed
Counseling Skills: Developmentally Relevant and Culturally Sustaining KPI 5a.2 (90 points)	39 to >0 pts Does Not Meet Criteria On video, student is not observed, based on Go React, using the basic	59 to >40 pts Approaches Criteria On video, student is rarely (less than 2 times) observed, based on Go	79 to >60 pts Meets Criteria On video, student is observed, based on Go React, using several	90 to >80 pts Exceeds Criteria On video, student is observed, based on Go React, using all of the basic skills required for

Based on Go React rating (150 points on GoReact x .60 = points on counseling skill for this assignment)	skills required for the video assignment. There are serious deficiencies in student skills for this developmental level.	React, using several basic skills required for the video assignment. Student's skills are below average for this developmental level.	basic skills required for the video assignment. The student's use of these skills is average/adequate for this developmental level.	the video assignment. Skills are developmentally relevant & culturally sustaining. The student's use of these skills is above average for this developmental level.
Treatment Planning and Goals: developmentally relevant & culturally sustaining (15 points)	6 to >0 pts Does Not Meet Criteria Treatment plans and goals are unfinished, inaccurate or missing	9 to >7 pts Approaches Criteria Treatment plan and goals are included with limited information is not comprehensive; lacks accuracy or completeness	12 to >10 pts Meets Criteria Treatment plan and goals are minimal outlined some goals and measurable outcomes; is accurate and minimally complete	15 to >13 pts Exceeds Criteria Treatment plan and goals are comprehensive and detailed with clearly written goals and measurable outcomes. Plan is developmentally relevant & culturally sustaining.
Written Evaluation (10 points)	4 to >0 pts Does Not Meet Criteria The student's written self-critique is incomplete. Most questions were not attempted or completed.	6 to >5 pts Approaches Criteria The student's written self-critique is incomplete. More than 2 questions were not adequately attempted or completed.	8 to >7 pts Meets Criteria The student's written self-critique is complete for each question. No more than 1 question is not adequately attempted or completed.	10 to >9 pts Exceeds Criteria The student's written self-critique is complete for each question. Critiques were clear comprehensive and detailed.

Professional Competency Performance Evaluation (PCPE) for Practicum

Student's site supervisor and instructor will complete PCPE at mid-term and final according to course agenda. The instructor and the student will have a 20-30 minute in person conference (at mid-term and at final) to discuss the student's progress as well as areas for improvement as indicated on the course agenda.

University of North Texas-Dallas
Department of Counseling and Human Resources
Counseling Program Clinical Services

Professional Counseling Performance Evaluation (PCPE) for Practicum

Student: _____
Course No./Title: COUN 5690 Practicum
Mid-Term _____

Faculty Supervisor: _____
Date of Assessment: _____
Final _____

Rating Scale					
N – Not Required &/or No Opportunity to Observe					
0 – Does not meet criteria expected for student’s level of preparation & experience					
1 – Minimally or inconsistently meets criteria expected for student’s level of preparation & experience					
2 – Consistently meets criteria expected for student’s level of preparation & experience					
3– Exceeds criteria expected for student’s level of preparation & experience					
Counseling Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created	N	0	1	2	3
2. The student demonstrates therapeutic communication skills including:					
a. Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content – understanding the primary elements of the client’s story	N	0	1	2	3
c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings – conveys understanding of client’s themes	N	0	1	2	3
d. Responding to feelings – identifying client affect and addressing those feelings in a therapeutic manner	N	0	1	2	3
e. Congruence – genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Establishing and communicating empathy – taking the perspective of the client without over identifying and communicating this experience to the client	N	0	1	2	3
g. Non-verbal communication – demonstrates effective use of hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy – staying in the here and now	N	0	1	2	3
i. Timing – responding at the optimal moment	N	0	1	2	3
j. Intentionality – responding with a clear understanding of the therapeutic intention	N	0	1	2	3
k. Self-disclosure – skillful and carefully – considered for a specific therapeutic purpose	N	0	1	2	3
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically	N	0	1	2	3
4. The student collaborates with the client to establish clear and measurable therapeutic goals	N	0	1	2	3
5. The student facilitates movement toward client goals	N	0	1	2	3
6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner	N	0	1	2	3
7. The student creates a safe clinical environment	N	0	1	2	3
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2	3
9. The student identifies and consistently demonstrates own guiding theory of counseling.	N	0	1	2	3
Professional Responsibility					
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2	3

3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice	N	0	1	2	3
5. The student keeps accurate and timely records.	N	0	1	2	3
Professional Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2	3
2. The student takes responsibility for identifying and compensating for her/his areas for growth	N	0	1	2	3
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients	N	0	1	2	3
Professional Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2	3
3. The student demonstrates an awareness of her/his own belief systems, values, needs and limitations and the effect of these on her/his work	N	0	1	2	3
4. The student demonstrates the ability to objectively receive, integrate, and utilize feedback from peers, teachers, and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2	3
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individuals with whom the conflict exists	N	0	1	2	3
Professional Integrity					
1. The student refrains from making statements which are false, misleading, or deceptive	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2	3
3. The student respects the fundamental rights, dignity, and worth of all people	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2	3

Additional Comments:

Overall Evaluation: _____ **Pass:** Meets criteria consistently at this program level (rates 2 or 3 in all areas)
 _____ **Continue to Work:** Meets criteria minimally or inconsistently for
 program level
 _____ **Needs Remediation:** Does not meet criteria for program level

 Faculty/Course Instructor Signature

 Date

 Student Signature

 Date

**Rubric for Faculty Instructor to Score Professional Competency Performance Evaluation (PCPE)
for Practicum Grade**

Criteria	Does Not Meet Criteria	Approaches Criteria	Meets Criteria	Exceeds Criteria
Developmental Growth based on Faculty Member's Observations in class & assignments (45 points)	32 to >0 pts Does Not Meet Criteria Does not meet criteria for practicum level as outlined in the PCPE including Counseling Skills & Professional Competence, Maturity and Integrity. Student may require remediation	36 to >32.0 pts Approaches Criteria Meets criteria minimally or inconsistently for practicum level as outlined in the PCPE including Counseling Skills & Professional Competence, Maturity and Integrity.	40 to >36.0 pts Meets Criteria Meet criteria for practicum level as outlined in the PCPE including Counseling Skills & Professional Competence, Maturity and Integrity.	45 to >40.0 pts Exceeds Criteria Exceeds criteria consistently at practicum level as outlined in the PCPE including Counseling Skills & Professional Competence, Maturity and Integrity.
Site Feedback (100 points)	70 to >0 pts Does Not Meet Criteria Does not meet criteria for practicum level, may require remediation	80 to >70.0 pts Approaches Criteria Meets criteria minimally or inconsistently for practicum level as outlined in the PCPE including Counseling Skills & Professional Competence, Maturity and Integrity	90 to >80.0 pts Meets Criteria Meets criteria consistently at practicum level as outlined in the PCPE including Counseling Skills & Professional Competence, Maturity and Integrity.	100 to >90.0 pts Exceeds Criteria Exceeds criteria consistently at practicum level as outlined in the PCPE including Counseling Skills & Professional Competence, Maturity and Integrity
Direct & Indirect contact Hours (5 points)	2 to >0 pts Does Not Meet Criteria Does not meet criteria for practicum level in maintaining and logging direct and indirect hours, may require remediation	3 to >2.0 pts Approaches Criteria Meets criteria minimally or inconsistently for practicum level in maintaining and logging direct and indirect hours.	4 to >3.0 pts Meets Criteria Meets criteria consistently at practicum level in maintaining and logging direct and indirect hours	5 to >4.0 pts Exceeds Criteria Exceeds criteria consistently at practicum level in maintaining and logging direct and indirect hours.

CASE CONCEPTULIZATION

Case Conceptualization: KEY PERFORMANCE INDICATORS KPI 3.2, KPI 5b.3, and KPI 8.2

The final project encompasses multiple elements associated with counseling performance and the ability to critically self-analyze. Detailed instruction to complete this assignment can be found on Canvas.

Criteria	Does Not Meet Criteria	Approaches Criteria	Meets Criteria	Exceeds Criteria
Presenting Problem: Client data, developmental history, and any relevant information. KPI 3.2 (3.C.1 & 10) Use developmental theories and science inclusive of biological, psychological, cognitive, environmental, and systemic factors impacting human development across the lifespan. (50 points)	35 to >0 pts Does not meet Criteria. Demonstrates lack of understanding of the problem, developmental history and relevant information. Information is missing or incomplete, is not comprehensive or detailed. Not representative of graduate level work.	40 to >35.0 pts Approaches Criteria Demonstrates minimal conceptualization of the problem, developmental history and relevant information. Information lacks comprehensiveness and detail and is missing more than two key points.	45 to >40.0 pts Meets Criteria Demonstrates good conceptualization of the problem, developmental history, and relevant information. Information is complete and detailed but may lack one key point of the case. Representative of Graduate level work.	50 to >45.0 pts Exceeds Criteria Demonstrates exceptional conceptualization of the problem, developmental history, and relevant information. Information is completely comprehensive and detailed. Representative of Graduate level work.
Diagnosis (25 points)	16 to >0 pts Does not meet Criteria. Diagnosis is missing or incorrect as evidenced by required DSM-V criteria. Missing more than two key elements of diagnosis.	19 to >16.0 pts Approaches Criteria Diagnosis includes limited required criteria as evidenced by DSM-V. May be missing two or more key elements of diagnosis.	22 to >19.0 pts Meets Criteria Diagnosis is mostly accurate as evidenced by required DSM-V criteria. May be missing one key factor of diagnosis.	25 to >22.0 pts Exceeds Criteria Diagnosis is accurate as evidenced by required DSM-V criteria.

<p>Conceptualization of the problem using theoretical perspective. KPI 5b.3 3.E.1 & 3 (50 points)</p>	<p>35 to >0 pts Does not meet Criteria. Demonstrates minimal comprehension on the conceptualization of the client's problem and omits more than two key points. Student description of theory chosen and tenets of the theory conceptualized are minimally developed and omits more than two key points. Techniques and interventions identified are minimally developed and research is not cited.</p>	<p>40 to >35.0 pts Approaches Criteria Demonstrates minimal comprehension on the conceptualization of the client's problem and omits more than two key points. Student description of theory chosen and tenets of the theory conceptualized are minimally developed and omits more than two key points. Techniques and interventions identified are minimally developed.</p>	<p>45 to >40.0 pts Meets Criteria Demonstrates good comprehension on the conceptualization of the client's problem but omits one or two key points. Student description of theory chosen and tenets of the theory conceptualized are fairly well-developed but may omit one or two key points. Techniques and interventions identified are fairly well-developed and research is cited.</p>	<p>50 to >45.0 pts Exceeds Criteria Demonstrates exceptional comprehension on the conceptualization of the client's problem. Student description of theory chosen is clear and tenets of the theory are conceptualized accurately for this client. Techniques and interventions are based on research literature from the identified theory, very well developed, and research is cited.</p>
<p>Treatment Plan (50 points)</p>	<p>35 to >0 pts Does not meet Criteria. Treatment plan lacks comprehensive and detailed goals and outcomes. Steps to achieve goals are not specific, measurable and lacks clarity to overarching goal. Treatment plan is not consistent with theoretical orientation.</p>	<p>40 to >35.0 pts Approaches Criteria Treatment plan is minimally written and lacks some detail and missing two or more key points on goals and outcomes. Steps to achieve goals are minimally specific, measurable and lacks clarity to overarching goal. Treatment plan is minimally consistent with theoretical orientation.</p>	<p>45 to >40.0 pts Meets Criteria Treatment plan and goals are well-developed comprehensive and detailed with written goals and outcomes. Steps to achieve goals are well-developed specific, measurable and in line with overarching goal, but may be missing key points. Treatment plan is consistent with theoretical</p>	<p>50 to >45.0 pts Exceeds Criteria Treatment plan and goals are exceptionally comprehensive and detailed with clearly written goals and outcomes. Steps to achieve goals are exceptionally specific, measurable and in line with overarching goal. Treatment plan is clearly consistent with theoretical orientation.</p>

			orientation but may be missing key points.	
APA style, Grammar, and Writing (20 points)	Substantial APA errors (> 6 errors). Does not adhere to APA style (7th ed); Poor grammar and sentence structure. Paper is disorganized; omission (less than 8) of in- text citations and references (if appropriate).	18 to >16.0 pts Approaches Criteria Some APA errors (5-6 errors). Minimally adhere to APA style (7th ed); sufficient grammar and sentence structure; paper is somewhat organized; Use of 9 in- text citations and references (if appropriate).	16 to >14.0 pts Meets Criteria Some APA errors (3-4 errors). Mostly adhere to APA style (7th ed); sufficient grammar and sentence structure; paper is fairly organized; Use of 10 in- text citations and references (if appropriate).	Little to no errors (1-2 errors). Completely adhere to APA style (7th ed); sufficient grammar and sentence structure; paper is well-organized; Use of 11-15 in- text citations and references (if appropriate).
Use of Research in Case Conceptualization (5 points) KPI 8.2 (3.H.2) Used up to date research that is developmentally relevant and culturally sustaining to describe presenting problem and treatment planning. Research was properly cited and referenced.	Did not use research when describing presenting problem and treatment planning. No research was properly cited or referenced.	Used research but was not up to date or seminal when describing presenting problem and treatment planning. Research was properly cited and referenced.	Good use of up to date or seminal research that is developmentally relevant and culturally sustaining to describe presenting problem and treatment planning. Problems with properly citation and reference.	Excellent use of up to date or seminal research that is developmentally relevant and culturally sustaining to describe presenting problem and treatment planning. Research was properly cited and referenced

Counseling Program
University of North Texas at Dallas
Personal Characteristics Checklist

Student Name: _____

Student ID: _____

Instructor Name: _____

Date: _____

Problematic Behavior Demonstrated (1)	Target Behavior Not Yet Demonstrated (2)	Target Behavior Demonstrated but not Consistent (3)	Target Behavior Consistently Demonstrated (4)	Rating and Comments
1. Disregards others' feelings and perspectives either verbally or nonverbally			Empathic and understanding in both verbal and nonverbal behavior	
2. Insincere, duplicitous, or condescending either verbally or nonverbally			Genuine in both verbal and nonverbal behavior	
3. Overly critical, judgmental, or pushes own values either verbally or nonverbally			Accepting of others and others' values in both verbal and nonverbal behavior	
4. Rude or unpleasant expression of feelings and ideas			Respectfully expresses feelings and ideas in meaningful ways	
5. Defensive or unyielding to others			Willing to consider others' feedback with open mindedness	
6. Intolerant of ambiguity or overly anxious in uncertain situations			Tolerates ambiguity both verbally and nonverbally.	
7. Demanding or impatient verbal and non-verbal behavior			Exhibits a high degree of patience	
8. Emotional deregulation, easily threatened, overly anxious or angry, or consistently flat affect			Demonstrates emotional stability, personal security, strength, and confidence	
9. Inability to maintain			Demonstrates	

appropriate eye contract and appropriate facial expressions			appropriate eye contact and appropriate facial expressions	
10. Inability to maintain appropriate voice tone, volume, and rate			Demonstrates appropriate voice tone, volume, and rate	
11. Inability to maintain open posture and minimal fidgeting			Demonstrates open posture and minimal fidgeting	
12. Dress is unprofessional for the setting and grooming is unkempt			Demonstrates professional dress and grooming for the setting	
13. Demonstrates denigration or potential harm to self or unwillingness to understand own experiences, feelings, and thoughts			Demonstrate self-acceptance and self-understanding	
14. Unwillingness to communicate personal and professional limitations and does not refer clients as appropriate			Clearly communicates personal and professional limitations and refers clients as appropriate	
15. Unwillingness to initiate problem-solving through logic and intelligent inquiry			Demonstrates problem solving through the use of logic and intelligent inquiry	
16. Demonstrates disrespectful verbal or nonverbal behavior or indifference toward people due to their race, ethnicity, religion, gender, gender expression, sexual orientation, disability, country of origin, veteran status, or Socio-economic status.			Demonstrates respectful verbal and nonverbal behavior and concern for all people regardless of their race, ethnicity, religion, gender, gender expression, sexual orientation, disability, country of origin, veteran status, or Socio-economic status.	

17. Dishonest or deceptive behavior and communication with unwillingness to accept personal responsibility			Honest behavior and communication with willingness to accept personal responsibility	
18. Neglects or intentionally fails to follow professional ethics of the American Counseling Association.			Follows professional ethics of the American Counseling Association	
19. Unclear or irrational verbal or written communication/numerous grammatical errors			Clear and rational verbal and written communication with proper grammar	
20. Unhealthy or illegal behavior including alcohol abuse or substance abuse or criminal activity while enrolled in program.			Healthy and legal behavior with no incidents of alcohol or substance abuse or criminal activity while enrolled in program.	

Scoring: If a counseling applicant scores a “1” in any of the 20 items, the student will not be admitted to the program. If a student scores a “1” in any of the 20 items at any time, then a remediation plan meeting must be held with the student and requirements for improvements must be documented. Prior to practicum, the student must score a “3” or “4” in all areas. Prior to internship, the student must score “4” in most areas. Prior to graduation, the student must score “4” in all areas.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations must first register with the Disabilities Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO 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, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student must obtain a new letter of accommodation for every semester and must meet/communicate 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 letter during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untdallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Do NOT use Artificial Intelligence (AI) except for editing.

Web-based Plagiarism Detection: Please be aware in this course, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual orientation, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct

will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at <https://www.untDallas.edu/hr/upol>).

Classroom Disruption:

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at <https://www.untDallas.edu/hr/upol>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations:

Student's evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Bad Weather Policy:

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications>.

Inclement Weather and Online Classes:

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Program Guidelines:

Respect and Interaction:

Like counselors, counseling students promote respect and interaction in and out of the classroom. This means that counseling students will (a) demonstrate respect in non-verbal, verbal, and written communication for all people; (b) professionally manage biases; (c) be mindful of the needs of other students and assist them as appropriate; (d) inform the instructor if an inequity is observed, and (e) look for ways to include all members within the classroom and during other social interactions.

Technology Assistance:

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)