*Please note:* This is a sample syllabus only. Instructors reserve the right to make updates/changes to their syllabi on a continuous basis. Thus, this syllabus might not reflect the most updated version.

**Instructor:** Dr. Mike Kalkbrenner, Ph.D., NCC  
**E-mail:** mkalk001@nmsu.edu (the best way to get ahold of me)  
**Telephone:** (575) 646-1657  
**Office Hours:** Mondays 3 pm – 4 pm, Tuesdays 11 am – 12 pm, and by appointment.  
- Appointments are available everyday (including weekends). Please email the instructor to make an appointment.  
- Office hours operate on a first come, first served basis, thus students are encouraged to make an appointment during the instructor’s scheduled office hours in order to avoid having to wait.  

**Class:** Spring 2019: January 16 – May 14  
**Meetings:** Mondays, 4:30 pm – 7:00 pm, O’Donnell Hall 130

* Students are responsible for reading and understanding all components of the syllabus. By enrolling in this course, students are indicating their consent and agreement to comply with all aspects of the syllabus and course.

**Prerequisite:**  
Successful completion of CEP 550. Students are expected to be proficient with the basic microskills (see course outline and resources on Canvas) and familiar (not necessarily proficient) with advanced microskills before enrolling in this course.

**Required Materials:**

**Flash Drive (> 4GB)**  
Students will need a flash drive to store confidential information. The flash drive (> 4GB) will be used to temporarily store counseling sessions that will be turned into the instructor with transcription assignments. The flash drive will also be used to temporarily store counseling sessions for in-class case presentations. For case presentations, sessions must be immediately deleted after the presentation. The flash drive must be properly secured (encrypted) to protect client information. Procedures for encrypting a flash drive are available on Canvas and will be reviewed in class.

**Textbook**

- Additional required readings might be identified throughout the semester. Please note that unless otherwise specified, all required readings are due before the start of class on the day the reading is listed on the course schedule.

**Reference/Recommended Texts & Resources:**


**CEP 572 Practicum Course Objectives:** At the completion of this course, students should have an understanding of and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards:

<table>
<thead>
<tr>
<th>PROFESSIONAL COUNSELING IDENTITY</th>
<th>SECTION 2: COUNSELING CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F. 7 ASSESSMENT AND TESTING</strong></td>
<td>• Administration and interpretation of the results of the Counseling Center Assessment of Psychological Symptoms (CCAPS) to aid in making diagnoses.</td>
</tr>
<tr>
<td>2.F.7.a. use of assessment results to diagnose developmental, behavioral, and mental disorders</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION 3: PROFESSIONAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENTRY-LEVEL PROFESSIONAL PRACTICE</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Corresponding Course Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and</td>
<td>• Proof of insurance certificate (must be submitted to the instructor before meeting with a client or doing any work in the clinic.</td>
</tr>
</tbody>
</table>
### SECTION 3: PROFESSIONAL PRACTICE

#### PRACTICUM

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Corresponding Course Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.</td>
<td>• 100 indirect hours of counseling through the NMSU clinic.</td>
</tr>
<tr>
<td>3G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.</td>
<td>• Students complete a minimum of 40 hours of direct client services and demonstrate increasing basic skills competency and theoretical understanding. Through a minimum of two-tapescript assignments.</td>
</tr>
</tbody>
</table>
| 3H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working | • Site and faculty supervision evaluations are completed and place in student file.  
• Faculty participates in bi-weekly site supervisory meeting. |
in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

3I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

| ENTRY-LEVEL SPECIALTY AREAS |  
| SECTION 5: CLINICAL MENTAL HEALTH COUNSELING |  
| 1. FOUNDATIONS |  
| 5.C.1.b. theories and models related to clinical mental health counseling | • Weekly individual or triadic supervision with the course instructor, who is a counselor education program faculty member. |
| 5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning | • Weekly individual or triadic supervision with the course instructor, who is a counselor education program faculty member. |

ENTRY-LEVEL SPECIALTY AREAS
SECTION 5: CLINICAL MENTAL HEALTH COUNSELING
2. CONTEXTUAL DIMENSIONS

| 5.C.2.J. cultural factors relevant to clinical mental health counseling | • Students are assessed through tapescript two on their ability to navigate multicultural factors in an informed and sensitive fashion. |

**Key Performance Indicators (KPIs)**

<table>
<thead>
<tr>
<th>CACREP Core Area</th>
<th>KPI</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Testing</td>
<td>1. Students will demonstrate their ability to select and critique the psychometric properties of reliable, valid, and cross-culturally fair psychological assessments and be able to administer, interpret, and report the synthesized findings of a</td>
<td>Site Supervisor Evaluation. Site supervisors complete a comprehensive evaluation of the students’ performance, including their ability to administer, interpret, and discuss the results of the Counseling Center Assessment of Psychological Symptoms (CCAPS)</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>3. Students will be able to identify factors that impact human development, functioning, and behavior.</td>
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<td>-------------------------------</td>
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<tr>
<td>Site Supervisor Evaluation of Student. Site supervisors complete a comprehensive evaluation of the students’ performance, including their ability to administer, interpret, and discuss the results of the CCAPS, which includes items regarding developmental principles, and models of human growth, development, functioning, and behavior.</td>
<td></td>
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</tr>
<tr>
<td>Counseling and Helping Relationships</td>
<td>5. Students will be able to identify the fundamental tenants of major counseling theories and demonstrate fundamental counseling skills.</td>
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<tr>
<td>Tape Transcriptions. Students will complete a minimum of two video transcription assignments in which they are required to demonstrate their ability to use and recognize their use of fundamental counseling skills.</td>
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</tr>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>7. Students will demonstrate their ability to provide culturally sensitive counseling services to diverse clients in a variety of settings.</td>
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</tr>
<tr>
<td>Faculty Supervisor Evaluation. The course instructor, who is a counselor education faculty member, complete a comprehensive evaluation of the students’ ability to provide culturally sensitive counseling services to diverse clients in a variety of settings.</td>
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</tr>
</tbody>
</table>

Methods of Instruction: In class and out of class using both face-to-face and online platforms.

Course Objectives: At the completion of this course, students should have an understanding of and demonstrate the knowledge, skills, and practices as outlined in the 2009 CACREP Standards

Course Requirements:

1. Professionalism, Adherence to Ethical Standards, & Receptivity to Feedback: Students are expected to maintain the highest ethical standards as outlined in the 2014 ACA Code of Ethics. Furthermore, a student’s ability to accept feedback (positive, constructive, and negative) is paramount to their development as a counselor. Critical or constructive feedback can offer a positive experience that facilitates insight and growth. Students are required to be open to feedback as counselor development is a life-long process. As just one example, it’s not acceptable for a student to say that they do not require
feedback because they have received positive feedback in the past about their use of a particular counseling skill or competency. Students have a responsibility to utilize feedback from their individual supervisor and course instructor to improve their performance and to enhance counselor development. A professional approach to working with clients in the CEP Clinic is required at all times. Accordingly, students are responsible for following all clinic rules and regulations regarding clinical practices, personal grooming, punctuality, dependability, reliability, and other areas of professional disposition. Students must adhere to all of the policies, procedures, and guidelines outlines in the CEP Training Clinic Manual which is available on Canvas. (CACREP, III.A.2, III.B.1)

**Attendance & Participation:** Attendance and participation fall under the purview of professionalism as regular attendance is expected. Late arrivals/early departures (without a documented need) will be noted by your instructor, and is not desirable in terms of your final grade. Students are expected to be in class at the start of class and remain until the end of class. Students who come in late or leave early may (or may not) receive partial attendance credit at the instructor’s discretion. **Students are expected to attend all classes and clinic appointments.** Each missed class or clinic appointment might result in a 3-point deduction from the student’s final grade. Missing more than one class or clinic appointment may result in not passing the course (regardless of performance on assignments). This is based on accreditation standards and the notion that students need to be present to learn and practice the skills introduced in the course. Points are also impacted by participation. A student who does not participate in discussions and/or activities may lose participation points at the instructor’s discretion. A student’s final participation and attendance grade will be determined by the student's attendance, participation in classroom activities, and the instructor's subjective evaluation of the student's active involvement in the course. Students are responsible for checking in with the instructor throughout the semester about their participation grades. Please note that informing the course instructor of an absence does not automatically make it an excused absence (even with a doctor’s note or other documentation) but the course instructor, individual supervisor, clinic supervisor, and/or client(s) must be notified of an absence prior to the absence if at all possible or as soon thereafter as possible. In the event that a student’s extenuating circumstances prevent the student from attending class, this student’s absence(s) might be excused with documentation, however the decision about whether or not to excuse a student’s absence or allow the student to make up other assignments is entirely at the instructor’s discretion. The instructor reserves the right to give a student a make-up assignment to earn back the points that were lost for each excused absence. Documentation regarding excused absences, tests, and all other course assignments must be submitted before the end of the day (11:59pm) on the last day of class to be considered by the instructor.

Being prepared for (i.e. up-to-date on readings, formulating pertinent questions, etc.) and engaging respectfully in class discussions, experiential exercises, and small group work is also required. Respectful dialogue is expected. While disagreements or debates can be useful for expanding knowledge and understanding, insults, stereotyping, or derogatory comments are not. The instructor reserves the right to terminate discussions in such cases (though he does not expect to have to do so). The quality of participation will be subjectively evaluated by the instructor; keep in mind that sheer quantity is not the same as quality. Please advise
the instructor if there is a significant reason why you must leave your phone active. Also, please do not take notes on your cell phone. (CACREP, III.A.2., III.B.1., III.C.8., III.D.1., III.D.2., III.D.5., III.D.6., III.D.7., III.D.9., III.F.3., III.G.1., III.H.2., III.L.1., III.L.2.)

Adherence to Ethical Standards. In addition to the guidelines in the student handbook, CEP clinic manual, CEP department, and NMSU students and the instructor are required to follow the ethical guidelines of the American Counseling Association and the National Board for Certified Counselors. Students should review these guidelines that are available on the websites of these organizations.

Supervisor(s’) and Instructor’s Evaluations and Practicum Performance: Aside from group supervision that will take place in class each week, students must also engage in weekly individual supervision (1.5 hours) with their clinic supervisors (doctoral student supervisors) who will provide periodic evaluations of their supervisee’s work with their clients. (Two written evaluations will be submitted on each student by the clinic supervisor, one at mid-semester and the second at the end of the semester.) Coordination and follow-through with all instructions given by the clinic supervisor recommendation are to be followed. However, if an issue arises, the student should feel free to contact the course instructor after every effort has been made to resolve the issue with their clinic supervisor.

The course instructor will take into consideration the clinic supervisor’s evaluations AND the student’s effective use of feedback, professional behavior, ethical behavior, overall progress, and awareness of multicultural considerations (see Canvas for the instructor’s evaluation). Clinic supervisors’ evaluations can play a key role in determining performance competency, however, as instructor of record, the course instructor will assign a numerical grade and ultimately the course grade for the student’s overall performance in the Practicum course. Successful completion of this course is based on a student’s grades and dispositions. Thus, it is possible for a student not to pass the course based solely on their dispositions (regardless of their grades or performance on assignments). (CACREP, III.A.2, III.B.1., III.C.8., III.D.1., III.D.2., III.D.3., III.D.4., III.D.5., III.D.6., III.D.7., III.D.8., III.D.9., III.F.1., III.F.2., III.F.3., III.G.1., III.G.2., III.H.1., III.H.2., III.L.1., III.L.2.)

Individual Feedback Meetings with the Instructor at the Beginning, Middle, and End of the Semester: In order to ensure a successful course experience, the course instructor will meet individually with each student approximately three times during the semester for at least 45 minutes. If the instructor determines that the student is struggling with any aspect of this class additional supervision and feedback meetings might be required. Students will meet with the instructor individually at the beginning of the semester to discuss their reflections on their clinical development, expectations for the semester, and to set goals for the semester. Students should review and be prepared to discuss the meeting guidelines and reflection questions that are available on Canvas before their meeting with the instructor. The instructor’s evaluation form is available on Canvas (CACREP, MH.III.A.5, MH.III.D.9)
Classmate feedback form(s): Students are required (part of their class participation grade) to attend and participate in their classmates’ case presentations (see assignment #6 below) by participating in the group discussion and completing a classmate feedback form. The instructor will collect the feedback forms at the end of class to evaluate the quality of feedback each student offered to their peer. Copies of the form will be provided by the instructor.

2. Clinical Hours: Each student must fulfill all Practicum time requirements as outlined in the MA Student Handbook. In order to pass the course, the required minimum is 100 overall hours of experience in the CEP Clinic, 40 of which must be direct clinical contact hours with individual clients. Students may also be required to complete up to 10 hours of group counseling experience. This might be in addition to the required 40 hours of individual contact. The potential group counseling opportunity will be discussed more specifically in class. If a student earns the minimum number of required hours before the end of the semester, the student is still required to continue attending/participating in class and seeing clients until the end of the semester. Cessation of class participation or seeing clients before the end of the semester might result in not passing the course regardless of the number of hours a student has accrued and/or their performance on class assignments.

NOTE: Students are required to commit to at least 8 hours per week of scheduled time at the clinic regardless of whether or not they have scheduled sessions (sessions with clients count as part of the 8 hours per week). These hours can be spread throughout the week or completed in one full eight hour shift. Some evening hours may also be available.

3. Necessary documentation, malpractice liability insurance, & HIPAA Training: Students must obtain liability insurance, complete the online HIPAA training, and upload documentation to the drop boxes on Canvas prior to having any client contact.

Liability Insurance:

Students are responsible for obtaining malpractice liability insurance prior to any client contact. Documentation verifying liability insurance enrollment must be provided to the instructor at the beginning of the semester.


HIPAA Training:

Before a student can start seeing clients, students are required to complete the online HIPAA training, it will take about 10 minutes.

Follow these instructions to log into HIPAA Training:

[https://trainingcentral.nmsu.edu/Saba/Web/Main/goto/GuestOfferingDetails?offeringId=dowbr00000000001740](https://trainingcentral.nmsu.edu/Saba/Web/Main/goto/GuestOfferingDetails?offeringId=dowbr00000000001740)

1. Copy and paste this URL in your browser.
2. Click Launch.
3. Click on “Sign up here” link under “Not an NMSU employee?” section
4. Complete internal access request form.
5. Once verification is received, follow instructions to complete training
6. The training will launch in a new window.

If it doesn’t work, please make sure you disable pop-up blockers and click Launch again.

7. Read through all of the slides and click Next to advance through the presentation.
8. Complete the quiz and score 80% or higher to be marked complete.
9. At the end, print verification of completion and attach to Checklist (to be given to practicum instructor).

*You can direct technical questions about the training to the Center for Learning & Professional Development at training@nmsu.edu or 575-646-7444.

4. **Video and Transcriptions of Cases:** Students will choose one of their most current videos of a client and transcribe a portion of the session. A total of three transcription assignments will be completed throughout the semester, however, the instructor reserves the right to require a student to complete more than three transcriptions and/or require that a student revise and resubmit a transcription assignment. **The audio AND video must be clear.** A student cannot be given credit for a transcription assignment if the session is inaudible. Students should test the recording equipment (video and audio) in the clinic ahead of time. A different counseling session (not necessarily a different client case) must be transcribed for each transcription assignment. Students may not use the same counseling session for both a transcription assignment and their case presentation (see assignment # 6 below). Each transcription assignment has a corresponding grading rubric (available on Canvas) as each assignment requires students to demonstrate a number of specific counseling skills using a specific template (available on Canvas). (CACREP, MH.III.A.2, MH.III.B.1, MH.III.D.1, MH.III.D.2, MH.III.D.5., MH.III.D.6, MH.III.D.8., MH.III.D.9, MH.III.E.3, MH.III.G.1)

**Transcriptions 1 & 2.** For the first two transcriptions, students are required to select a current case, transcribe at least 15 minutes of the session, upload the transcript to Canvas, and download the video onto an encrypted drive and turn into the instructor. Students must use the transcription template (see the drop boxes on Canvas), for each transcription assignment. Transcriptions submitted in alternative formats will be returned to the student and might result in a grade of a zero. **Please submit the ENTIRE video of the session, not just the portion of the session that has been transcribed.**

**Transcription 3.** For the third transcription, students have the option of completing a third transcription assignment following the guidelines for transcriptions 1 & 2 **OR** students may choose to use the following alternative format: Choose a recent client case, find specific segments in the video that demonstrate each required counseling skill (see the grading rubric...
for transcription 3), and schedule a time to meet with the instructor to discuss the case and their use of each counseling skill. The alternative format for the third transcription is intended to provide an opportunity for students who would rather verbally process their counseling skills with the instructor, rather than completing a third written transcription. However, the same requirements and standards apply whether a student chooses to complete a third transcription assignment following the guidelines for transcriptions 1 & 2 or the alternative format. If students choose the alternative format, they should come to their meeting with the instructor prepared with specific video segments to demonstrate and discuss their use of each skill/competency that is listed on the rubric as well as ideas for alternative responses. Students should also reflect on their answers to the self-evaluation questions ahead of time to discuss with the instructor. Please submit the ENTIRE video of the session at least one week before your meeting with the instructor.

5. Psychoeducation Presentation & Round Table Discussion: Students will select a counseling theory, skill, technique, or intervention (that is not discussed in class or in the Hodges text) and present it to the class. Presentation topics should be based on a primary or secondary empirical source (e.g., refereed journal article, textbook, or encyclopedia entry). Students should discuss the implications of their topic for enhancing counseling practice (e.g., relate the topic to a current or hypothetical client case). Students will lead a roundtable discussion about their topic. Presentation topics cannot be repeated (i.e., more than one student cannot present on the same topic). Students may choose from a number of topics, however, they must receive the instructor’s approval of their chosen topic. Presentation materials are due to the drop box on Canvas by 12 pm on the day of the presentation. The grading rubric for this assignment is available on Canvas.

6. Case Conceptualization and Presentation: Students will complete a case conceptualization and presentation assignment. Students are required (part of their class participation grade) to attend and participate in their classmates’ case presentations. Students may not use the same counseling session for both a transcription assignment and their case presentation. There are three major components to this assignment. 1. Class Presentation and Discussion: Students will present two short and distinct video segments (each segment 5-10 minutes) of a session with a client. One segment should represent an area of strength and one should represent an area of the student’s growth edge. Students will present supporting client records and discuss ethical, legal, multicultural, and conceptual aspects of the client (see the rubric on Canvas). 2. Case Conceptualization Summary Form: Each student is responsible for completing the conceptualization summary form (available on Canvas). Students should make copies of the completed form to distribute to their classmates and the instructor before the start of the presentation. The instructor will make copies for a student if they send him their completed form at least 24 hours before the presentation. 3. Case Conceptualization Reflection Form: Each student is responsible for completing the case conceptualization reflection form (available on Canvas). The completed form is for the instructor only and is due to the drop box on Canvas before the start of class.
on the day a student presents. Students should review the grading rubric for this assignment (available on Canvas).

**Grading Policy:** According to the NMSU Graduate Catalog, a grade of A indicates that the student has satisfied all requirements at a level of excellence, while a grade of B indicates a satisfactory level of proficiency. However, a student’s successful completion of the course also depends on professional dispositions. Thus it is possible for a student not to pass the course based solely on their professional disposition (regardless of performance on assignments).

**Withdrawals:** Course progress will be monitored continuously, and student standing in the course will be available on request prior to the last day to withdraw from the course with a W. The instructor reserves the right to withdraw a student from the course, however, it is the student’s responsibility to drop or withdraw from the course pursuant to NMSU deadlines and procedures if you do not wish to receive a grade for the course. **Your instructor will NOT administratively drop you by the last W date** if you have not attended class, have failed to submit assignments resulting in inability to successfully complete the class, cannot pass the class, or for another reason.

**Changes to the Syllabus:** The instructor reserves the right to make changes to any part of this syllabus and the course schedule at any time. Students may make reasonable suggestions for changes, but the final decision as to whether to implement any recommended changes remains solely with the instructor.

**Evaluation Criteria:** All assignments are due before 11:59pm on the due date (unless otherwise specified). Additional assignments and corresponding due dates might be assigned or adjusted throughout the semester based on the needs of the class. All assignments should be submitted on Canvas as Microsoft Word documents (unless otherwise specified). Assignments submitted in other formats will not be graded and might be considered late. Microsoft Office is available to students at no cost, see www.my.nmsu.edu. See the table below for the evaluation criteria for this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Professionalism, Adherence to Ethical Standards &amp; Receptivity to Feedback</td>
<td>30</td>
<td>98 - 100</td>
</tr>
<tr>
<td>● Attendance &amp; Participation</td>
<td></td>
<td></td>
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<tr>
<td>● Professional Dispositions (inside and outside of the classroom)</td>
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<td></td>
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<tr>
<td>● Openness to feedback</td>
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<td></td>
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<tr>
<td>● Willingness and ability to implement feedback</td>
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<tr>
<td>● Mid-semester Site Supervisor Evaluation</td>
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<td>● Mid-semester Course Instructor Evaluation</td>
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<tr>
<td>● Final Site Supervisor Evaluation</td>
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<td>● Final Course Instructor Evaluation</td>
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<tr>
<td>● Individual Feedback Meetings with the Instructor</td>
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<tr>
<td>● Psychoeducation Presentation &amp; Round Table Discussion</td>
<td>10</td>
<td>94 - 97.99</td>
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<tr>
<td>Task</td>
<td>Points</td>
<td>Grade</td>
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<tr>
<td>Video Transcription # 1</td>
<td>12</td>
<td>91 – 93.99</td>
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<tr>
<td>Video Transcription # 2</td>
<td>14</td>
<td>88 – 90.99</td>
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<tr>
<td>Video Transcription # 3</td>
<td>16</td>
<td>84 – 87.99</td>
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<tr>
<td>Case Conceptualization and Presentation</td>
<td>18</td>
<td>81 – 83.99</td>
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<td></td>
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<td>78 – 80.99</td>
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<td>74 – 77.99</td>
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<td>71 – 73.99</td>
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<td>61 – 70.99</td>
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<td>Below 61</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tr>
</tbody>
</table>

*The final decimal place for all scores above are recurring (i.e., repeat infinitely).

- In addition to the criteria specified above, students are required to adhere to the professional dispositions, communication etiquette, professionalism, diversity, ethical, group discussion, and class conduct requirements specified in the following sections. Failure to adhere to any of these standards might result in not passing the course regardless of performance on academic assignments.

**Professional Dispositions (online & in-person):** A safe and supportive learning environment is essential for fostering each student’s growth and development. A helping profession’s professional demeanor is crucial in their success. The following guidelines for communication etiquette, ethics, professionalism & diversity, class conduct, and group discussions are intended to promote a positive learning environment for all students in the course and help students to develop appropriate professional demeanor for their future positions in the field. In addition to the stated academic requirements listed in the academic evaluation criteria section (see above), the instructor and other faculty members regularly discuss each students’ development, including but not limited to a review of professional demeanor, ethics, skills, integration of coursework, and proficiency across all areas of competency in the program. Students are also evaluated on their ability to receive feedback (positive and constructive) throughout their time in the course and program. A helping professionals’ openness and receptivity to feedback is essential for ensuring high quality research and clinical work. Thus, students are required to demonstrate receptiveness to and use of constructive feedback, especially from faculty and supervisors. Unresolved issues related to a student’s professional demeanor, ethics, skills, receptivity to feedback, integration of coursework, and proficiency across any area of competency might result in the student not passing the course (regardless of performance on course assignments).

**Communication Etiquette**

A. Etiquette involves being respectful in all forms of face-to-face and electronic forms of communication. For example, not using ‘ALL CAPS’ to indicate anger or annoyance, and using I-statements as much as possible in order to facilitate responsible communication.
B. I-statements take the form of “I am having a lot of different reactions to your question…” or “It seems to me that …”

C. Students should expect that I am aware (or will become aware) of any inappropriate or unprofessional behavior related to the ways and means that students communicate with other students, staff, or faculty.

Professionalism and Diversity: Acting within the bounds of professionalism, the New Mexico State University code of conduct, and the student handbook is required. Encountering new ideas, new ways of knowing, and interacting with people different from ourselves are pillars of the college and professional training experience. Intimidating (e.g., Racist, sexist, anti-Semitic, homophobic, etc.,) language will be challenged in this course. Students will be encouraged and expected to be mindful of this and other diversity related issues.

Class Conduct: Students do not have the right to engage in behavior which is disruptive or annoying in the classroom. Faculty do have the right to immediately confront any student causing disruptive or annoying behavior, and request cessation of the disturbing behavior. Should any student choose not to respond to a request to cease disruptive or annoying behavior, the faculty member can require that the student leave the classroom to prevent further disruption to the class. Disruptive students are reported to the vice president for student services and to the university hearing officer for disciplinary action under the Code of Student Conduct. Disruptive students might receive point deductions from their final grades at the instructor’s discretion. In extreme cases, the instructor reserves the right to permanently dismiss a student from the course for class conduct/professionalism issues at any time in the semester without any course credit regardless of performance on assignments.

Students are expected to maintain appropriate conduct during class. Examples of classroom disruption include but are not limited to:

• Conversing during a lecture
• Passing notes
• Answering a cell phone, pager, or any other device
• Using computers, tablets, or any other tech device without approval from the instructor
• Completing assignments for other classes (or this one) during class time.
• Interrupting lectures and talking without being called upon
• Leaving and/or entering the classroom without permission
• Arriving late or departing early
• Making threats or verbally insulting the professor or other students
• Any violation(s) of the group discussion guidelines (please see below)
• Any other action or behavior that the instructor warns the student is disruptive to the class.

Students will be given one warning to stop this behavior. If the disruptive behavior continues, the student will be required to leave class.
Cell phones, pagers, and other tech devices must be turned off, put away, and out of sight during the entire class period. Students not adhering to this policy will face class conduct penalties as sanctioned by NMSU.

Students who are alleged to be disruptive may be charged with a violation under the Student Disciplinary Policies and Procedures. Sanctions may include a grade penalty or:

1. An Administrative Warning - (May be in writing or given verbally)
2. Disciplinary Probation that may include community service, a grade sanction, or withdrawal from the class
3. Disciplinary Suspension
4. Disciplinary Dismissal
5. Summary Disciplinary Dismissal

All students and instructors are obliged to follow the procedure for documenting the offense as described in the Student Handbook.

**Group Discussion Guidelines**

*To help us have effective and meaningful conversations and learn from each other in a spirit of mutual respect*

1. **Own what you are saying as your feeling, thought, opinion or belief, and invite others to have different views. Speak for yourself while remaining curious and open to others.** “I feel angry when I see someone else’s feeling hurt by another student, but also I wonder what is going on between those involved that I don’t understand.”

2. **No bullying** means no disparaging others, pushing your ideas onto others, trying to get them to give you your way, closing off to other ways of looking at things, or raising your voice with difficulty calming yourself down. In response to such behavior, it is acceptable to discontinue the discussion and/or ask that person to take time out and come back to discuss the topic when they can calmly express curiosity about other perspectives.

3. **To value diversity** means there is room for many cultural and individual differences, so no one way is considered the “right” way. Cultural differences should be discussed in inclusive ways to offer multiple options for managing conflicting preferences.

4. **Listen more carefully to those we might not agree with or who might not be part of our group.** Try to understand what they mean before jumping to conclusions, because overreacting can make misunderstandings worse. Recognize that you may be misinterpreting what is happening and **check out your perceptions directly:** “Can I check out my perceptions about what just happened between us? I want to hear your perceptions, too, and understand what I might be missing.”

5. **When there is a group dynamic building negativity toward a person or another group, some balance in response is called for.** Empathy for others’ feelings and allowing room for venting may be insufficient, and offering other perspectives can help stabilize the situation. **Direct the speaker to speak to those being discussed in person rather than behind their backs.** Remember that every one of us has both strengths and weaknesses:
Examples of balanced statements:
“You know, so-and-so isn’t very good at __A__, but I’m not very good at __B__.”
“I don’t like the way so-and-so does __C__, but I do like the way so-and-so does __D__.”

Examples of responding to negativity to introduce more balance:
“Does so-and-so do anything that you appreciate?”
“Is there anything you can own, that you contribute to make this situation difficult?”

6. Healthy systems **make room for everyone to be themselves** and make different choices while also maintaining connections, communication, and ethical and professional behavior.

* By enrolling in this course, students are indicating their consent and agreement to follow all of the professionalism & diversity, class conduct, and group discussion guidelines that are outlined above. If a student is unwilling to follow these guidelines, they should withdraw from the course immediately. A student who fails to follow any of the communication, etiquette, professionalism & diversity, ethics, class conduct, group discussion guidelines, or any part of the syllabus might be given a warning, required to leave class, not pass the course (regardless of performance/points on assignments), or be suspended/expelled from the course at the instructor’s discretion and/or at the discretion of the NMSU administration.

**Grades at Midterm:** Students will be given an indicator of their standing in the course through the return of graded materials or other means prior to the last date to drop an individual course. This will enable students to make decisions regarding drops. In this class an early performance grade will reflect your performance on about 20% of the total graded work in this course. If you are doing well, congratulations on your success, but be mindful that there is still a significant portion of the graded work yet to be completed. If you are doing poorly, or not as well as you would like, please meet with me to discuss how you can improve. If you have concerns about your progress in multiple courses and need to consider a schedule change, meet with your academic advisor.

**Incomplete Grades:** An incomplete grade for the course may be given if a student provides evidence of a documented illness or family crisis that the instructor believes genuinely precluded successful completion of the courses. Additional information for undergraduate students is available at [https://catalogs.nmsu.edu/nmsu/regulations-policies/#newitemtext](https://catalogs.nmsu.edu/nmsu/regulations-policies/#newitemtext)

**Late Assignments:** All assignments must be completed on time and are due by 11:59pm (unless otherwise specified) on the day indicated on the course schedule. Late assignments will usually result in a grade of a zero. Late assignments will only be accepted in extreme circumstances, to be determined at the instructors’ discretion, with prior approval from the instructor, and may result in point deductions. Examinations must be taken on the assigned dates unless prior arrangements have been made with the instructor. The instructor reserves the right to change the due dates of assignments based on the needs of the course. Students will be given at least 24 hours’ notice if any changes are made to the course assignments. It is the students’ responsibility to check Canvas and their NMSU email accounts at least every 24 hours. Turning in assignments late might also result in delayed feedback and could impact grades on subsequent assignments.
Multiple Submissions: Multiple submissions of previous work is strictly prohibited and will result in a grade of a zero. All submissions should contain a student’s original work that has not been submitted in a previous course.

Academic Misconduct: Cheating or academic misconduct will not be tolerated. Refer to the most current NMSU Student Handbook for the University policy on academic misconduct. Plagiarism, for example, is using another person’s work without acknowledgment, making it appear to be one’s own. Any ideas, words, pictures or other intellectual content, taken from another source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other students’ work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand and comply with this policy.” [link to NMSU regulations]

Writing Center: This is a great, FREE resource for students. I encourage you to check out their website for more information. I may refer students to the Writing Center for help in improving their academic writing. [link to Writing Center]

Web Browsers
Use the following browsers in Canvas. Please remember to update the web browser you are using to access Canvas. Internet Explorer is not recommended for use with Canvas at this time.

- Firefox
- Chrome
- Safari

Technical Support
The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. The ICT Customer Service Center hours of operation are from 8:00 am until 5:00 pm Monday through Friday Mountain Time. Please feel free to contact them at 646-1840 or via e-mail at helpdesk@nmsu.edu.

You can also go to the Student Technology Help web page and Student Resources located at the Canvas web page for additional information on Canvas.

Accessibility of eLearning Tools (VPAT Statements)

- Microsoft Products: [link to Microsoft VPAT]
- Adobe Reader: [link to Adobe Reader accessibility]
- Canvas: [link to Canvas accessibility]
• SPSS: http://www-01.ibm.com/support/docview.wss?uid=swg21623489
• Google: https://www.google.com/sites/accessibility.html
• Safari: https://support.apple.com/accessibility/vpat

Student Complaints: If students have a complaint about a course, they are advised to discuss their concerns directly with the instructor whenever possible. If that does not resolve the problem or if they cannot approach the instructor, students should either access NMSU’s online complaint system or seek out the department head (mprentic@nmsu.edu) for help resolving the problem. Both of these processes provide opportunities for the department head to know about issues that need attention and for instructors to receive information about student concerns so that they can respond.

Assistance for Members of the Military and Veterans
The Office of Military and Veterans Programs provides services to current and former service members. The office can be reached at:

575-646-4524 or 646-1113 (fax)
mvp@nmsu.edu
Location: Garcia Annex, Room 144
Hours: Monday-Friday, 8am-5pm

Discrimination and Disability Accommodation
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:
Main Campus
Student Accessibility Services (SAS)
Corbett Center Student Union Room 208
Trudy Luken, Director
575-646-6840
sas@nmsu.edu

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Inquiries may be directed to the Laura Castille, Executive Director, Title IX and Section 504 Coordinator, Office of Institutional Equity, P.O. Box 30001, E. 1130 University Avenue, Las Cruces, NM 88003; 575.646.3635; 575-646-7802 (TTY); equity@nmsu.edu.
Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Laura Castille, Executive Director and Title IX Coordinator
Office of Institutional Equity (OIE) – O’Loughlin House, 1130 University Avenue
Phone: (575) 646-3635
E-mail: equity@nmsu.edu
Website: http://equity.nmsu.edu/

Other NMSU Resources:
NMSU Police Department: (575) 646-3311 www.nmsupolice.com
NMSU Police Victim Services: (575) 646-3424
NMSU Counseling Center: (575) 646-2731
NMSU Dean of Students: (575) 646-1722
For Any On-campus Emergencies: 911
# Tentative Course Schedule

*Please note:* the following course schedule is a tentative outline only. The majority of the content in the following table is supplementary or a review of material that students should already have a basic understanding of. Class time will be prioritized for group supervision and case presentations. The instructor reserves the right to make changes to the topics, activities, readings, or due dates for assignments at any time.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Activity</th>
<th>Readings &amp; Assignments Due</th>
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| 1-28 | Welcome & Ice Breaker  
Review of Syllabus & Assignments  
Tips for Success  
Self-Care  
Offering and Receiving Feedback | Read the course syllabus  
Hodges: Chapter 1  
**Liability Insurance and HIPAA Training due on Wednesday, 1/30/18, a student cannot see clients until these certificates are turned into the instructor.**  
**Signed copies of the Practicum Agreement and the Supervisory Agreement forms are due, these forms must be signed by the student, course instructor and the site supervisor.** |
| 2-4  | The First Session  
Confidentiality and limitations  
Lethality Assessment  
Relationship Building  
Goals and Objectives  
Ethical, Legal, and Multicultural Considerations  
Writing DAP Notes | Read the CEP Clinic Manual  
Hodges: Chapter 9 (pp. 169 – 183 & 191-192)  
**First Meeting With the Instructor is due on or before Friday, 2/8** |
| 2-11 | The Basic Microskills: Review & Practice  
**Guest Speaker 6 pm – 7 pm** | Hodges: Chapter 4  
Ivey, Ivey, & Zalaquett: Chapters 6 & 7 |
| 2-18 | Continue Basic Microskills  
Begin Advanced Microskills  
Reflection of Meaning | Ivey, Ivey, & Zalaquett: Chapter 11 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Cases</th>
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| 2-25  | • Check-in /Group Supervision  
          • Continue Advanced Microskills  
          • Empathic Confrontation        | Ivey, Ivey, & Zalaquett: Chapter 10  
                                      Case Presentation: Maggie  
                                      Psychoeducation Presentation: Jazz |
| 3-4   | • Check-in /Group Supervision  
          • Continue Advanced Microskills  
          • Self-Disclosure & Feedback    | Ivey, Ivey, & Zalaquett: Chapter 12  
                                      Case Presentation: Katie  
                                      Psychoeducation Presentation: Gem |
| 3-11  | • Check-in /Group Supervision  
          • Continue Advanced Microskills  
          • Focusing & Immediacy          | Ivey, Ivey, & Zalaquett: Chapter 9  
                                      Case Presentation: Jazz  
                                      Psychoeducation Presentation: Briahna  
                                      **Transcription # 1 Due on Wednesday, 3/13** |
| 3-18  | • Check-in /Group Supervision  
          Case Presentation: Norma  
          Psychoeducation Presentation: Candace | **Mid-Semester Site Supervisor Evaluation Due** |
| 3-25  | **Spring Break: No Class Meeting**          |                              |
| 4-1   | • Check-in /Group Supervision  
          Case Presentation: Apple  
          Psychoeducation Presentation: Apple |                              |
| 4-8   | • Check-in /Group Supervision  
          Case Presentation: Briahna  
          Psychoeducation Presentation: Norma | **Second Meeting With the Instructor is due on or before Friday, 4/8**  
                                      **Transcription # 2 Due is due on Wednesday, 4/10** |
| 4-15  | • Check-in /Group Supervision  
          Case Presentation: Gem  
          Psychoeducation Presentation: Katie |                              |
| 4-22  | • Check-in /Group Supervision  
          Case Presentation: Christy  
          Psychoeducation Presentation: Maggie |                              |
| 4-29  | • Check-in /Group Supervision &  
          Hodges: Chapter 11              |                              |
| TBA Finals Week | Course Paperwork  
|                | • Levels of Care & Final Session  
|                | Case Presentation: Candace  
|                | Psychoeducation Presentation: Christy  
|                | Transcription # 3 Due  
|                | Third meeting with the instructor is due on or before Monday, 5/6  
|                | All required Paper Work is Due before Midnight on Friday, May 10th  
|                | Individual Exit Interviews with the Instructor |
Core Values

Excellence
Excellence in research, teaching, and service as discipline specific standards rise along with new academic expectations.

Integrity
Ethical behavior and accountability in our actions while at the same time demonstrating respect in the absence of agreement.

Diversity
Make inclusivity a distinct and foundational pillar of our college in word, deed and behavior.

Transparency
Embrace a shared process of communication, providing rationale and clarity as important decisions are made that affect our college.

Leadership
Embrace a leadership and management style in which we are humble in our disposition, but ambitious for our college.

Innovation
Engaging in the continuous process of discovery in our respective fields so that what we provide our students is cutting edge.

Valores Fundamentales

Excelencia
Excelencia en la investigación, la enseñanza y el servicio como las normas específicas de disciplina, las cuales aumentan junto con nuevas expectativas académicas.

Integridad
Comportamiento ético y responsabilidad en nuestra acciones, al mismo tiempo demostrando respeto en caso de que no todos estén de acuerdo.

Diversidad
Hacer de la inclusividad una columna distinta y fundacional de nuestra universidad en palabra, obra y comportamiento.

Transparencia
Embarcar en un proceso compartido de comunicación, proporcionando lógica y claridad cuando se toman decisiones importantes que afectan a nuestra universidad.

Liderazgo
Afirmar un liderazgo y estilo de manejo en el cual somos humildes en nuestra disposición, pero ambiciosos para nuestra universidad.

Innovación
Participar en un proceso continuo de descubrimiento en nuestros respectivos campos para que lo que le ofrecemos a nuestros estudiantes sea de la más alta esencia.