

CEPY 5985: Counseling Practicum—Fall 2022
Department of Counseling and Educational Psychology
College of Health, Education and Social Transformation
New Mexico State University

Instructor: Dr. Alex Gantt-Howrey, Ph.D., NCC

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Office/Phone: 202C; 575-646-1142

Cell (for emergencies): 561-632-7355

Instructor's Availability: Email, office hours, and scheduled as needed

Office Hours: Mondays, 2:00-4:30 pm

Class Meetings: Mondays, 4:45-7:15 pm, O'Donnell Hall 130

Prerequisite:

Successful completion of CEPY 5230. Students are expected to be proficient in basic skills and familiar with more advanced skills before enrolling in this course.

Catalog Description of Course:

Students will enhance their learning of counseling skills through individual and group supervision in which they will reflect on their practicum experiences with clients. Students will review various counseling theories and helping skills necessary to address clients' needs. Current issues in counseling research as well as multicultural issues will also be covered. This course is congruent with the College of Education's Conceptual Framework in that it provides a general knowledge background, addresses assessment competencies, and integrates content knowledge and professional knowledge. Students will participate in a minimum of 40 hours per week of supervised face to face appraisal and counseling sessions with adult clients. During supervision, students will demonstrate an understanding of counseling theory its application and competence in the use of counseling skills.

Course Feedback:

Students are invited to [follow this link](#) to leave anonymous feedback on the course at any point in the semester.

Textbook:

[Hodges, S. \(2019\). *The Counseling Practicum and Internship Manual: A Resource for Graduate Counseling Students*. Springer Publishing Company.](#)

Other Reference/Supplemental Texts:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*, (5th ed.). American Psychiatric Association.

American Counseling Association (2014). 2014 ACA Code of Ethics:
<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Required Readings:

As assigned by the instructor – please see the course schedule below. All readings can be found in PDF format on Canvas. Readings are subject to change/be added throughout the semester.

Method of Instruction:

Includes supervised experience of counseling and consultation. Weekly individual and group supervision involve review of audio, video, and/or live supervision and case presentations. All class meetings/supervision sessions will take place face-to-face, with the understanding that this may change later in the semester depending on any revisions to NMSU safety guidelines related to COVID-19. Please note that Canvas will be utilized as a supplemental resource for our class. All assignments will be uploaded to Canvas.

Please note that in the event of this class transitioning to online format, this will not impact any clinical requirements for this course. Meaning that the number of clinical hours required to complete this course have remained the same. In response to recommended precautions related to COVID-19, individual/triadic supervision with doctoral student and with course instructor may take place via tele-conferencing.

Instructor Availability:

As instructor of record, I will have availability throughout the semester to meet with students regarding any practicum concerns. You may visit my office during office hours (listed above) and/or schedule a time to meet with me via Zoom or in person. Please email me to schedule a meeting (you are welcome to simply drop by during office hours, though scheduling a meeting will ensure I am not meeting with another student).

I will respond to your emails in 24-48 business hours. If something happens at your site that requires my immediate attention or consultation (i.e., your site supervisor is not available), you may call me at 561-632-7355.

Course Policies:

- Participation is a vital component of the course and will require that students attend and actively engage in class.
 - This includes displaying professionalism in and outside of class, sharing and receiving feedback respectfully, displaying cultural sensitivity, and displaying receptivity to feedback.
 - Due to the nature of this course, use of cell phones, laptops, and other electronic devices is prohibited.
- Students are expected to read all assigned chapters/readings and actively engage in large and small group class discussions.
- Assignments must be turned in on the due dates, by the start of class (Mondays, 4:45 pm MT). Late assignments will not be accepted. *Please communicate with me regarding*

any extenuating circumstances in as timely a fashion as possible.

Clinic Fee:

There is a one-time clinic fee of \$40 for practicum students. Please reach out to Dr. Sarah Ramos with any questions (sramos90@nmsu.edu)

Tevera:

Tevera is a field placement and assessment management software, which allows students to document hours and assemble a number of necessary forms and evaluations to meet the requirements for graduation and continue to document their post-graduate hours while pursuing licensure. All clinical documentation will be submitted through Tevera. Students are required to pay a one-time fee (approximately \$200) for lifetime access to Tevera.

Technology Requirements:**Computer Hardware & Software**

- Access to a Windows or Macintosh desktop computer or laptop with internet access, sound, and speakers
- Canvas Learning Management System
- Microsoft Office 2010 or higher
- Adobe Reader (for reading PDF files)
- Headsets with Microphone (Optional for Adobe Connect or Skype)
- Zoom (For communication with instructor)
- [Access to Canvas](#)
- [Canvas Instructions](#)

Web Browsers

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

- [Firefox](#)
- [Chrome](#)

Canvas does not fully support mobile devices; while there is a free Canvas mobile app available through the iTunes store, a lot of functionality is unavailable when using a mobile phone. When you take this course, it is assumed you have access to a computer or laptop for full access to functionality in this course.

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.

APA Style/Writing Statement:

As a graduate student, it is expected that you will familiarize yourself with the current edition of the APA style manual and properly apply it to your assignments and other program requirements (e.g., thesis, dissertation). A large portion of the work required in CEP courses includes written assignments. This means that the evaluation of students' writing will be determined by the instructor's professional judgment regarding the following criteria: grammar, punctuation, organization and clarity of writing, and proper application of APA style. These components have been identified as necessary skills to assure a student is successful in their program and the profession. Students who are not meeting minimal competence in these areas will receive grades reflecting the deficiencies. Be advised that if you turn in an assignment containing a large number of writing errors (i.e., grammar, APA style, punctuation) then you will receive a lower grade.

CEPY 5985 Practicum Course Objectives:

At the completion of this course, students should understand and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards:

PROFESSIONAL COUNSELING IDENTITY SECTION 2: COUNSELING CURRICULUM F. 7 ASSESSMENT AND TESTING	
2.F.7.i. use of assessment results to diagnose developmental, behavioral, and mental disorders	<ul style="list-style-type: none">• Administration and interpretation of the results of the Counseling Center Assessment of Psychological Symptoms (CCAPS) to aid in making diagnoses.
SECTION 3: PROFESSIONAL PRACTICE ENTRY-LEVEL PROFESSIONAL PRACTICE	
CACREP Standard	Corresponding Course Assignment
3A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	<ul style="list-style-type: none">• Proof of insurance certificate (must be submitted to the instructor before meeting with a client or doing any work in the clinic.
3B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients	<ul style="list-style-type: none">• Weekly one-hour triadic supervision with course instructor• Weekly group supervision• Weekly one-hour onsite clinic supervision
3C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are	<ul style="list-style-type: none">• Weekly one-hour triadic supervision with course instructor• Weekly group supervision• Weekly one-hour onsite clinic supervision

conducted as part of the student's practicum and internship.	
3D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	<ul style="list-style-type: none"> • Staffing exercise including full case conceptualization and including presentation of video. • Round table presentation of relevant research.
3E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	<ul style="list-style-type: none"> • This standard is met in another class (Counseling Internship)
SECTION 3: PROFESSIONAL PRACTICE PRACTICUM	
CACREP Standard	Corresponding Course Assignment
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.	<ul style="list-style-type: none"> • 100 indirect hours of counseling through the NMSU clinic during 16-week semester.
3G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	<ul style="list-style-type: none"> • Students complete a minimum of 40 hours of direct client services and demonstrate increasing basic skills competency and theoretical understanding. This is done through a minimum of two-transcript assignments.
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 in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	<ul style="list-style-type: none"> • Site and faculty supervision evaluations are completed and placed in student file. • Faculty participates in bi-weekly site supervisory meeting with doctoral supervisors (supplemental supervision).
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	<ul style="list-style-type: none"> • Weekly individual/triadic AND group supervision with the course instructor, who is a counselor education program faculty member.

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Students are assessed through the transcripts and conceptualization presentation on their ability to navigate multi-cultural factors in an informed and sensitive fashion.

Key Performance Indicators (KPIs)

CACREP Core Area	KPI	Assessment
<i>Assessment and Testing</i>	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 psychological test battery.	<i>Site Supervisor Evaluation.</i> Site supervisors (course instructor) 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) instruments, rigorously validated psychometric screening tools, with their clients.
<i>Human Growth and Development</i>	3. Students will be able to identify factors that impact human development, functioning, and behavior.	<i>Site Supervisor Evaluation of Student.</i> Site supervisors (course instructor) 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.
<i>Counseling and Helping Relationships</i>	5. Students will be able to identify the fundamental tenants of major counseling theories and demonstrate fundamental counseling skills.	<i>Tape Transcriptions.</i> 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.
<i>Clinical Mental Health Counseling</i>	7. Students will demonstrate their ability to provide culturally sensitive counseling services to diverse clients in a variety of settings.	<i>Faculty Supervisor Evaluation.</i> The course instructor, who is a counselor education faculty member, will complete a comprehensive evaluation of the students' ability to provide culturally sensitive counseling services to diverse clients in a variety of settings.

*Note that these learning outcomes are expected to be demonstrated not only during class but also at your placement sites. These outcomes will be evaluated through the use of assignments, class discussions, and feedback gathered through your supervisor(s)' evaluation. Additionally, successful completion of this course also depends on professional dispositions. Therefore, it is possible for a student not to pass the course based solely on their professional disposition (regardless of performance on assignments).

Course Requirements:

- 1. Ethical Obligations, Professionalism, and 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 listen and accept critical feedback is paramount to their development as a counselor. Critical feedback can offer a positive experience that facilitates insight and growth. Although feedback is many times uncomfortable to hear and absorb, please consider and attempt to understand the role and necessity of evaluation by your professor and supervisor. Students have the responsibility to utilize supervisor/instructor's feedback to improve performance and to enhance their counselor development. In regard to professionalism, students are also responsible for learning and abiding by agency/site rules and regulations in regard to clinical practices, grooming, punctuality, dependability, etc.

Additionally, 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. 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).

- 2. Attendance, Active Participation, and Class Engagement (Group Supervision):** *Active* participation is essential to success in this course. All students are expected to report to class on time with all assignments completed. Questions or comments regarding assigned readings are welcome and expected. Regular attendance to class and professional behavior regarding appointment scheduling are required. Each absence will result in a deduction of points from the final grade, and repeated late arrivals will also be penalized. Please note that informing instructor of absence does not automatically make it an excused absence. Prior arrangements need to be made with instructor to make up points for any planned absences.
- 3. Supervisor(s)' Evaluation and Practicum Performance:** Aside from Group Supervision (Class), students must engage in weekly supervision (1 hour) with their doctoral (site) supervisors *AND* 1 hour a week with their course instructor. Supervisors' evaluations and instructor's observations will play a key role in determining students' final grade. Aside from items on the supervisor's evaluation, instructor will also take into consideration students' openness and effective use of feedback, professional behavior, ethical behavior, overall progress, and awareness of multicultural considerations. Failure to attend these supervision sessions will affect the student's final grade.
- 4. Clinical Hours:** Fulfill all time requirements for completion of Practicum experience as outlined in the MA student handbook. This includes completion of a minimum of 100 clinical hours, 40 of which have to be direct-contact hours. All students enrolled in CEPY 5985 are expected to complete their 40 hours of individual direct-contact hours at The Clinic.
- 5. Necessary documentation and Insurance requirements:** Students are responsible for obtaining liability insurance prior to any client contact. Documentation verifying liability insurance enrollment must be provided to the instructor at the beginning of the semester along with ALL other necessary documentation. All clinical documentation including documentation of hours, should be completed through the use of Tevera.
- 6. Roundtable Discussion:** Students will select a week/corresponding article to lead a roundtable discussion. They will read the article for their week and summarize the pertinent information in 1-2 pages (this must go well beyond the abstract), and then distribute the summary to their classmates and instructor. The summary must be emailed to instructor

and peers and submitted on Canvas at least 48 hours prior to scheduled presentation. All students will be required to read each articles ahead of time and be prepared to participate in class round table discussion regarding implications for practice.

- 7. Tape Review Packets:** Each student will prepare 2 tape review packets as assigned. Students will review their tape and prepare a transcript. Students will provide a self-assessment of the tapes as outlined in the Transcript Guidelines Form provided by the instructor (and attached to this document).
- 8. Peer Feedback Activity:** Each student will review a peer's tape review packet and will verbally provide feedback. Students should reflect on the provided questions and participate in a subsequent group discussion. All of the tape review packets will be de-identified. This activity will be completed during class.
- 9. Case Presentation and Conceptualization:** Classes will be structured around discussion of topics relevant to interpersonal processes within the counseling session and student progress/concerns with individual clients. Each student will present **1 case presentation**. Presentations will include two short segments (each segment 4-6 minutes; must include 10-12 minutes of video shown in total) of a session with a client; one segment will represent a particular strength that the student has identified in his/her current work, another segment will represent an area in which the student would like to improve. *Each student will present supporting client records summarized into a two-page handout* (Case Conceptualization Form attached to this document) with each presentation. Presentations are expected to last 20- 30 minutes and will include time for peer and supervisor feedback to student, as well as discussion of any ethical/legal, multicultural, and other counselor development issues. Please refer to grading rubric (attached to this document).

EVALUATION CRITERIA:

Assessment of student learning will be based on grades (assignments), instructor evaluation, supervisor evaluation (when applicable), student self-evaluation, and the comprehensive exam at the completion of the program. The following is the evaluation criteria for this course:

Assignment	Points
Professionalism & Engagement <ul style="list-style-type: none"> • Attendance (class and supervision) and participation • Liability insurance • Professional disposition (in and outside classroom) • Openness to/application of feedback • Mid-semester site sup evaluation • Mid-semester instructor evaluation • Final site sup evaluation • Final instructor evaluation • Triadic sup with course instructor 	30

Tape Review Packet #1 (transcript)	15
Tape Review Packet #2 (transcript)	25
Case Presentation and Conceptualization	20
Roundtable Discussion	5
Peer Feedback Activity	5
Total Points	100

Grading Scale (percentage of total possible points) is as follows:

100-98 = A+ 97-94 = A 93-90 = A-
89-88 = B+ 87-84 = B 83-80 = B-
79-78 = C+ 77-74 = C 73- 70 = C-

TENTATIVE COURSE SCHEDULE

Red = reading/discussion topic

**Have the article(s) fully read by the start of class that day*

Find video links in the table below

Date	Topics	Readings Due*	Assignment Due
08/22/22	<ul style="list-style-type: none"> Welcome! Course overview/expectations Supervision and Feedback Self-care 	Flynn, 2019 Rosen_How to Succeed Hodges (2019), Ch. 8 (PDF on Canvas)	<i>Liability Insurance</i>
08/29/22	<ul style="list-style-type: none"> Informal Case Presentations The Intake Session: What to Expect <ul style="list-style-type: none"> Confidentiality Safety Goals Relationship building 	Hodges (2019), Ch. 4	
NO CLASS—LABOR DAY HOLIDAY			
09/12/22	<ul style="list-style-type: none"> Informal Case Presentations Roundtable Discussion: <u>Gallo et al., 2021</u> Suicide 	Watch and read Stanley Brown materials here Gallo et al., 2021	
09/19/22	<ul style="list-style-type: none"> Informal Case Presentations Roundtable Discussion: <u>Eager, 2010</u> Review of microskills 	Eager, 2010 Bray, 2022	

09/26/22	<ul style="list-style-type: none"> • Informal Case Presentations • Roundtable Discussion: <u>Ratts et al., 2016</u> • Multiculturalism and social justice 	Ratts et al., 2016 Hodges, 2019, Ch. 7	
10/03/22	<ul style="list-style-type: none"> • Informal Case Presentations • Ethical + Legal Issues • Advanced microskills • Case Conceptualization: _____ 	Hodges (2019), Ch. 3	<i>Transcript #1 Due</i>
10/10/22	<ul style="list-style-type: none"> • Informal Case Presentations • Crisis and Trauma • Case Conceptualization: _____ • Roundtable Discussion: <u>Zyromski et al., 2018</u> 	Hodges (2019), Ch. 9 & Ch. 11 Zyromski et al., 2018	<i>Supervisor's Midterm Evaluations Due</i>
10/17/22	<ul style="list-style-type: none"> • Informal Case Presentations • Utilizing Theory • Case Conceptualization: _____ 	Cheston, 2000 Corey, 2011	
10/24/22	<ul style="list-style-type: none"> • Informal Case Presentations • Advocacy and SDOH • Roundtable Discussion: <u>Day-Vines et al., 2021</u> • Case Conceptualization: _____ 	Explore SDOH webpage and watch video Day-Vines et al., 2021 ACA Advocacy Taskforce	
10/31/22	<ul style="list-style-type: none"> • Informal Case Presentations • Termination • Roundtable Discussion: <u>Ward 1984</u> • Case Conceptualization: _____ 	Hodges (2019), Ch. 12 Ward, 1984	
11/07/22	<ul style="list-style-type: none"> • Informal Case Presentations • Topic TBD • Case Conceptualization: _____ 	TBD	<i>Transcript #2 Due *Bring in Hard Copy</i>
11/14/22	<ul style="list-style-type: none"> • Informal Case Presentations • Counseling and Technology • Peer Review Activity & Discussion 	Phillips, 2022	
NO CLASS—THANKSGIVING HOLIDAY			
11/28/22	<ul style="list-style-type: none"> • Informal Case Presentations • Internship and Beyond 	Hodges (2019), Ch. 13	
12/05/2022	<ul style="list-style-type: none"> • Informal Case Presentations • Semester Reflection 		<i>All Clinical Documentation Due</i>

	<i>Finals Week</i>		
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NOTE: The instructor reserves the right to make announced changes to the syllabus to enhance your learning experience.

College of Education- Internship and Practicum Statement

“Based on guidance from the US Centers for Disease Control and Prevention and the NM Department of Health, participation in an NMSU sponsored internship should take into account best practices in ensuring the health, safety and welfare of participants. Special precautions are required for participation and are unique to each internship setting. Agencies and students should immediately report any COVID-19 concerns to the NMSU faculty/staff member supervising the internship. NMSU will provide oversight of any arrangements as appropriate. Non-compliance with recommended guidance, as set forth above, may result in termination of this agreement.

Participating NMSU students, faculty and staff members must follow requirements for use of personal protective equipment during their internship participation. Any student or employee who has tested positive for COVID-19 and had been on campus at any time 48 hours prior to the onset of symptoms or a COVID-19 positive test must notify their supervisor and Aggie Health and Wellness Center (575.646.1512) immediately.

Students who require accommodation, under the ADA or Section 504, to participate in a clinical or internship program, should contact Student Accessibility Services or the Office of Institutional Equity for further guidance.”

Syllabus Addendum Fall 2022

Please visit <https://provost.nmsu.edu/faculty-and-staff-resources/syllabus/policies.html> for university policies and student services, including Discrimination and Disability Accommodation, academic misconduct, student services, final exam schedule, grading policies and more.

Important Dates for Fall 2022

Students may add courses through **August 18, 2022** without instructor permission and through **August 26, 2022** with instructor permission. Late registration fees will apply for courses added after **August 18, 2022**. Students may withdraw from classes and receive a refund until **September 2, 2022**. The deadline for withdrawing from a course with no refund (W) is **October 14, 2022**. Students may withdraw from the university (withdraw from all classes) through **December 2, 2022**.

Important Dates & NMSU Academic Calendar (including mini-semester dates):
<https://records.nmsu.edu/important-dates-students/>

University Grading System

The University Grading System is outlined in ARP 4.55. Instructors can decide if their course is graded using fractional grading (pluses and minuses). At the request of the student, the instructor will provide information on progress in the course prior to the last day to drop a course.

Religious Observances and Authorized Absences

NMSU values diversity and the university supports cultural and religious inclusiveness. If your participation in cultural or religious observances (e.g., religious holidays, spiritual observances) conflicts with a particular class session, please notify the instructor in writing and ahead of time to be excused from class for such observances.

S/U Grading Option

Students enrolling under the S/U grading option must earn a specific grade as designated by the instructor to receive an "S". Students must elect the grading option prior to the last day to add a class. See ARP 4.55 Part 2 for more information.

Incomplete Grades

Under university policy, incompletes may be given only if a student has a passing grade at mid-semester (the last day to withdraw from a class) and is precluded from successful completion of the second half of the course by a documented illness, documented death, family crisis or other similar circumstances beyond the student's control. Visit ARP 4.55 Part 2, Letter D for more information.

Six-Week Early Performance Grades

Lower division courses are required to submit grades for work completed as of the sixth (6th) Friday of the semester. These grades will be used to facilitate opportunities for students to address performance issues. This is optional for upper division courses. (ARP 4.55, Part 5)

Class Recording

Class lectures can be recorded and are covered by ARP 11.05, Part 2, Letter I. These recordings should not be distributed by anyone other than the instructor.

Academic Misconduct

The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. The Student Code of Conduct is available in the NMSU Student Handbook online <http://studenthandbook.nmsu.edu/>

Academic misconduct is explained here:

https://studentlife.nmsu.edu/academic_integrity/academic_misconduct.html

Academic misconduct is governed by ARP Policy 5.10. (<https://arp.nmsu.edu/5-10/>)

Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct and are subject to disciplinary action such as failure on the assignment, failure of the course or dismissal from the university. The NMSU Library has more information and help on how to avoid plagiarism at <http://lib.nmsu.edu/plagiarism/>

Accommodations

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

Disability Access Services

Corbett Center Student Union Room 204

Aaron Salas, Director

575-646-6840

das@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. **You may submit a report online at equity.nmsu.edu. If you have an urgent concern, please contact the Office of Institutional Equity at 575-646-3635.**

Title IX

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. **You may submit a report online at equity.nmsu.edu. If you have an urgent concern, please contact the Office of Institutional Equity at 575-646-3635.**

Title IX prohibits sex harassment, sexual assault, dating and domestic violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue

Phone: (575) 646-3635

E-mail: equity@nmsu.edu
[Office of Institutional Equity Website \(https://equity.nmsu.edu\)](https://equity.nmsu.edu)

Academic Resources

NMSU provides students with academic resources such as tutoring, final exam schedules, library and research, and transcript information on the [NMSU Current Student](#) webpage.

Student Support Services

Find information and support on advising, registration, and financial aid on [NMSU Current Student](#) webpage. You will also find links to the academic calendar, Student Affairs, the student handbook, and Student technologies on this page.

Technical Support

The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. Please feel free to contact them at (575) 646-1840 or via email at helpdesk@nmsu.edu. You can also go to the Student Technology Help [Student Technology Help](#) web page and [Student Resources](#) located at the Canvas web page for additional information on Canvas.

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

COVID-19 Expectations and the Crimson Commitment

You are expected to comply with all university requirements and expectations regarding mask-wearing, vaccination, and reporting of a positive test, or you should not enroll in in-person course sections. Please do not come to class if you are feeling sick communicate with your instructor about making up any missed classes.

Masks welcome and encouraged for all students

All students, regardless of vaccination status, are welcome to wear a mask while indoors on any NMSU system campus. Any changes or updates to this guidance will be posted online at <https://now.nmsu.edu>.

Vaccination Requirements

Unless you are enrolled in exclusively online courses and will not be on campus for any reason, you must provide proof of COVID-19 vaccination or request an exemption through **Med+Proctor**. More information about how to submit your proof of vaccination or proof of testing is available at https://studenthandbook.nmsu.edu/immunizations/immunization_policies1.html.

The Crimson Commitment

All students should follow the Crimson Commitment. Your commitment states:

I commit to myself and other Aggies. I will:

- **Get vaccinated** for COVID-19 if I am enrolled in any in-person or hybrid courses, or if I will be on campus for any reason
- **Monitor myself** for symptoms of COVID-19
- **Report to the Aggie Health & Wellness Center** or another medical professional if I have symptoms of COVID-19 or other communicable illness
- **Wash my hands** often with soap and water and/or use hand sanitizer
- **Wear a mask** if I choose to, or as directed by the latest university guidance
- **Stay home if I feel ill** or have been around someone ill
- **report a positive case** online at <https://now.nmsu.edu> and participate in contact tracing if called
- **Keep up to date with the latest guidance** from experts at NMSU, the NM Department of Health, and the CDC.

I will abide by these practices through the year:

- I will not use mask-wearing to discriminate against my classmates, instructors, or NMSU staff members in any way.
- I will follow instructions regarding seating in campus classrooms.
- If I am unable to attend an in-person class session due to symptoms of COVID-19 or another illness, I will communicate with my instructor ahead of time.

If I am unwilling to comply with COVID-safe practices:

- I will talk to my academic advisor about enrolling in online course sections, if available, or disenrolling from fall coursework. (Disenrolling will impact financial aid, housing, etc.)

Stay informed about COVID-19 at NMSU

You can find more information about the NMSU system's COVID-19 response at <https://now.nmsu.edu>. In addition, updates are available to students and families through many communication channels. Links to visit or subscribe are available at <https://now.nmsu.edu/plan/communication-and-information-sharing.html>.

TRANSCRIPT GUIDELINES- TRANSCRIPT

Transcript 1 should be a minimum of *20 consecutive minutes* of counselor-client interaction with a minimum of 5 counselor responses. Transcript 2 should be a minimum of *30 consecutive minutes* of counselor-client interaction with a minimum of 10 counselor responses. Responses such as yes, hmm, I see, etc. do not count as a counselor response. The transcribed section of tape, including the counselor (and client) responses, must be verbatim and consecutive in time sequence.

Remember to submit the **entire** session tape—not just the portion you transcribed.

At the top of the transcript, include the initials of the client, age, date, session number, and theoretical approach utilized in session. Start with a client's statement and then follow with your (student counselor's) response. As you transcribe your tape, include time markers throughout the tape to make it easier to locate sections if necessary.

Transcript must include verbatim client and counselor responses in one column and reflective responses on a second column (as illustrated in the example). The reflective responses should address the following three questions: 1) What was your intent? 2) What happened? 3) Alternative statement. Transcript must contain a minimum of 10 sets of reflective responses, however, each counselor response should have its corresponding set of reflective statements. Finally, transcript should be followed by the responses to the self-reflection questions listed after the Example illustrated below.

EXAMPLE

Student Information

Student Name:

Tape Analysis/ Transcript #:

Practicum Site Information

Agency/ Organization Name:

City:

Site Supervisor Name:

University Supervisor Name:

Client: RD

Age: 60

Sex: Male

Date: June 7

Session: 5

Theoretical Approach: Solution-Focused Brief Therapy (SFBT)

Client Statement(s)	Counselor Response	Skill Utilized	Alternate Response	Counselor Self-Awareness (Feelings? Concerns? Etc.)
<p>***remember to include the video minutes</p> <p>**this must be verbatim</p> <p>Ever since I lost my job, leaving the house has been difficult. I didn't even want to come counseling today. (3:30)</p>	Did it take a lot of energy to get here today?	Closed question	It sounds like you've been feeling pretty sad and unmotivated since the job loss.	I felt nervous, so I asked a closed-ended question. A reflection of feeling could have better conveyed that I understood the client.

TRANSCRIPT SELF-EVALUATION QUESTIONS

1. What do you think you did well in this session?
2. What do you wish you had done differently?
3. What are some reoccurring difficulties or patterns you are experiencing?
4. What specific aspects of the tape/session would you like feedback on?
5. How did this session affect you (e.g., emotionally, physically, etc.)?
6. What multicultural and social justice constructs are pertinent to your work with this client? Explain how these constructs may have influenced this portion of your session/your work with the client in general.
7. If or when you were to have a future session with this client, discuss ideas or strategies, you might explore.

Performance Criteria for Transcript #1

Transcript #1: 15 total points; 1 point per item		
	Skill	Points Earned
<i>Listening Skills and Responses</i>		
	Attends to and accurately perceives content of client message	
	Utilizes minimal encouragers	
	Paraphrases client message	
	Reflects client feelings	
<i>Relationship Development</i>		
	Establishes rapport	
	Demonstrates respect for client and the client's worldview/cultural experience	
	Demonstrates a non-judgmental orientation	
	Expresses empathy	
<i>Action Responses</i>		
	Probes for further information	
	Provides information to client as needed	
	Asks open-ended questions	
<i>Critical Evaluation</i>		
	Evaluates the session accurately	
	Suggests appropriate alternative responses for each counselor statement	
	Provides thorough self-reflection of the session	
	Identifies and conceptualizes the influences of various multicultural/social justice constructs on the client/counseling relationship	
	Total Points:	

No Attempt = The skill or competency was not attempted = 0 Points

Unsuccessful Attempt = Attempted to demonstrate the skill or competency, however, the skill or competency was demonstrated and/or identified incorrectly = 0.5 Points

Developing = Aspects of the skill or competency were demonstrated, however, with at least one fundamental error (e.g., incorrect identification of the skill or competency) = 0.75 Points

Proficient = Successful demonstration of the skill or competency and an accurate identification of the skill or competency that was demonstrated. Minor errors might be present; however, the student's overall ability is on par with the expectations for practicum students = 1.0 Points

Performance Criteria for Transcript #2

Transcript #2: 25 total points; 1 point per item		
	Skill	Points Earned
<i>Listening Skills and Responses</i>		
	Attends to and accurately perceives content of client message	
	Clarifies understanding of client message	
	Utilizes minimal encouragers	
	Paraphrases client message	
	Reflects client feelings	
	Summarizes content of client message	
	Attends to multicultural factors/influences	
<i>Relationship Development</i>		
	Establishes rapport	
	Demonstrates respect for client and the client's worldview/cultural experience	
	Demonstrates a non-judgmental orientation	
	Expresses empathy	
<i>Action Responses</i>		
	Probes for further information	
	Confronts inconsistencies in client message	
	Interprets clients' behavior and verbalizations	
	Provides information to client as needed	
	Asks open-ended questions	
	Uses silence effectively	
	Uses at least two of the following skills: immediacy, confrontation, focusing (i.e., pacing), effective use of silence	
<i>Critical Evaluation</i>		
	Evaluates the session accurately	
	Suggests appropriate alternative responses for each counselor statement	
	Provides thorough self-reflection of the session	
	Examines underlying cultural assumptions in responses made to clients	
	Identifies and conceptualizes the influences of various multicultural/social justice constructs on the client/counseling relationship	

Skill Development		
	Incorporates feedback	
	Demonstrates overall improvement from previous tape	
	Total Points:	

No Attempt = The skill or competency was not attempted = 0 Points

Unsuccessful Attempt = Attempted to demonstrate the skill or competency, however, the skill or competency was demonstrated and/or identified incorrectly = 0.5 Points

Developing = Aspects of the skill or competency were demonstrated, however, with at least one fundamental error (e.g., incorrect identification of the skill or competency) = 0.75 Points

Proficient = Successful demonstration of the skill or competency and an accurate identification of the skill or competency that was demonstrated. Minor errors might be present; however, the student's overall ability is on par with the expectations for practicum students = 1.0 Points

CEPY 5985 Client Conceptualization Form *(for case presentations)*

Client Pseudonym: *do not include any client identifying information*

Client Demographics:

Provide a comprehensive overview of the client's demographics. This should include but not be limited to the following concepts as they apply:

- Sex
- Gender
- Age
- Race
- Sexual orientation
- Cultural group identity
- Living situation
- Family/partner/other important relationships
- Spiritual/religious orientation
- Medical history
- School/employment information
- Socioeconomic status
- Other pertinent multicultural /social justice-related factors

Mental Status:

Include a completed Mental Status Exam (MSE), found on Canvas, based on how the client presented in the session on which you are presenting.

Counseling History:

Provide a thorough explanation of the client's counseling history, including inpatient and outpatient experiences.

Describe the nature of your work with the client (e.g., presenting problem, number of sessions, setting, etc.).

Treatment:

In detail, provide an overview of each of the following topics:

- Describe the client's goal(s) for therapy
- Explain any noteworthy items from the MSE
- Describe your diagnostic impressions
- Counseling theories utilized/to be utilized
- Theory-based explanation of the client's issues
- Theory-based plan for counseling
- Plan for including/addressing pertinent multicultural/social justice issues
- Treatment plan inclusive of at *least* 3 problems/objectives/interventions, using the table below
- Describe any active/potential ethical or legal concerns

Treatment Plan Template*Include at least two goals and two objectives per goal*

Problem (include date identified, symptoms, etc.)	Goal	Objective	Counselor Intervention

Feedback:*Provide an answer to each of the following questions:*

1. What do you find challenging about working with this client?
2. What are two specific topics you would like feedback on?

CEPY 5985 CASE PRESENTATION GUIDELINES/RUBRIC

Guidelines: Case presentations are worth *10 total points*. **Presentations must include**

- Two short AND distinct video segments (each segment being 4-6 minutes; must include 10-12 minutes of video in total) of a session with a client from the student's practicum site
 - One segment will represent a particular **strength** that the student has identified in his/her current work
 - One segment will represent an **area for growth** in which the student would like to improve; this segment will be accompanied by specific questions for receiving input from the class
- Each student will present supporting client records summarized into a two-page handout (Client Conceptualization Form) with each presentation.
- Presentations are expected to last 30-45 minutes and will include time for peer and supervisor feedback to student, as well as discussion of any ethical/legal, multicultural, or other counselor development issues. Both instructor and student will co-facilitate discussion of these issues.

Rubric: Grading criteria for this project will be based on the following:

Item (Points Possible)	Description	Points Earned
Preparedness (2)	Student must prepare video segments before the beginning of class and should have handouts ready for both peers and instructor. Additionally, student must be prepared to answer questions raised by both instructor and peers	
Class Discussion (3)	Student is responsible for facilitating a discussion on the two video segments presented to the class, and aspects of the case conceptualization form. Points will be awarded for addressing ethical/legal, multicultural, and other counselor development issues.	
Case Conceptualization Form (5)	Information provided on this form should be thorough but concise. All sections of the form must be completed	
	Total Points:	

**Note:* this activity is meant to assist students in their counselor development. Although showing video sections of their counseling sessions may feel uncomfortable for many students, it is an invaluable way of receiving feedback. For students to obtain full points for this presentation, students must demonstrate openness to feedback, awareness of own strengths and areas for growth, and knowledge of ethical/multicultural considerations. Instructor reserves the deduct points if any of the above-mentioned criteria are not fulfilled.

INSTRUCTOR SUMMATIVE EVALUATION

Students will receive this form with feedback from the course instructor at the end of the semester. Students' performance concerning these items will influence their Professionalism & Engagement grade (30 possible points).

1. Is open to and incorporates feedback throughout duration of course

Comments:

2. Demonstrates ethical and professional behavior congruent with those expected in the counseling profession (in and outside of the classroom)

Comments:

3. Demonstrates reflexivity illustrated by active participation in class discussions, and interactions with the instructor, site supervisor and/or other colleagues (e.g., openness to ideas, respect of peers and instructor, awareness of one's own biases and emotions, etc.)

Comments:

4. Class Engagement and Participation this includes attendance, punctuality, interactions with others, evidence of having completed readings, and active engagement

Comments:

5. Awareness of and developmentally appropriate ability to apply ethical and multicultural considerations as demonstrated in class discussions, assignments, and performance at site

Comments:

Peer Feedback Activity

In class, students will form groups of two. Within each pair, each student will review their partner's deidentified Tape Review Packet and provide feedback. The following topics should guide the feedback/discussion:

- Counselor strengths
- Areas for growth regarding use of skills like reflection, asking open-ended questions, conveying empathy, etc.
- How theory was/could be utilized
- Multicultural considerations

Following this activity, students will be asked to engage in a large-group discussion, and reflect on the following questions:

1. How did it feel to participate in this activity?
2. How did it feel to receive feedback you disagreed with? How did you respond to any points of disagreement?
3. What might peer supervision look like in the future?

5 Points Possible

___ Student actively provided and received feedback to/from their peer during the activity, *and* actively engaged in the group discussion (5 points)

Roundtable Discussion

After reading the article for your week, please write-up a 1–2-page overview which: summarizes the article, explains 2-3 practical counseling applications based on the article, and includes 2-3 discussion questions for the group. *Please note that your summary must extend beyond the article's abstract.* Grades will be provided based on the following criteria:

Items (Points Possible)	Points Earned
Student was prepared for the roundtable discussion and provided the required materials at least 48 hours in advance (1)	
The overview summarizes the article thoughtfully and beyond the abstract (1)	
The overview includes 2-3 practical counseling applications based on the article (1)	
The overview listed 2-3 discussion questions for the group (1)	
The student actively led an on-topic roundtable discussion (1)	
Total Points:	