Syllabus

EDUA 7301: CLINICAL PRACTICE IN COUNSELING

Clinical Mental Health Counselors

Sul Ross State University

Spring 2026

Instructor: Ronda Hayes, PhD, CSC, LPC-Supervisor

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Office Location: MAB-309G

On Campus Office Hours: by appointment

Off Campus: virtual by appointment – Monday – Friday 9:00 am - 5:00 pm Central Standard Time

The instructor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications), and, in case of an emergency, telephone.

COURSE PREREQUISITES:

All Courses must be completed. This course must be taken in your last semester of classroom course work

CATALOG COURSE DESCRIPTION:

Provides a conceptualization of the counseling process and clinical interviewing; emphasizes development of the counseling skills necessary to function appropriately as an entry-level counselor in a variety of settings. Training is done through role-plays, coaching, and experiential activities. Includes presentation of case studies applicable to current issues, multicultural concerns, legal decisions, and ethics in the field.

REQUIRED TEXTS:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN 978-1-338-3217-8

Cormier, S. (2016). Counseling strategies and interventions for professional helpers (9th ed.). Hoboken, NJ: Pearson. ISBN-13: 978-0-13-390522-9

To help you prepare for the NCE, the following books are also recommended but not required for this course.

Erford, B. T., Hayes, D. G., & Crockett, S. (2020). Mastering the National Clinical Mental Health Counselor Examination and the Counselor Preparation Comprehensive Examination (3rd ed.). Hoboken, NJ: Pearson. ISBN 978-0-13-519245-0

Rosenthal, H. (2017). Encyclopedia of counseling (4th ed.). New York, NY: Routledge. ISBN 978-1-138-94265-3

Professor Expectations from Students:

- The professor will provide weekly communication with the class through announcements and email notifications, virtual office hours, and virtual meetings as needed.
- The professor will provide email responses within 24 hours of receipt. Communication on weekends and holidays will be limited. Texting on weekends and holidays will not speed up the process.
- The professor will provide clear lectures, instructions, a grading matrix, and in some cases, examples for assignments.
- The professor will provide grades for assignments within 2 weeks of the submission date.
- The professor will provide feedback to journals and discussion board postings as needed, on a weekly basis.
- The professor will provide a range of opportunities to engage in course content in a meaningful way with assignments, discussions, and quizzes.

Professor Expectations of Students:

- Students will familiarize themselves with the components of an online course: Blackboard, SafeAssign, Quizzes/Exams, TEAMS meetings, etc.
- Students will respond to the professor's communication requests through email, Blackboard, and phone calls or texting regarding course progress and other general inquiries within 48 hours.
- Students will communicate with the professor through the university email, not personal or work email.
- Students will familiarize themselves with the course textbooks, syllabus, online policies, grading policies, student outcomes, marketable skills, course objectives, and course design.
- Students will adhere to the 7th edition of the APA manual for all written assignments and postings and will not plagiarize the work of another, or use the work of their peers and claim it as their own.
- Students will complete and submit all coursework by 11:59 PM CST on the due date. Late work will not be accepted.

- Students will engage in the course, with their peers and the instructor, with open communication and active participation.
- Students will be diligent in using both oral and written communication that respects peers and instructors.
- Students will be proactive, and resourceful (such as backing up assignments on other external devices or in the cloud), and pre-plan for internet interruptions and other technology/computer problems so that these will not be issues in test-taking situations or in submitting assignments.

Standards for Clinical Mental Health Counseling (CMHC) track SECTION 5: ENTRY-LEVELSPECIALTYAREAS– CLINICALMENTALHEALTHCOUNSELING	Activity	SLO's
History and development of clinical mental health counseling (V.1.a)	Assigned textbook reading; Chapter 2 Test, Chapter 3 Test, Chapter 11 test	1
Theories and models related to clinical mental health counseling (V.1.b)	Assigned textbook reading; Chapter 2, 3, 11, 12, 13, 14, 15 Test	1
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (V.1.c)	Assigned textbook reading; Chapter 1, 2, 9, 10, 11 tests and case conceptualization assignment	1,2
Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (V.1.d)	Assigned textbook reading: Chapter 13 test	2
Psychological tests and assessments specific to clinical mental health counseling (V.1.e)	Case Conceptualization assignment	2
Roles and settings of clinical mental health counselors (V.11.a)	Assigned textbook reading: chapter 1-13 tests	1,2,3
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (V.11.b)	Assigned textbook readings; chapter 13 test; Case Conceptualization assignment	2,3

Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (V.11.c)	Assigned textbook readings; chapter 13 test; Case Conceptualization assignment	2,3
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (V.11.d)	Assigned textbook readings; chapter 13 test; Case Conceptualization assignment	2,3
Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (V.11.e)	Assigned textbook readings; chapter 13 test; Case Conceptualization assignment	2,3
Impact of crisis and trauma on individuals with mental health diagnoses (V.11.f)	Assigned textbook reading; Chapter 2, 12, 13 Tests; Videos & Class discussion; Case presentation assignment	2,3
Impact of biological and neurological mechanisms on mental health (V.11.g)	Class discussion; Assigned textbook readings; chapter 13 test; Case Conceptualization assignment	2,3
Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (V.11.h)	Class discussion; Assigned textbook readings; chapter 13 test; Case Conceptualization assignment	2
Legislation and government policy relevant to clinical mental health counseling (V.11.i)	Assigned Reading: Chapter 1, 15, and 16 tests	3
Cultural factors relevant to clinical mental health counseling (V.11.j)	Assigned textbook reading; Chapter 2 Test	1,2,3

Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (V.11.k)	Class discussion; Assigned textbook readings; Chapter 1 and 3 test.	3
Legal and ethical considerations specific to clinical mental health counseling (V.11.l)	Assigned textbook reading; Chapter 1 test; Class discussion; Case presentation assignment	3
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (V.11.m)	Class discussion; Assigned textbook reading chapter 4 and exam	2,3
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (V.111.a)	Case Conceptualization assignment	2
Techniques and interventions for prevention and treatment of a broad range of mental health issues (V.111.b)	Assigned textbook reading; Chapter Tests and Final Exam; Case presentation assignment.	2
Strategies for interfacing with the legal system regarding court-referred clients (V.111.c)	Assigned textbook reading; Chapter Tests and Final Exam; Case presentation assignment.	3
Strategies for interfacing with integrated behavioral health care professionals (V.111.d)	Class discussion; Case presentation assignment.	2,3
Strategies to advocate for persons with mental health issues (V.111.e)	Class discussion; Case presentation assignment.	2,3

COURSE OBJECTIVES:

The student will:

1. Review current literature and practice on the nature of the helping relationship.

2. Demonstrate a practical understanding of basic responding skills through counseling role play activities.

3. Actively participate in class activities, which includes assuming the role of counselor or client, as requested.

4. Observe peers and offer critique on the appropriateness of their counseling behaviors.

5. Compare and contrast counseling techniques appropriate for various client populations, including multicultural populations.

6. Demonstrate an ability to apply current legal and ethical thinking to the practice of counseling.

7. Examine how stress can lead to therapist impairment, and develop a personal strategy for maintaining health and wellness.

STUDENT LEARNING OUTCOMES:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential

2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.

3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELOR EDUCATION MARKETABLE SKILLS:

Graduates will be able to:

• Demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.

• Demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.

• Demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANT LEARNING STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education

courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 20% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Scwartze Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

ATTENDANCE POLICY:

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Because this is such an abbreviated weekend format course, attendance at and prompt arrival for ALL class sessions is required to pass this course. If unable to attend a class session, please contact the instructor and know that you will be dropped from the course. Missing a single day of the two-day-weekend format classes will cause you to be dropped from the course. SRSU

PARTICIPATION POLICY:

Since EDUA 7301 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email _DAILY_ for the duration of the course. In order for you to remain enrolled in ED 7301, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

COURSE REQUIREMENTS:

Technology Requirements: Since the Counselor Education Program is a predominately web delivered program, students are required to have their own computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, youtube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

Students will:

 • _Attend all virtual classes and participate in discussions and activities. Failure to attend a class will result in course failure._

• _Complete reading assignments and study the material prior to class meetings._

• _Complete out-of-class assignments and deliver in-class presentation._

• _Take exams._

 • _Practice professional conduct and ethics._

• _Practice respectful learning exchanges_

General Format for Written Work.

Papers must be typed using APA format. Which includes, 1 inch margins, 11-point Ariel type, and double line spacing. Begin numbering with the title page, edit for spelling, grammar, clarity, and logic of idea development.

SafeAssign is used to assist with quality of writing.

NOTE: Your writing reflects your professionalism. A paper with multiple errors will receive a reduction in grade. Along with your 7th Edition APA manual, http://www.apastyle.org is a good reference web site for APA guidelines. Typically, each paragraph will have at least one cited source. Even if you have re-written the information in your own words, you must cite the source. If you use a quote the page number from where it came from in the source is required.

Personal Wellness Plan.

This assignment is intended to help you become more aware of and comfortable with practicing self-care. Counseling requires focusing on the needs of clients. Counselors must recognize that if they do not care for themselves, they eventually will no longer be able to provide care for their clients. Self-care is both a practical necessity and a professional ethical mandate. Develop your own personal wellness action plan: -Consider your main spheres of activity—academics, family, finances, work, etc. -Identify specific stresses in your life. -Create an integrated plan that addresses your specific stresses. -Explain how each of your chosen coping strategies will help. (Specific instructions are provided in Blackboard)

Personal Growth Experience.

Self-awareness, personal congruence, and continual striving for growth are essential to becoming an effective counselor. During this class, all students are required to participate in a personal growth experience that has been designed to enhance these qualities. Students will enter into **individual counseling**. Many students have chosen to remain in therapy beyond the minimum 6-hour (6 sessions) requirement after recognizing the need to work through personal issues so these do not interfere with the counseling process.

Students should document the Personal Growth Experience as per the following: A 700-1000 word summary in APA format detailing the experience will be due towards the end of the semester;

• Describe the experience you participated in; and
• Briefly discuss the effect this experience has had on your development as a professional counselor. You are not required to disclose the content of the counseling sessions.
• Please note: Receiving counseling services and/or volunteering time at the Sul Ross Counseling Center may eliminate this site as a possible practicum experience because of dual role relationships. The growth experience must be a minimum of 6 clock hours (6 sessions) in length

Case Presentation.

This assignment requires you to demonstrate your ability to organize your clinical thinking about a case and provides an opportunity for you to show your counseling-related skills. The instructor will assign a fictitious individual, in a school, counseling center, or other professional counseling setting. You will "flesh out" the details of your case and prepare both an oral and a written case presentation. (Specific instructions are provided in Blackboard)

The oral presentation must include information from: -assessment and/or testing,

 -your diagnostic formulation,

-your initial treatment plan, and

 - the other components listed in Blackboard.

The interview may be enacted live, read to the class, or presented in an audio or video recording.

Your oral presentation must be at least 20 minutes. (You will be penalized for not meeting the time requirement or exceeding the time limit by 5 minutes, and may be cut off, so please develop and practice your presentation to fit within the time limit.)

(Specific instructions are provided in Blackboard)

NO phones, lab tops or tablets other than what you are using to Meet for class are allowed while other students are presenting.

EVALUATION/GRADING POLICY:

Your grade for this course will be determined by evidence of the quality of your learning as demonstrated by your performance on the following:

Personal Wellness Plan   20%

Personal Growth Experience   20%

Case Conceptualization Paper   20%

Oral Case Conceptualization Presentation   10%

Quizzes   20%

Participation   10%

Course Grade: A   B   C   F

                91% - 100%   81% - 90%   71% - 80%   Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

If you make a C, you will retake the course.

Each student will be expected to stay in regular communication with their professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days.

ASSIGNMENT DESCRIPTIONS NOTE: **Late work is not accepted.**

                Assignments will be adjusted as needed by the professor.

SCHEDULE/DUE DATES:

Please complete the reading assignments and study the material PRIOR to each class. Come prepared to discuss the material in class.

The professor reserves the right to adjust assignments as needed. Some assignments may be added and others dismissed. Be flexible.

January 15 – Online EDUA 7301 course officially begins

MODULE ONE – Due January 30

Prepare for Class

Download Confidentiality Agreement, sign and submit for a grade

MODULE TWO - CLASS 1 - Meet in Microsoft TEAMS from 9 am (CST) to 5 pm (CST)

Saturday, January 31

- Be prepared to answer the following questions:
- What is your greatest fear in terms of using counseling skills?   How will you overcome this fear?
- What are your goals for this class?
- A Therapist Oath submit in Discussion
- Discuss the Syllabus and assignments
- Personal Growth Experience
- Ethical Codes
- Hofstede's Axis of Cultural Values
- Bronfenbrenner's Micro and Meso Systems
- Counseling Theories
- Also be prepared to discuss the assigned text chapters
- Cormier: Chapters 1, 2, and 3

Sunday, Sunday February 1

- o **Exam 1**: Cormier: Chapter 1
- o **Exam 2**: Cormier: Chapter 2
- o **Exam 3**: Cormier: Chapter 3

MODULE THREE – Due February 27

Prepare for Class

MODULE FOUR - CLASS 2 - Meet in Microsoft TEAMS from 9 am (CST) to 5 pm (CST)

Saturday, February 28

- o Personal Wellness Plan
- o Discuss Case Conceptualizations – Carole and Derek
- o Adult Assessments
- o Child and Adolescent Assessments
- o Suicide Assessments
- o Cormier: Chapters 4, 5, and 6

Sunday, March 1

- o **Exam 4**: Cormier: Chapter 4
- o **Exam 5:** Cormier: Chapter 5
- o **Exam 6:** Cormier: Chapter 6

   o **Case Conceptualization Choice in Discussion Board**

MODULE FIVE Due March 27

  Prepare for Class

Complete your Personal Wellness Plan

Complete the following trainings, and submit by 11:59 pm CST

   o **Mental Health, Suicide, and Addictions** Modules for School Counseling
    Students / Certificates – submit in Blackboard and Organizations: Graduate TEA
    Certification Resources Org (required by TEA)
   o **Human Trafficking Training** and the **Jurisprudence Exam** for Clinical Mental
    Health Students / Certificate – Submit in Blackboard (required by the LPC Board)

MODULE SIX - CLASS 3 - Meet in Microsoft TEAMS from 9 am (CST) to 5 pm (CST)

Saturday, March 28

   o Cormier: Chapters 7 and 8
   o Discuss Personal Wellness Plan

Sunday, March 29

   o Personal Wellness Plan by 11:59 (CST), Midnight (Submit through Blackboard)
   o **Exam 7**: Cormier: Chapter 7
   o **Exam 8**: Cormier: Chapter 8

**COUNSELOR EDUCATION COMPREHENSIVE EXAM –
April 11 AT SRSU ALPINE CAMPUS FROM 1-5 pm CST**

MODULE SEVEN – Due April 24

  Prepare for Class

MODULE EIGHT - CLASS 4 - Meet in Microsoft TEAMS from 9 am (CST) to 6:00 pm (CST)

  Saturday, April 25

   o Cormier: Chapters 9 and 10
   o Oral Case Presentations

  Sunday, April 26

   o Written Case Presentation by 12:00 (CST), Midnight (submit through Blackboard)
   o Personal Growth Experience by 12:00 (CST), Midnight (submit through
    Blackboard)
   o **Exam 9**: Cormier Chapters 9
   o **Exam 10:** Cormier Chapter 10

May 9 - Graduation

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						

Comments:_____
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Assignment:_____ Date:_____