

FIELD SITE SUPERVISOR'S MANUAL

For CNEP 5397 Practicum & CNEP 5698 Internship

**Texas A&M
University-Corpus
Christi**

**College of
Education and
Human
Development**

**Department of
Counseling and
Educational
Psychology**

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Revised August 2016



DEPARTMENT OF COUNSELING & EDUCATIONAL PSYCHOLOGY
COLLEGE OF EDUCATION

6300 OCEAN DRIVE, UNIT 5834
CORPUS CHRISTI, TEXAS 78412-5834
O 361.825.3393 F 361.825.3377
HTTP://EDUCATION.TAMUCC.EDU

Dear Site Supervisor,

Mental health professionals who supervise the Texas A&M University-Corpus Christi practicum and internship students during the field experience play a crucial role in the training of future counselors. Whether our counselors-in-training aspire to work primarily in areas involving clinical mental health, addictions, school, or marriage, couple, and family, they benefit greatly from the supervision and opportunities in the community that are possible because of you.

Accreditation, licensure, and certification standards require that counseling students have some experience in the real world and be supervised by qualified community helpers in addition to university instructors. The Counseling and Educational Psychology faculty of Texas A&M University-Corpus Christi appreciates your willingness both to provide a field experience site and to share your knowledge and experience with our students. We hope that, in return, they provide a valuable service to your agency, institution, or school.

The Field Site Supervisor's Manual is intended to guide the site supervisory process and clarify the roles and responsibilities of the student, university, university instructor, site, and site supervisor. Your ideas and suggestions are welcome and will assist us to continually improve the quality of the field experience and the efficiency of our working relationship.

Sincerely,

A handwritten signature in cursive script that reads "Marvarene Oliver".

Marvarene Oliver, Ed.D., LPC, LMFT
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Approved Supervisor, LPC, LMFT
Practicum/Internship Coordinator
Counseling and Educational Psychology Department
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Texas A&M University-Corpus Christi
College of Education
Department of Counseling and Educational Psychology

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Texas A&M University-Corpus Christi
College of Education
Department of Counseling and Educational Psychology

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Texas A&M University-Corpus Christi
College of Education

Department of Counseling and Educational Psychology

Introduction to Practicum/Internship

The Field Site Supervisor's Manual serves as an overview of the Counseling and Educational Psychology program, describes the practicum/internship field experience, explains practicum/internship requirements, provides a relevant time-line of activities, and includes a copy of all necessary forms. The manual provides the basics and you are encouraged to contact the university practicum/internship instructor or practicum/internship coordinator, Dr. Marvarene Oliver, with other questions.

The master's counseling program at Texas A&M University-Corpus Christi is in the Counseling and Educational Psychology Department of the College of Education and consists of a Master of Science degree in counseling and educational psychology. The degree has four program options: Clinical Mental Health; Marriage, Couple, and Family Counseling; School Counseling; and Addictions Counseling. All are accredited by The Council on Accreditation of Counseling and Counseling Related Programs (CACREP). In addition to the common core, students complete academic and field experiences in their chosen emphasis area. Many students pursue their studies on a part-time basis. Most students attend summer sessions as well as spring and fall semesters.

Begun in 1973, the practicum/internship courses serve as the capstone experience in the education of master's degree counseling students. The Field Experience includes CNEP 5397 Practicum (3 semester hours) and CNEP 5698 Internship (6 semester hours) and is usually completed in three semesters. Students complete prerequisite courses before enrolling in practicum/internship classes. To support professional development and learning during practicum/internship, the student receives at least two kinds of supervision: on-site supervision and university supervision. Practicum and internship students receive an average of 1.5 hours of weekly group supervision from a university instructor. Practicum students also receive one hour of individual/triadic supervision from both a university supervisor and a site supervisor. Internship students receive one hour of individual/triadic supervision from the site supervisor.

The purpose of the master's level internship program is to provide students an entry-level professional experience, under supervision, in a setting appropriate for their chosen program option. Faculty and staff members in the Counseling and Educational Psychology Department as well as in the College of Education appreciate the site supervisor's role in training of master's-level counseling students from the University. The high-quality training experiences provided by site supervisors at various field sites allow students to have connections with professional mentors in the field. The broad range of practicum/internship sites available to students also offers diverse possibilities for our counselors-in-training. Students have the opportunity to perform a variety of counseling activities and experience the work routine in a community agency, institution, or school under the close supervision of an experienced professional role model.

Required Hours for Practicum/Internship

All students are required to obtain a total of 700 hours, including at least 280 direct hours. Practicum requires, specifically, 100 hours (at least 40 direct), and the remaining 600 (at least 240 direct) are obtained across two semesters of internship. The Practicum/Internship Log provides specific examples of direct and indirect hours.

Internship students are able to include internship class meetings/supervision in the total number of hours; however, practicum students are not.

Students seeking the school counseling emphasis must complete the internship hours primarily in a school setting. However, they are free to complete the practicum experience in any appropriate counseling setting.

Those students pursuing the **marriage, couple, and family counseling** program should provide services with a systemic focus during their internships, and at least 80 hours (1/3) of the total 240 direct hours must be work with couples, families, and parent-child relationships. The marriage and family field site supervisor must have a degree, credentials such as AAMFT Clinical Membership, license, certification, or training in marriage and family counseling. This is in addition, of course, to a master's degree in counseling or a related field and two years professional experience.

Students pursuing the **addictions program emphasis** must obtain at least half of their overall internship hours in a setting serving clients with substance abuse concerns. Of those hours, a minimum of 20 hours is required in each of the following areas: clinical evaluation; treatment planning; referral; service coordination; counseling; client, family, and community education; documentation; and, professional and ethical responsibilities.

Responsibilities of the Agency, Institution, or School Site

1. The site shall provide orientation for the student in regard to site's purpose, function, and administrative procedures.
2. The site shall be responsible for the assignment and administrative supervision of tasks within the student's capabilities which allows him/her to use and further develop her/his counseling knowledge, attitudes, values, and skills. This will include direct work with clients, relationships with staff and other agencies or schools, and attendance at staff meetings.
3. The site will provide space, equipment and supplies as needed by the student to carry out site assignments.
4. The site will allow the student to gain a variety of supervised experiences.
5. With written permission of the clients involved, the site will allow the student to obtain audio and/or videotapes for supervision of the students' interactions with clients.
6. The assigned site supervisor will provide one hour per week of supervision for the student(s) and be available for consultation.

Responsibilities of the Site Supervisor

1. A site supervisor must have a minimum of a master's degree in counseling or a related profession, including appropriate certifications and/or licenses.

2. The site supervisor is expected to have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instruction.
3. The site supervisor is expected to have knowledge of the counseling program's expectations, requirements, and evaluation procedures for students. The university is responsible for providing the site supervisor with the Field Site Supervisor's Manual as well as on-going training.
4. The site supervisor is expected to be knowledgeable about counseling supervisory processes and practices.
5. The site supervisor will orient the student to the site and specific duties.
6. The site supervisor will meet with the student one hour weekly, supervise the student's performance, and sign the student's weekly log.
7. The site supervisor will provide supervision in accordance with the guidelines established by the site for all regular personnel and the guidelines for supervisors as recommended by the American Counseling Association (ACA) located at http://aca.convio.net/site/PageServer?pagename=resources_ethics
8. The site supervisor will provide a mid semester written evaluation of the student's knowledge, skills, and personal and professional development during each semester of the practicum and internship experience. In occasional cases, the site supervisor may be requested to complete a written final evaluation. The Department of Counseling and Educational Psychology will provide these forms. The practicum or internship grade will reflect the evaluation of both the on-site and university supervisor, with the university supervisor having the final responsibility for grade assignment.
9. The site supervisor is strongly encouraged to initiate contact with the university instructor, or Practicum and Internship Coordinator as soon as there are any questions or concerns regarding the student, expectations, or responsibilities.

Responsibilities of the University

1. The TAMU-CC Counseling & Educational Psychology program will provide a syllabus describing the specific practicum/internship requirements.
2. The TAMU-CC Counseling & Educational Psychology program will provide one hour of individual or triadic supervision each week for practicum.
3. The TAMU-CC Counseling & Educational Psychology program will provide an average of 1 1/2 hours of weekly group supervision for practicum and internship.
4. The TAMU-CC Counseling & Educational Psychology program will provide additional experiences and resources including professional seminars, audio/videotaping, live supervision, and referral source information for client as well as student intern needs as appropriate.
5. The TAMU-CC Counseling and Educational Psychology program will provide regular opportunities for supervision training.
6. The TAMU-CC Counseling & Educational Psychology program will maintain periodic contact with the site supervisor and the student to discuss the student's progress, including no less than one on-site visit by the university internship supervisor for the purpose of meeting with the site supervisor.
7. The TAMU-CC Counseling & Educational Psychology program will counsel, teach, train, and supervise using guidelines recommended by the American Counseling Association (ACA) located at http://aca.convio.net/site/PageServer?pagename=resources_ethics

8. The TAMU-CC Counseling & Educational Psychology program will maintain appropriate records for registration and grading.
9. Registration for practicum/internship includes a fee for liability insurance to cover each student enrolled for the practicum/internship experience. Verification of liability insurance will be kept in the Administrative Assistant's office.

Responsibilities of the Student

1. The counseling student is responsible for contacting sites and securing a practicum/internship site. Faculty advising and a list of potential sites are available to assist counseling students in the process.
2. The student is responsible for making sure that the site supervisor has the necessary forms and that the forms are completed on time.
3. The student will be at the agreed upon location at times scheduled by the site supervisor and student.
4. The student will fulfill assigned duties and responsibilities as agreed on by the student, site supervisor and the university instructor.
5. The student will attend an average of 1 1/2 hours of weekly group supervision meetings with university instructor at TAMU-CC.
6. The practicum (CNEP 5397) student will attend 1 hour of weekly individual/triadic supervision meetings with university instructor or assigned supervisor at TAMU-CC.
7. Both practicum and internship (CNEP 5397 & CNEP 5698) students are required to attend 1 hour of weekly individual/triadic supervision meetings with the site supervisor.
8. The student will complete assignments as described in the class syllabus.
9. The student will keep a weekly log of time spent that will be reviewed and signed by site supervisor and university instructor.
10. The student will read the ACA Code of Ethics and use as a guide for ethical and professional practice. http://aca.convio.net/site/PageServer?pagename=resources_ethics

Timeline of Activities for Site Supervisors

The practicum/internship student is responsible for knowing and ensuring that all practicum and internship requirements are met and procedures are followed.

The Semester Before Practicum/Internship is to Begin

1. Interview and consider prospective interns who call and apply for placement.
2. Sign Application for Practicum/Internship form if applicant is accepted for placement.

Before or Immediately upon Practicum/Internship Experience Beginning

Sign Practicum or Internship Field Site Supervisor Agreement

During Practicum or Internship Experience

1. Meet with the practicum/internship student weekly for one hour of individual supervision.
2. Review and sign the intern's Weekly Log to verify hours and activities.
3. At mid-semester, complete, review with student, and sign Mid-Semester Evaluation of Practicum/Internship Student form to university instructor.
4. Meet with the intern's university instructor for a brief conference. The university instructor or the intern will arrange this meeting.

At the Conclusion of Practicum/Internship

1. Complete, review with student, and sign Final Evaluation of Practicum/Internship Student.
2. Consult with university instructor about final evaluation as desired.
3. Review and sign intern's final Weekly Log to verify cumulative hours and activities.

Supervision Training

Twice a year, the Counseling and Educational Psychology Department offers training in supervision. The training provides one hour of CEU in supervision through Chi Sigma Iota. All site supervisors for our program are required by the Council for Accreditation of Counseling and Related Educational Programs to have training in supervision. Thus, we provide on-going training opportunities for those who generously provide site supervision for our students. Training is provided by one of the faculty members who regularly teach practicum or internship. The hour-and-a-half meeting also provides the opportunity for site supervisors to share the wealth of information they have with each other, to find out about any changes in departmental goals and objectives, and to network.

Additional Information

While our counselors-in-training have all the necessary forms for site supervisors in their Practicum/Internship Handbooks, they are included here, as well. Also included are the Student Review and Retention Policy and the Student Competency Evaluation that are used by faculty members with students we believe would benefit from or require a formal remediation process. At any time, a site supervisor can contact a counselor-in-training's faculty instructor or Marvarene Oliver, Coordinator of Practicum/Internship, to discuss student issues that perhaps should be addressed via the Student Competency Evaluation.

In addition, standard syllabi for practicum and for internship are included. In the syllabi, you will see a Professional Issues and Behavior Rating Scale that is completed on each practicum/internship student every semester they are enrolled in these courses. While designed for faculty members, site supervisors are welcome to use them, either as a way to clarify discussion with a student who is having difficulty or to provide feedback to the faculty instructor about a student who causes concern.

Department of Counseling and Educational Psychology
Texas A&M University-Corpus Christi
Practicum/Internship

PRACTICUM/INTERNSHIP APPLICATION
CNEP 5397__ 5698(1)__ 5698(2)__

Name _____ Date _____

Phone: Daytime ____/____ Evening ____/____

Address _____

E-mail _____ BannerID _____

Total hours completed in program _____ Departmental Advisor _____

Emphasis: Clinical Mental Health _____ MCFC _____ School _____ Addictions _____

Practicum/Internship Site

Name of Agency or School _____

Phone _____

Address _____

Site Supervisor _____

Site Supervisor's Degree, License, Certification _____

Site Supervisor's Signature _____

This form **must** be submitted with a transcript (all students) and a copy of degree plan (practicum students only) to the Departmental Administrative Assistant **during the semester prior to field experience**. You will not be able to register until permitted into class.

Requested Practicum/Internship Class

1st Choice Semester _____ CNEP _____ Call Number _____ Time _____

2nd Choice Semester _____ CNEP _____ Call Number _____ Time _____

Department of Counseling and Educational Psychology
Texas A&M University-Corpus Christi
Practicum/Internship

Attestation Form

Note: The attestation must be submitted with the practicum/internship application. Applications are not complete until the form is submitted.

For the purposes of this document, *pending or previous investigations or adverse findings* refers to legal, ethical, or on-the-job circumstances that are or could reasonably be seen as related to counseling or educational practice.

Please check one and add your signature.

- I attest that there are no pending or previous investigations or adverse findings regarding professional behavior related to counseling or educational practice.

- I attest that there ARE pending investigations regarding professional behavior related to counseling or educational practice. I acknowledge that I must meet with the department chair and the coordinator of practicum/internship prior to being permitted to enroll or to remain enrolled.

- I attest that there has been investigation in the past regarding professional behavior with adverse findings regarding professional behavior related to counseling or educational practice. I acknowledge that I must meet with the department chair and the coordinator of practicum/internship prior to being permitted to enroll or to remain enrolled.

Signature

Date

Department of Counseling and Educational Psychology Texas A&M University-Corpus Christi
Practicum/Internship

CNEP 5397 PRACTICUM FIELD SITE SUPERVISOR AGREEMENT

This Agreement, by and between

Department of Counseling and Educational Psychology
College of Education, Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412
(361) 825-2442 or 825-3467
FAX (361) 825-3301

AND

Agency or School: _____

Address: _____

City, State, Zip: _____

Phone: _____

AND

Student Name: _____

Address: _____

City, State, Zip: _____

Phone: _____ (Home) _____ (Work)

E-mail: _____

for the purpose of providing a practicum in counseling for the above-named student.

Begin Term: _____ End Term: _____

Emphasis: Mental Health _____ Marriage & Family _____ School Counseling _____

University Instructor: _____

The student will be working primarily with the following type(s) of clients:

IT is mutually agreed:

A. That the above named **AGENCY OR SCHOOL** will provide the following:

1. Supervision performed by:

Name: _____

Degree(s) held: _____

Licensure/Certifications: _____

Relevant Work Experience: _____

E-mail Address: _____

2. Orientation to site and the specific duties of the student.

3. Weekly review of student's performance via a one-hour individual meeting with the student and review and approval of student's weekly practicum log.

4. Direct observation of some counseling sessions. Audio- or video-taping **may** or **may not be** performed at this site (*please circle one*).

5. Supervision in accordance with the guidelines established by the site for all regular personnel and the guidelines for supervisors as recommended by the American Counseling Association (ACA) located at http://aca.convio.net/site/PageServer?pagename=resources_ethics

B. That the **STUDENT** will:

1. Be at the agreed upon location at times scheduled by the site supervisor and student:

2. Be assigned the following specific duties and responsibilities:

3. Attend at least 15 hours individual/triadic and 23 hours of group supervision with university instructor at TAMU-CC, and one hour of individual site supervision.
4. Complete assignments as described in CNEP 5397 syllabus.
5. Arrange to have some counseling sessions audio/video taped.
6. Keep a weekly log of time spent that will be reviewed and signed by practicum site supervisor and university instructor.
7. Read the ACA Code of Ethics and use as a guide for ethical and professional practice.
<http://www.counseling.org/resources/ethics.htm>

C. That TAMU-CC Counseling & Educational Psychology **PROGRAM** will:

1. Provide a syllabus describing the specific practicum requirements.
2. Provide or supervise 15 hours of individual/triadic and 23 hours of group supervision meetings to discuss common problems and experiences, as well to assist student in case study preparation and other areas of concerns.
3. Provide additional experiences and resources including professional seminars, audio/videotaping, live supervision, and referral source information for client as well as personal needs.
4. Maintain periodic contact with the site supervisor and the student to discuss the student's progress and conduct on-site visit by the university instructor for the purpose of meeting with the site supervisor.
5. Use guidelines established by the ACA Code of Ethics.
6. Maintain appropriate records for registration and grading.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties discuss why these expectations have not been met at the earliest possible date.

The following signatures verify agreement of the stated conditions:

Student Signature: _____ Date: _____

Site Supervisor: _____ Date: _____

University Instructor: _____ Date: _____

Other Site Representative (optional): _____ Date: _____

Department of Counseling and Educational Psychology
Texas A&M University-Corpus Christi
Practicum/Internship

INTERNSHIP FIELD SITE SUPERVISOR AGREEMENT
CNEP 5698(1)____ 5698(2)____

This Agreement, by and between

Department of Counseling and Educational Psychology
College of Education, Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412
(361) 825-2442 or 825-3467
FAX (361) 825-3301

AND

Agency or School: _____

Address: _____

City, State, Zip: _____

Phone: _____ Supervisor E-mail: _____

AND

Student Name: _____

Address: _____

City, State, Zip: _____

Phone: _____ E-mail: _____

for the purpose of providing an internship in counseling for the above-named student.

Begin Term: _____ End Term: _____

Emphasis: Mental Health _____ Marriage & Family _____ School Counseling _____

University Instructor: _____

The student will be working primarily with the following type(s) of clients:

IT is mutually agreed:

A. That the above named **AGENCY OR SCHOOL** will provide the following:

1. Supervision performed by:

Name: _____

Degree(s) held: _____

Licensure/Certifications: _____

Relevant Work Experience: _____

E-mail Address: _____

2. Orientation to site and the specific duties of the student.

3. Weekly review student's performance via a one-hour individual meeting with the student and review and approve student's weekly internship log.

4. Direct observation of some counseling sessions. Audio- or video-taping **may** or **may not be** performed at this site (*please circle one*).

5. Supervision in accordance with the guidelines established by the site for all regular personnel and the guidelines for supervisors as recommended by the American Counseling Association (ACA) located at http://aca.convio.net/site/PageServer?pagename=resources_ethics

B. That the **STUDENT** will:

1. Be at the agreed upon location at times scheduled by the site supervisor and student:

2. Be assigned the following specific duties and responsibilities:

3. Attend one hour of weekly individual/triadic supervision with the site supervisor and at least 23 hours of group supervision meetings with university instructor at TAMU-CC.
4. Complete assignments as described in CNEP 5698 syllabus.
5. Arrange to have some counseling sessions audio/video taped.
6. Keep a weekly log of time spent that will be reviewed and signed by internship site supervisor and university instructor.
7. Read the ACA Code of Ethics and use as a guide for ethical and professional practice. <http://www.counseling.org/resources/ethics.htm>

C. That TAMU-CC Counseling & Educational Psychology **PROGRAM** will:

1. Provide a syllabus describing the specific internship requirements.
2. Provide at least 23 hours of group supervision to discuss common problems and experiences, as well to assist student in case study preparation and other areas of concerns.
3. Provide additional experiences and resources including professional seminars, audio/videotaping, live supervision, and referral source information for client as well as personal needs.
4. Maintain periodic contact with the site supervisor and the student to discuss the student's progress, and, if appropriate, one on-site visit by the university internship supervisor for the purpose of meeting with the site supervisor.
5. Use guidelines established by the ACA Code of Ethics.
6. Maintain appropriate records for registration and grading.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties discuss why these expectations have not been met at the earliest possible date.

The following signatures verify agreement of the stated conditions:

Student Signature: _____ Date: _____

Site Supervisor: _____ Date: _____

University Instructor: _____ Date: _____

Other Site Representative (optional): _____ Date: _____

Texas A&M University-Corpus Christi
College of Education
Department of Counseling and Educational Psychology

**MIDSEMESTER EVALUATION OF PRACTICUM/INTERNSHIP STUDENT
BY SITE SUPERVISOR**

Student Name: _____ Date: _____

Practicum/Internship Site: _____

Site Supervisor: _____

Please indicate student's skill/performance levels in the following areas by circling the appropriate number. Please keep in mind that faculty members are looking, in part, for growth. A frank evaluation at mid-semester may allow for growth to be demonstrated by the end of the semester. Open-ended comments are requested the last page of the evaluation.

(1) unsatisfactory (2) adequate (3) good (4) very good (5) outstanding (N/A) not applicable/not observed

PROCESS AND SKILLS

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Maintains a helpful counseling relationship. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Refrains from being judgmental. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Demonstrates individual counseling skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Demonstrates couple and family counseling and therapy skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Demonstrates group facilitation skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Demonstrates listening skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Demonstrates appropriate use of open-ended questions/responses. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Demonstrates appropriate use of confrontation, questions, clarification. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Identifies and explores problems. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Ability to diagnose and describe the symptoms and clinical presentation of clients with mental disorders and/or conditions, including addictive disorders, using appropriate diagnostic tools. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. Conceptualizes an appropriate diagnosis using the current edition of the <i>DSM</i> and communicates the differential diagnosis with collaborating colleagues. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. Assists clients through stages of problem-solving. | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. Develops a treatment plan. | 1 | 2 | 3 | 4 | 5 | N/A |
| 14. Maintains client focus on topic. | 1 | 2 | 3 | 4 | 5 | N/A |

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 15. Ends counseling sessions effectively. | 1 | 2 | 3 | 4 | 5 | N/A |
| 16. Refers clients to appropriate sources if necessary, and maintains current community information regarding resources. | 1 | 2 | 3 | 4 | 5 | N/A |
| 17. Individualizes intervention strategies to each client. | 1 | 2 | 3 | 4 | 5 | N/A |
| 18. Provides counseling and education about addictive disorders to clients and client families as appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 19. Selects and/or uses appropriate assessments, with attention to cultural bias. | 1 | 2 | 3 | 4 | 5 | N/A |
| 20. Assesses for threat of harm to self/others, domestic violence, psychoactive substance toxicity, intoxication, and withdrawal. | 1 | 2 | 3 | 4 | 5 | N/A |
| 21. Modifies counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction, couple and family, and clinical mental health clients, and/or students in the school environment. | 1 | 2 | 3 | 4 | 5 | N/A |
| 22. Applies relevant research findings to inform the practice of addiction, marriage, couple, and family, and clinical mental health counseling as well as school-based services. | 1 | 2 | 3 | 4 | 5 | N/A |
| 23. Develops measurable outcomes for counseling programs, interventions, and treatments in the practice of addiction; marriage, couple, and family; and Clinical mental health counseling as well as school-based services. | 1 | 2 | 3 | 4 | 5 | N/A |
| 24. Demonstrates understanding of the operation of the emergency management system within schools, addiction agencies, community mental health agencies, and agencies serving marriage, couple, and family clients. | 1 | 2 | 3 | 4 | 5 | N/A |

PERSONAL AND PROFESSIONAL BEHAVIOR

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Displays commitment to profession. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Practices ethical behavior. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Maintains client confidentiality when working with individual, couples, families, and groups. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Engages in positive working relationship with staff. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Consults with administrator/supervisor regarding concerns. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Demonstrates acceptance of supervision. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Takes initiative in learning new skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Demonstrates good judgment. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Is punctual arriving at site and with clients. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Recognizes own competencies and skills and shares them with peers and supervisors. | 1 | 2 | 3 | 4 | 5 | N/A |

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 11. Communicates in an open, clear, comfortable way. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. Recognizes own deficiencies and works to overcome them. | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. Demonstrates responsible and conscientious behavior. | 1 | 2 | 3 | 4 | 5 | N/A |
| 14. Demonstrates professional attitude with clients/students, colleagues, and supervisors. | 1 | 2 | 3 | 4 | 5 | N/A |
| 15. Uses appropriate and current record-keeping standards in accordance with ethical and legal requirements and standards of site and program. | 1 | 2 | 3 | 4 | 5 | N/A |
| 16. Demonstrates ability to recognize personal limitations and seek consultation and/or supervision as appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 17. Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients seeking assistance with clinical mental health, couple and family, school, and/or addiction concerns. | 1 | 2 | 3 | 4 | 5 | N/A |
| 18. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. | 1 | 2 | 3 | 4 | 5 | N/A |

**The following sections apply to specific program emphases. Supervisees should indicate the area of emphasis on consistent with the degree plan for supervisor evaluation.*

SCHOOL COUNSELING EMPHASIS ONLY

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Performs appropriate documentation in student records, including computer-assisted record keeping. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Has knowledge of resources available to schools via district and community and makes appropriate referrals | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Consults appropriately with teachers, parents, and administrators. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Conducts programs designed to eliminate barriers and enhance student academic development. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Conducts classroom guidance activities utilizing differential instructional strategies appropriate for students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Ability to administer and interpret educational tests. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Utilizes counseling theories effective in school settings. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Follows school policies and procedures. | 1 | 2 | 3 | 4 | 5 | N/A |

- | | |
|---|---------------|
| 11. Assesses barriers impeding student academic, career, and personal/social development. | 1 2 3 4 5 N/A |
|---|---------------|

ADDICTIONS COUNSELING EMPHASIS ONLY

- | | |
|--|---------------|
| 1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling. | 1 2 3 4 5 N/A |
| 2. Individualizes helping strategies and treatment modalities to each client's stage of dependence, change, or recovery. | 1 2 3 4 5 N/A |
| 3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. | 1 2 3 4 5 N/A |
| 4. Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions. | 1 2 3 4 5 N/A |
| 5. Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders. | 1 2 3 4 5 N/A |
| 6. Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse. | 1 2 3 4 5 N/A |
| 7. Applies assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care. | 1 2 3 4 5 N/A |
| 8. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling. | 1 2 3 4 5 N/A |

MARRIAGE, COUPLE, AND FAMILY COUNSELING EMPHASIS ONLY

- | | |
|--|---------------|
| 1. Demonstrates understanding of legal and ethical requirements concerning confidentiality when working with couples and families. | 1 2 3 4 5 N/A |
| 2. Demonstrates the ability to provide appropriate counseling services to diverse and multicultural family systems, recognizing societal trends and treatment issues impacting them. | 1 2 3 4 5 N/A |
| 3. Demonstrates the ability to intervene in marriage, couple, and family systems using systemic approaches and reflecting application of current and relevant research. | 1 2 3 4 5 N/A |
| 4. Demonstrates the ability to work with a wide variety of issues in the context of relationships and using relational interventions. | 1 2 3 4 5 N/A |
| 5. Demonstrates the ability to use wellness, developmental, and preventive approaches in working with marriages, couples, and families. | 1 2 3 4 5 N/A |

MAJOR STRENGTHS

AREAS IN NEED OF IMPROVEMENT

Site Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

University Instructor Signature: _____ Date: _____

Texas A&M University-Corpus Christi
College of Education
Department of Counseling and Educational Psychology

**FINAL EVALUATION OF PRACTICUM/INTERNSHIP STUDENT
BY SITE SUPERVISOR**

Student Name: _____ Date: _____

Practicum/Internship Site: _____

Site Supervisor: _____

Please indicate student's skill/performance levels in the following areas by circling the appropriate number. Please keep in mind that faculty members are looking, in part, for growth. A frank evaluation at mid-semester may allow for growth to be demonstrated by the end of the semester. Open-ended comments are requested the last page of the evaluation.

(1) unsatisfactory (2) adequate (3) good (4) very good (5) outstanding (N/A) not applicable/not observed

PROCESS AND SKILLS

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Maintains a helpful counseling relationship. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Refrains from being judgmental. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Demonstrates individual counseling skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Demonstrates couple and family counseling and therapy skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Demonstrates group facilitation skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Demonstrates listening skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Demonstrates appropriate use of open-ended questions/responses. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Demonstrates appropriate use of confrontation, questions, clarification. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Identifies and explores problems. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. Ability to diagnose and describe the symptoms and clinical presentation of clients with mental disorders and/or conditions, including addictive disorders, using appropriate diagnostic tools. | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. Conceptualizes an appropriate diagnosis using the current edition of the <i>DSM</i> and communicates the differential diagnosis with collaborating colleagues. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. Assists clients through stages of problem-solving. | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. Develops a treatment plan. | 1 | 2 | 3 | 4 | 5 | N/A |
| 14. Maintains client focus on topic. | 1 | 2 | 3 | 4 | 5 | N/A |

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 15. Ends counseling sessions effectively. | 1 | 2 | 3 | 4 | 5 | N/A |
| 17. Refers clients to appropriate sources if necessary, and maintains current community information regarding resources. | 1 | 2 | 3 | 4 | 5 | N/A |
| 17. Individualizes intervention strategies to each client. | 1 | 2 | 3 | 4 | 5 | N/A |
| 24. Provides counseling and education about addictive disorders to clients and client families as appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 25. Selects and/or uses appropriate assessments, with attention to cultural bias. | 1 | 2 | 3 | 4 | 5 | N/A |
| 26. Assesses for threat of harm to self/others, domestic violence, psychoactive substance toxicity, intoxication, and withdrawal. | 1 | 2 | 3 | 4 | 5 | N/A |
| 27. Modifies counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction, couple and family, and clinical mental health clients, and/or students in the school environment. | 1 | 2 | 3 | 4 | 5 | N/A |
| 28. Applies relevant research findings to inform the practice of addiction, marriage, couple, and family, and clinical mental health counseling as well as school-based services. | 1 | 2 | 3 | 4 | 5 | N/A |
| 29. Develops measurable outcomes for counseling programs, interventions, and treatments in the practice of addiction, marriage, couple, and family, and clinical mental health counseling as well as school-based services. | 1 | 2 | 3 | 4 | 5 | N/A |
| 30. Demonstrates understanding of the operation of the emergency management system within schools, addiction agencies, community mental health agencies, and agencies serving marriage, couple, and family clients. | 1 | 2 | 3 | 4 | 5 | N/A |

PERSONAL AND PROFESSIONAL BEHAVIOR

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Displays commitment to profession. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Practices ethical behavior. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Maintains client confidentiality when working with individual, couples, families, and groups. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Engages in positive working relationship with staff. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Consults with administrator/supervisor regarding concerns. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Demonstrates acceptance of supervision. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Takes initiative in learning new skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Demonstrates good judgment. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Is punctual arriving at site and with clients. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Recognizes own competencies and skills and shares them with peers and supervisors. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. Communicates in an open, clear, comfortable way. | 1 | 2 | 3 | 4 | 5 | N/A |

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 12. Recognizes own deficiencies and works to overcome them. | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. Demonstrates responsible and conscientious behavior. | 1 | 2 | 3 | 4 | 5 | N/A |
| 14. Demonstrates professional attitude with clients/students, colleagues, and supervisors. | 1 | 2 | 3 | 4 | 5 | N/A |
| 18. Uses appropriate and current record-keeping standards in accordance with ethical and legal requirements and standards of site and program. | 1 | 2 | 3 | 4 | 5 | N/A |
| 19. Demonstrates ability to recognize personal limitations and seek consultation and/or supervision as appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 20. Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients seeking assistance with clinical mental health, couple and family, school, and/or addiction concerns. | 1 | 2 | 3 | 4 | 5 | N/A |
| 21. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. | 1 | 2 | 3 | 4 | 5 | N/A |

**The following sections apply to specific program emphases. Supervisees should indicate the area of emphasis on consistent with the degree plan for supervisor evaluation.*

SCHOOL COUNSELING EMPHASIS ONLY

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Performs appropriate documentation in student records, including computer-assisted record keeping. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Has knowledge of resources available to schools via district and community and makes appropriate referrals. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Consults appropriately with teachers, parents, and administrators. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Conducts programs designed to eliminate barriers and enhance student academic development. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Provides classroom guidance activities using differential instructional strategies appropriate for students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Ability to administer and interpret educational tests. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Utilizes counseling theories effective in school settings. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Follows school policies and procedures. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. Assesses barriers impeding student academic, career, and personal/social development. | | | | | | |

ADDICTIONS COUNSELING EMPHASIS ONLY

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Individualizes helping strategies and treatment modalities to each client's stage of dependence, change, or recovery. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Applies assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling. | 1 | 2 | 3 | 4 | 5 | N/A |

MARRIAGE, COUPLE, AND FAMILY COUNSELING EMPHASIS ONLY

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Demonstrates understanding of legal and ethical requirements concerning confidentiality when working with couples and families. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Demonstrates the ability to provide appropriate counseling services to diverse and multicultural family systems, recognizing societal trends and treatment issues impacting them. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Demonstrates the ability to intervene in marriage, couple, and family systems using systemic approaches and reflecting application of current and relevant research. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Demonstrates the ability to work with a wide variety of issues in the context of relationships and using relational interventions. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Demonstrates the ability to use wellness, developmental, and preventive approaches in working with marriages, couples, and families. | 1 | 2 | 3 | 4 | 5 | N/A |

MAJOR STRENGTHS

AREAS IN NEED OF IMPROVEMENT

Site Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

University Instructor Signature: _____ Date: _____

Texas A&M University-Corpus Christi
College of Education
Department of Counseling and Educational Psychology

**EVALUATION OF SITE SUPERVISOR AND FIELD SITE
BY PRACTICUM/INTERNSHIP STUDENT**

Student Name: _____ Date: _____

Field Site: _____

Field Site Address: _____

Field Site Phone Number: _____

Site Supervisor: _____

This form is to be completed by the student and turned in to the university instructor. Please give feedback for the supervisor and site by circling the appropriate rating (1) poor, (2) fair, (3) good, (4) very good, (5) excellent, or (N/A) not applicable.

SUPERVISION SKILLS

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. Performs supervisory functions as teacher, counselor, or consultant as appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Raises questions that encourage supervisee to explore alternatives in problem solving, seeking solutions, and responding to clients. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Establishes good rapport with supervisee. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Supports supervisee's professional development. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Provides clear and useful suggestions. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Is sensitive to individual differences and demonstrates flexibility in the supervisory relationship. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Assists supervisee in conceptualizing cases. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Gives appropriate feedback to supervisee. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Confronts supervisee when appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Helps supervisee assess own strengths. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. Assists supervisee in planning effective client goals and objectives when cases are shared. | 1 | 2 | 3 | 4 | 5 | N/A |

- | | |
|---|---------------|
| 12. Has knowledge of supervisee's professional and personal strengths and weaknesses. | 1 2 3 4 5 N/A |
|---|---------------|

SUPERVISOR EFFECTIVENESS

- | | |
|---|---------------|
| 1. Your overall satisfaction with supervisor. | 1 2 3 4 5 N/A |
| 2. Interactions with supervisor contributed to improving your counseling ability. | 1 2 3 4 5 N/A |
| 3. Interactions with supervisor contributed to increasing your self – confidence as a counselor . | 1 2 3 4 5 N/A |

SITE EVALUATION

- | | |
|---|---------------|
| 1. Appropriateness of the site to your orientation within the counseling program. | 1 2 3 4 5 N/A |
| 2. Adequacy of the physical facilities. | 1 2 3 4 5 N/A |
| 3. Receptivity of staff toward you as an internship student. | 1 2 3 4 5 N/A |
| 4. Availability of clients for counseling sessions. | 1 2 3 4 5 N/A |
| 5. Receptivity of clients to you as an internship student. | 1 2 3 4 5 N/A |
| 6. Provision of a variety of professional tasks and activities. | 1 2 3 4 5 N/A |
| 7. Availability of needed resources. | 1 2 3 4 5 N/A |
| 8. Staff support for consultation. | 1 2 3 4 5 N/A |
| 9. Provision of appropriate orientation to site and training. | 1 2 3 4 5 N/A |
| 10. OVERALL RATING of this site for future students. | 1 2 3 4 5 N/A |

COMMENTS

Continuing Supervision

Please complete the following checklist and return with proper documentation to your *current* practicum or internship instructor for inclusion in your file.

Student:	CNEP 5698 (1)____(2)____
Professor for upcoming semester:	Semester:
Forms/Requirements	Date completed/Signature
Enrolled in CNEP 5698	Student initials and date required.
Enrolled in Bridge Supervision	Student initials and date required.
Field Site Supervisor Agreement: <i>Keep a copy of the form. You will need to provide it to the instructor of your next semester's class. We will not make copies or otherwise do this for you.</i>	Attach form. Student initials and date required.
Ethics Agreement: <i>Keep a copy of the form. You will need to provide it to the instructor of your next semester's class. We will not make copies or otherwise do this for you.</i>	Attach form. Student initials and date required.
Site Supervisor's Approval for Ongoing Supervision: By signing this form, site supervisor agrees that she/he will provide weekly individual supervision of the counseling intern through the break between semesters as the intern provides services on site.	Site supervisor signature and date required.
Proof of Insurance: A copy of intern's liability insurance card/face sheet, or a copy of ACA or TCA student membership must be attached. Alternatively, the site supervisor, by signature, certifies that the student is covered by agency liability insurance.	Attach proof of insurance. Student initials and date required. If insurance provided by site, site supervisor signature and date required.
Professor's Approval for Ongoing Supervision: The current instructor confirms passing grade to be awarded in practicum or current enrollment in internship. Students with incomplete in practicum may only accrue hours to complete the practicum.	Current faculty signature and date required.

Texas A&M University-Corpus Christi
College of Education
Department of Counseling and Educational Psychology

Practicum/Internship Weekly Log

TAMU-CC College of Education Counseling and Training Program

Student Name _____

Week of _____

Host Organization _____

On-Site Supervisor _____

University Supervisor _____

For each activity listed, list the total number of hours engaged in that activity for each day. For special activities (i.e. seminars, workshops, etc.), list the title as well as the hours spent. Site supervisor must sign off on each weekly log.

FIELD SITE	MON	TUE	WED	THUR	FRI	SAT	SUN	WEEKLY TOTAL	CUMULATIVE TOTAL
Direct	D								
Client(s)-Family									
Client(s)-Group									
Client(s)-Individual									
Classroom Guidance									
Consultation									
Other									
Cummulative Direct Hours									
Indirect									
Recordkeeping									
Individual Supervision									
Group supervision									
Staff Meetings									
Seminars/Workshops									
Other									
Cummulative Indirect hours									
Site Direct/Indirect Totals									
Site Supervisor Signature _____								Date _____	
UNIVERSITY INSTRUCTOR									
Supr.									
Individual Supervision									
Group supervision									
Daily Totals									
University Instructor Signature _____								Date: _____	

Appendix A

Student Review, Remediation, Retention, and Dismissal Policy

In accordance with CACREP accreditation recommendations, students are reviewed and monitored by departmental faculty during their matriculation in the CNEP programs. When a student fails to exhibit behaviors consistent with the expectations of professionals being prepared as counselors who work with a multitude of clients from diverse backgrounds, the *Counseling Student Competency Evaluation Form* (Appendix A) is utilized. The *Professional Issues and Behavior Rating Scale* (Appendix C) may also be used as part of this process. This competency evaluation is used by faculty when a concern is raised about a student's behavior within a class or during an activity sponsored by the TAMUCC College of Education. This form may be used when the student engages in conduct, irrespective of its time or location, which raises substantial questions about the student's ability to perform his or her role as a professional counselor. The purpose of the process is to help monitor the profession and to minimize the possibility of harm to future clients and the public.

If, in the professional judgment of the program faculty a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, and internships), the following actions may be taken:

1. *Consultation:* The instructor of record meets with the student to address issues/concerns. When an instructor identifies an issue related to student competency, the instructor of record may initiate a Student Competency Evaluation and consult with the student. If the instructor and student agree, no further action is required, and the instructor will submit documentation of the consultation to the student's file.
2. *Probation and Remediation:* The student will be placed on probation and the student and the faculty advisor, with the approval of the Department of Counseling and Educational Psychology Review and Retention Committee, will develop a remediation plan. This plan will be in writing and will be signed by both the student and the faculty advisor. A copy of the plan will be provided to the student and a copy will be placed in the student's department file.
3. *Voluntary Resignation:* Recommend the student resign from the program.
4. *Dismissal from the Program:* If a student's unacceptable professional and personal behaviors are deemed severe enough, the Department of Counseling and Educational Psychology Review and Retention Committee will forward an immediate dismissal recommendation to the Graduate School.

Probation and Remediation Procedures

If the program faculty determines the student can benefit from a period of remediation, the following steps will be taken:

1. The instructor of record will meet with the student and address the concerning issues. If no resolution can be met, the student will be referred to the Department of Counseling and Educational Psychology Review and Retention Committee.

2. The Department of Counseling and Educational Psychology Review and Retention Committee will meet with the student and inform the student of the identified problem areas noted by the faculty. The Department of Counseling and Educational Psychology Retention Committee is an ad-hoc committee composed of three faculty members from the Department of Educational Psychology, appointed by the Chair of the Department of Counseling and Educational Psychology. The referring instructor will not serve on this committee.
3. A meeting between the student and the Department of Counseling and Educational Psychology Review and Retention Committee will take place to discuss presenting concerns. The student will have the opportunity to present issues and concerns to the Review and Retention Committee.
4. The student and the Department of Counseling and Education Psychology Review and Retention Committee will develop a plan for remediation of the student's behavior. This plan will (a) behaviorally define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which could include personal counseling, group growth experiences, self-structured behavioral change, and/or additional academic course work or practica, field experiences, etc., (d) designate a way in which the goal attainments will be demonstrated, (e) designate a date for goal attainment or reevaluation.
5. If there is no agreement between the student and the Department of Counseling and Education Psychology Review and Retention Committee, the committee will forward the recommendation to the Department Chair. The student will have a right to appeal the decision with the Department Chair.
6. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file in the department office. With respect to the meeting, a remediation plan will be documented.
7. Upon completion of the remediation plan or assigned date, the student will request from the faculty with whom the student has been working or has had classes, an evaluation of his or her progress on the review feedback forms. The completed forms will be returned to the faculty advisor by the evaluating faculty.
8. At the Department of Counseling and Education Psychology Retention Committee meeting in which the student's progress, or lack thereof, is reviewed, the committee will recommend one of these four options:
 - a. *Continuation in the program*: The specified concerns no longer present a significant problem and the student is allowed to continue in the program.
 - b. *Continued probation and remediation*: If progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.

c. *Voluntary resignation*: Recommend the student resign from the program.

d. *Dismissal from the program*: If the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future, the student will be dismissed from the program.

9. If the recommendation from the committee is 8.a or 8.b, the student will be notified in writing, by the Chair of the Department of Counseling and Education Psychology Review and Retention Committee, of the reevaluation decision.

10. If the recommendation from the committee is 8.c or 8.d, the committee will bring the issues to the faculty meeting and will follow the TAMUCC policy and procedure for academic dismissal in the graduate student catalog.

Appendix B

CNEP Student Competency Evaluation

Students enrolled in the Counseling and Educational Psychology Department must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the current ACA Code of Ethics and any other codes of ethics of relevant professional associations as well as the State of Texas. A student's acceptance in the Counseling and Educational Psychology Department does not guarantee professional fitness, which is required to remain in the program. At any time, if a student does not seem professionally fit, he/she may be referred to a faculty review committee to discuss the student's needs. In accordance with departmental goals and standards, students are expected to exhibit:

- an attitude that respects individual uniqueness and potential growth and development of all individuals;
- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
- awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
- productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others;
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity; and
- a commitment to participation in professional organizations and production and presentation of scholarly papers and publications (Doctoral Students Only).

Name of student: _____

Name of Faculty: _____

Nature of concern: _____

Recommendations: _____

Student Signature _____

Date _____

Faculty Signature _____

Date _____

Appendix C
CNEP 5397 & CNEP 5698 Standard Syllabi

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
CNEP 5397 Practicum
3 semester hours
Standard Syllabus

I. Course Description

CNEP 5397, Practicum, 3 semester hours: A minimum of 100 clock hours of supervised counseling experiences, including 40 hours of direct service with clients. Clinical setting must be approved by the Clinical Coordinator and be appropriate to the student's emphasis. The semester prior to enrollment the student must complete the practicum application process. Prerequisites: A minimum of 12 semester hours of core counseling including CNEP 5304, 5308, 5381, and 5384 must be completed.

II. Rationale

This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. The practicum is a time to build a framework of new professional counseling skills on a foundation of the material learned in the program courses, life experiences, and personal values. It is a time to develop and enhance professional competencies.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

Standard I Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

IV. TExES Competencies

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. Course Objectives/Learning Outcomes

This course is designed to meet 2016 CACREP standards. Specific practicum standards include:

1. CACREP Standard 3-F 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.

2. CACREP Standard 3-G Practicum students complete at least 40 clock hours of direct service.
3. CACREP Standard 3-H Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum (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.
4. CACREP Standard 3-I Practicum students participate in an average of 1.5 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.

In addition to the above practicum standards, the following standards are addressed as appropriate to the student's site.

1. CACREP Standard 2-F-1g Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effect of public policy on these issues.
2. CACREP Standard 2-F-1-i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
3. CACREP Standard 2-F-1-k Strategies for personal and professional self-evaluation and implications for practice.

The SLOs for this course are:

Students will provide direct counseling services and will fulfill additional responsibilities that are common to the role of a counselor at their site. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of B or above in the course as well as 90% of students earning a rating of good or above on the final evaluations by the site supervisor and university instructor.

Students will demonstrate a professional counseling identity in which the importance of credentialing, ethical standards, and professional self-evaluation are evidenced by 90% of students earning ratings of 0 or above on the Professional Issues and Behavior Rating Scale and ratings of adequate or above on 90% of relevant items on the Final Evaluations of the site supervisor and university instructor.

Students will provide counseling services that demonstrate development and application of counseling skills and ethical and multicultural competence. Successfully meeting this SLO will be evidenced by 80% of students earning a rating of 0 or above on the Practicum Tape Rating Scales, ratings of adequate or above on relevant clinical items on Final Evaluations

of the site supervisor and university instructor.

VI. Course Topics

The major topics to be considered are:

Course topics include but are not limited to counseling skills; record keeping; legal and ethical issues; collaboration techniques; suicide assessment and intervention; and designing, implementing, and evaluating courses/programs for clients/students.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

Practicum is a field experience. The in-class work is group supervision, which will include presentation of tapes using audio- and video-tapes as well as case presentations and discussion. As dictated by the needs of the supervision group, some demonstrations and training videos may be used, in addition to presentation of didactic material.

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods of Assessment

Grade assignment is based on your performance in all aspects of the class during the entire semester. This includes performance assessments based on formal evaluations by your site supervisor, individual university supervisor, and university instructor. A student who is asked to leave an internship site for unethical or unprofessional behavior may receive a failing grade and may be asked to retake certain courses and/or seek personal counseling.

A minimum of 100 hours must be spent in the practicum setting, including at least 40 hours of direct counseling. Students will submit audio or videotapes of clinical work as required by the instructor. When the instructor and student cannot arrange for audio/video sessions at the practicum/internship site, the student must seek a secondary practicum/internship site where audio/video taping will be permitted. Some counseling sessions of each student will be directly observed by supervisors during each semester. **Please note: You must obtain all group supervision hours, both group and individual, required during a semester** in order to receive a grade in this course. Failure to complete all supervision requirements is not grounds for an incomplete.

Each student will attend an average of 1 1/2 hours of weekly group supervision and 1 hour of weekly individual university supervision, as well as weekly supervision with the site supervisor. Students making a grade of C must repeat the class in order to progress to internship.

In addition, **your regular site supervision must be conducted by the site supervisor who is named and has signed as such on your site supervision form.** If you must change site supervisors (even if you are remaining at the same site), you must complete, have signed, and submit a new site supervision form to your instructor. **Failure to do so may result in loss of any hours accrued under the new supervisor.** Please notify your instructor immediately if there are times when your supervision will be conducted by another individual (e.g., vacation of the site

supervisor) to ensure you are in compliance with standards. If there is one individual at your site who signs all site supervision agreements, your agreement may be co-signed by that individual in the space marked Other on the site supervisor agreement.

Class Requirements:

1. Complete 100 hours in practicum setting, at least 40 hours of which are direct counseling.
2. Submit three audio or videotapes of clinical work utilizing the required format outlined herein. The first videotape will be made in class, utilizing role-play, and will count as an *indirect* training hour. The tape will focus on suicide assessment and intervention. Students will submit a reflective paper concerning the experience in the following class session. Thoughtful consideration of what you learned from the experience is expected. The second and third tapes must follow the format for the Case Presentation.
3. The second tape must be accompanied by the Practicum Student Self Evaluation. The third tape must be accompanied by a transcript utilizing the format provided in this syllabus or, alternatively, provided by the instructor.
4. Attend an average of 1.5 hours of group supervision as scheduled on syllabus.
5. Attend weekly individual supervision sessions with both the university supervisor and with the site supervisor. You must have at least one hour per week of individual supervision with your university supervisor and at least one hour per week with your site supervisor.
6. Submit weekly logs at each group supervision session.
7. Abide by all policies set forth in Practicum/Internship Manual, including timely submission of Site Supervisor Agreement, Ethics Agreement, Mid-semester and Final Evaluations by Site Supervisor, Doctoral Supervisor Evaluation, and all other forms specified.
8. Complete and submit Practicum Verification Form from TSBEP website, including one form for each site, to be signed by instructor. Student shall keep the original and copies shall be submitted for the practicum/internship permanent file. MCFC students shall also submit such verification from the TSBEMFT website.
9. Attend one professional meeting and submit a one-page synopsis of the meeting to the instructor.

Grade Assignment:

Traditional “grades” on assignments are not relevant to this course. Students will earn grades based on the following:

1. Students who adequately complete all class requirements, satisfactory ratings* on the Professional Issues and Behavior Rating Scale, and demonstration of good to excellent competency in counseling skills will earn the grade of A. Work must be submitted on time. Students who do not demonstrate this level of competency in basic counseling skills will not earn an A, regardless of other class assignment performance.
2. Students who demonstrate adequate competency in counseling skills and satisfactory* ratings on the Professional Issues and Behavior Rating Scale, and who satisfactorily complete all other class requirements, will earn the grade of B. Work must be submitted on time.
3. Students who demonstrate adequate competency in counseling skills but have repetitive or serious negative ratings* on the Professional Issues and Behavior Rating Scale or who do not complete one of the other assignments will earn a grade of C. Work must be submitted on time. A grade of C in practicum requires re-taking of the course.

Note: In order to receive a grade, all required hours, both indirect and direct, must be completed. Likewise, all supervision hours, both group and individual, must be completed. In addition, all forms must be submitted in order to receive a grade. Students will not be granted an incomplete for failure to submit forms or failure to complete required supervision hours, and will not pass the course.

***Evaluation of ratings on the Professional Issues and Behavior Rating Scale are the instructor’s prerogative and judgment.**

IX. Course Schedule and Policies**A. Tentative Course Schedule****B. Course Policies (may be augmented by individual instructors)**

Students are expected to attend and participate in **every** class session unless there is a valid emergency/reason. Promptness is expected, as is staying for the entire class. Inform the instructor about legitimate reasons for missing class. If part or all of a class is missed, it must be made up by attending group supervision at another time during the semester. If you must make up a group supervision session, you must obtain approval from your instructor as well as the instructor whose supervision group you would like to attend.

Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or

experience, and in no event discuss client information or personal information provided by your peers. **This is an ethical issue and will be treated as such.**

Late completion of assignments may result in a reduction in grade in the course.

It is the responsibility of the student to schedule and obtain sufficient individual university supervision, which will generally be provided by a doctoral student supervisor. If you experience difficulty arranging your supervision, speak to me very early in the course. It is required that you be actively engaged in such supervision *throughout* your practicum, and it is extremely difficult to make up time as the semester goes on. Please do not attempt to “shop” the doctoral student supervisors to find the best deal or attempt to get them to meet longer and less often. That does not fulfill the requirements of the course and will not be accepted. Please be aware that **you cannot pass practicum, nor can you receive an incomplete, for failure to obtain sufficient individual, site, or group supervision.**

X. Textbook

The textbook adopted for this course is the TAMU-CC Practicum/Internship Manual. It is available on the departmental website or via BlackBoard for your course.

XI. Bibliography

The knowledge base that supports course content includes but is not limited to:

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- Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2014). *Issues and ethics in the helping professions* (9th ed.). Pacific Grove, CA: Brooks/Cole.

- DeSole, L. (2006). *Making contact: The therapist's guide to conducting a successful first interview*. Boston, MA: Allyn & Bacon.
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- Engels, D., & Associates (2004). *The professional counselor: Competencies, performance, guidelines, and assessment* (4th ed.). Alexandria, VA: American Counseling Association.
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- Herlihy, B., & Corey, G. (2006). *Boundary issues in counseling: Multiple roles and responsibilities*. (2nd ed.). Alexandria, VA: American Counseling Association.
- Herlihy, B., & Corey, G. (2014). *ACA ethical standards casebook*. (7th ed.). Alexandria, VA: American Counseling Association.
- Lee, C. (2007). *Counseling for social justice*. (2nd ed.). Alexandria, VA: American Counseling Association.
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XII. Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0 on the particular assignment and a grade of Non-Credit in the course. In addition, a record of the academic misconduct will be filed with the Dean. Students have the right to appeal the judgment or penalty. In addition, academic misconduct will be referred to the CNEP department for consideration.

XIII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIV. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XV. Statement of Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane or other event that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, this course will be continued insofar as possible through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wiki tools. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of closing of the physical campus. However, you must make certain the course instructor has a primary and secondary means of contacting you. Because this course requires a specified number of group supervision hours that includes disclosure of confidential client information, it may be necessary to establish conference calls or other mechanisms to complete the supervision requirements.

Case Presentation Format

Students will receive a PowerPoint template for case presentations, which will be posted in the BlackBoard section for the course. Each case presentation must include the following:

1. Intern name, site name, and date.
2. Background information, including age, gender, ethnicity, support systems/strengths, previous treatment, assessments completed (if appropriate), other significant information, presenting problems. *Do not include identifying information.*
3. Diagnostic impression, including full DSM-5 diagnosis (required for ALL students) and mental status exam.
4. Hypothesis: your ideas/theories about what is going on with client(s) and any ideas you may have about causes.
5. Treatment goals: overall goals for treatment.
6. This session: brief description of goals for present session and brief description of what is happening during the clip or audio you will play.
7. What you would like from the group.
8. Session: insert your clip or audio at this point in presentation.
9. Future direction: where you will be going from this point with your client and with your own growth, learning, and development as a counselor.

Practicum Student Self-Evaluation of Suicide Assessment and Intervention

Each student will present a reflective self-evaluation of the suicide assessment and intervention role-play. The evaluation must include thoughtful consideration of your skills, what you learned about yourself in the session, and how you felt during the session.

Practicum Student Self-Evaluation of Session

You are expected to evaluate your performance as a counselor for the 2nd taped session you present in class. This evaluation is intended to assist you in improving your effectiveness as a counselor. Note that this self-evaluation focuses primarily on the ability to form a therapeutic alliance with your client. Each self-evaluation should include the following sections unless your instructor provides more detailed requirements.

1. How did you prepare for the session?
2. How do you feel and what do you think about the session?
3. What did you learn about yourself in this session?
4. How do you evaluate skills demonstrated (strong, adequate, not present) in each of the following areas? For each, include a supporting statement or description. If a skill is not

present, indicate why.

- a. Effective and appropriate use of eye contact, minimal encouragers, and attentive body language
- b. Vocal style
- c. Appropriate use of questions
- d. Appropriate and/or strategic use of silence
- e. Restatement/paraphrase
- f. Being “present” with client
- g. Appropriate and collaborative goal setting
- h. Appropriate use of immediacy
- i. Awareness/attention to meaning

5. How do you intend to make use of feedback you receive in group supervision?

Transcript Format

Identify and transcribe ten exchanges with your client(s). In this context, an exchange is a series of back-and-forth interactions between you and your client that are sufficient to give the instructor context about the responses you are making. Provide your intent/skill used with each of your statements within the exchange, describe what happened, and provide an alternate response. The alternate response may have the same intent as your original response or may provide a different direction you could have taken. The format below is provided as an example. Note the requirement of identification of the theoretical model or skills you are attempting to use. If you assert an integrated model, name the models you are integrating.

Student Name:	Session #	Theoretical Model	
Exchange	Intent/Skill	What happened?	Alternate response or direction

****Note:** Individual instructors may provide alternative instructions about the transcript.

Practicum Tape Rating Scale
 Department of Counseling and Educational Psychology
 (for use by faculty instructor)

This rating scale is based on factors demonstrated to be important in establishing a therapeutic alliance with clients. Therapeutic alliance has been demonstrated to be perhaps the most important contributor to positive outcomes in counseling apart from factors outside of counseling. Practicum students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

-2	-1	0	1	2
Poor: Skill absent or performance has potential for harm	Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling	Adequate: Evidence of beginning skill but inconsistent	Good: Skill generally well performed	Very Good: Skill consistently well performed

Opening/greeting	-2	-1	0	1	2
Eye contact	-2	-1	0	1	2
Attentive body language	-2	-1	0	1	2
Vocal style	-2	-1	0	1	2
Use of questions	-2	-1	0	1	2
Minimal encouragers	-2	-1	0	1	2
Strategic/appropriate silence	-2	-1	0	1	2
Restatement/paraphrase	-2	-1	0	1	2
Reflection of feeling	-2	-1	0	1	2
Being “present” with the client	-2	-1	0	1	2
Appropriate and collaborative goal setting	-2	-1	0	1	2
Immediacy	-2	-1	0	1	2
Awareness and attention to meaning	-2	-1	0	1	2

Professional Issues and Behavior Rating Scale
Department of Counseling and Educational Psychology
(for use by faculty instructor)

In addition to counseling skills, professional counselors should demonstrate appropriate professional behavior as well as the ability to manage themselves effectively and appropriately. Items below are representative of the kinds of behavior practicum and internship instructors and supervisors will consider as part of their overall evaluation of students in practicum/internship. Faculty members may indicate other specific items as needed.

Depending on severity, number of issues, and response to faculty/supervisor feedback, results on this evaluation may impact grade in the course, ability to proceed to the next course in the practicum/internship sequence, and/or the departmental remediation process.

*N/O denotes Not Observed.

-2	-1	0	+1	+2
Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior	Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth	Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training's development; however, there is inconsistency	Good: Professional behavior generally demonstrated	Excellent: Professional behavior consistently demonstrated to a high degree

Is open and receptive to supervision	-2	-1	0	+1	+2	N/O*
Is prepared for supervision	-2	-1	0	+1	+2	N/O
Willingly makes changes in response to supervision	-2	-1	0	+1	+2	N/O
Actively solicits feedback about their work	-2	-1	0	+1	+2	N/O
Receptive to feedback from peers	-2	-1	0	+1	+2	N/O
Is actively attentive when peers present their work	-2	-1	0	+1	+2	N/O
Provides appropriate and useful feedback to peers	-2	-1	0	+1	+2	N/O
Demonstrates ability to be self-reflective about work with clients	-2	-1	0	+1	+2	N/O
Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs	-2	-1	0	+1	+2	N/O
Demonstrates good interpersonal skills with peers	-2	-1	0	+1	+2	N/O

Demonstrates a collaborative stance with peers	-2	-1	0	+1	+2	N/O
Adheres to general standards of professional ethics and practice (e.g., ACA, IAMFC)	-2	-1	0	+1	+2	N/O
Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEP, TSBEMFT, TEA)	-2	-1	0	+1	+2	N/O
Demonstrates sound judgment in matters related to the profession and practice of counseling	-2	-1	0	+1	+2	N/O
Demonstrates commitment to personal growth and professional development	-2	-1	0	+1	+2	N/O
Demonstrates openness to new ideas	-2	-1	0	+1	+2	N/O
Demonstrates ability to accept personal responsibility	-2	-1	0	+1	+2	N/O
Demonstrates ability to regulate and express emotions effectively and appropriately	-2	-1	0	+1	+2	N/O
Demonstrates awareness of own impact on others	-2	-1	0	+1	+2	N/O
Demonstrates openness to issues of multiculturalism and diversity, including willingness to enhance skills and competence in these areas	-2	-1	0	+1	+2	N/O

 Instructor Signature

 Date

 Student Signature

 Date

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
CNEP 5698 INTERNSHIP
3 semester hours
Standard Syllabus

I. Course Description

CNEP 5698, Internship. A minimum of 600 clock hours of supervised counseling experiences, including 240 hours of direct service with clients. Clinical setting must be approved and appropriate to the student's emphasis. The semester prior to enrollment, the student must complete the internship application process. Prerequisites: CNEP 5397 and CNEP 5381. Additional prerequisites include CNEP 5316 for School Counseling program emphasis; CNEP 5319 for the Clinical Mental Health program emphasis; CNEP 5320 and CNEP 5322 for the Marriage, Couple and Family Counseling program emphasis; and, CNEP 5312 and CNEP 5313 for the Addictions program emphasis.

Course Requirements for One Semester of Internship (3 semester hours): substantial progress towards 300 clock hours of supervised counseling experiences for Internship I and completion of 600 clock hours of supervised counseling experiences for Internship II, including 240 hours of direct service with clients across a minimum of two semesters of Internship (6 hours credit).

II. Rationale

This course is designed to provide an internship experience to meet certification and licensing requirements. This internship must provide opportunities for direct counseling experiences. Supervision is provided to assist the student in managing cases, improving counseling skills, and dealing with professional issues.

III. State Adopted Proficiencies for School Counselors

Standard I Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal

communication skills.

Standard VI Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

IV. TExES Competencies for School Counselors

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. Course Objectives/Learning Outcomes

This course is designed to meet 2016 CACREP standards. Specific internship standards include:

5. CACREP Standard 3-J After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
6. CACREP Standard 3-K Students complete at least 240 clock hours of direct service.
7. CACREP Standard 3-L Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
8. CACREP Standard 3-M Internship students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship. 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.

The primary SLO for this course is:

Students will provide direct counseling services appropriate to their program specialty and will fulfill additional responsibilities that are common to the role of a counselor in their specialty. Successfully meeting this SLO will be evidenced by 90 % of students earning a grade of CR in the course as well as 90 % of students earning a rating of good or above on the final evaluation by the university instructor.

In addition to the above internship standards, the following standards are addressed as appropriate to the student's internship and specialty area.

1. CACREP Standard 2-F-1-g Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effect of public policy on these issues.
2. CACREP Standard 2-F-1-i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
3. CACREP Standard 2-F-1-k Strategies for personal and professional self-evaluation and implications for practice.
4. CACREP Standard 2-F-1-l Self-care strategies appropriate to the counselor role.
5. CACREP Standard 2-F-1-m The role of counseling supervision in the profession.
6. CACREP Standard 2-F-2-c Multicultural counseling competencies.
7. CACREP Standard 2-F-2-f Help-seeking behaviors of diverse clients.

8. CACREP Standard 2-F-3-i Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
9. CACREP Standard 2-F-5-g Essential interviewing, counseling, and case conceptualization skills.
10. CACREP Standard 2-F-5-h Developmentally relevant counseling treatment or intervention plans.
11. CACREP Standard 2-F-5-I Development of measurable outcomes for clients.
12. CACREP Standard 2-F-5-j Evidence-based counseling strategies and techniques for prevention and intervention.
13. CACREP Standard 2-F-5-n Processes for aiding students in developing a personal model of counseling.
14. CACREP Standard 2-F-7-e Use of assessments for diagnostic and intervention planning services.
15. CACREP Standard 2-F-7-I Use of assessment results to diagnose developmental, behavioral, and mental disorders.

In addition to the primary SLO listed above, additional SLOs for this course include:

Students will demonstrate a professional counseling identity in which the importance of credentialing, ethical standards, self-evaluation, self-care, and supervision are evidenced. Successfully meeting this SLO will be evidenced by 90% of students correctly documenting experience requirements for licensure as set forth by appropriate regulatory boards, earning an evaluation of adequate or above on site supervisor and instructor evaluations on 90% of items related to these topics, earning ratings of 0 or above on relevant items on the Professional Issues and Behavior Rating Scale, and earning a rating of adequate above on the supervision research paper.

Students will provide competent and ethical counseling services that demonstrate the ability to use appropriate assessments, planning, and intervention as well as multicultural competence. Successfully meeting this SLO will be evidenced by 90% of students earning ratings of adequate or above on 90% of relevant clinical items on site supervisor and instructor evaluations and 0 or above on 90% of items on the Internship Rating Scale.

School Counseling Internship

Students with a School Counseling emphasis shall demonstrate competencies in the following CACREP Standard areas:

1. CACREP Standard 5-G-3-d Interventions to promote academic development.
2. CACREP Standard 5-G-3-e Use of developmentally appropriate career counseling

interventions and assessments.

3. CACREP Standard 5-G-3-f Techniques of personal/social counseling in school settings.
4. CACREP Standard 5-G-3-g Strategies to facilitate school and postsecondary transitions.
5. CACREP Standard 5-G-3-h Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement.
6. CACREP Standard 5-G-3-i Approaches to increase promotion and graduation rates.
7. CACREP Standard 5-G-3-j Interventions to promote college and career readiness.
8. CACREP Standard 5-G-3-k Strategies to promote equity in student achievement and college access.
9. CACREP Standard 5-G-3-l Techniques to foster collaboration and teamwork within schools.
10. CACREP Standard 5-G-3-m Strategies for implementing and coordinating peer intervention programs.
11. CACREP Standard 5-G-3-n Use of accountability data to inform decision making.
12. CACREP Standard 5-G-3-o Use of data to advocate for programs and students.

SLOs for students with a school counseling specialty include the following:

1. *School counseling students will utilize interventions to promote academic development, school success, retention, and transition through public school and post-secondary educational settings. Successfully meeting this SLO will be evidenced by 90 % of students earning a grade of CR in the course; 90% of students earning a rating of good or above on the final evaluation by the university instructor; and 90% of students earning a rating of good or above on the mid- semester and final evaluation of site supervisors, including the school counseling specialty section.*
2. *School counseling students will provide developmentally appropriate group and individual counseling interventions designed to facilitate academic and career development of students and to address social, family, or other issues that may impact academic development. Successfully meeting this SLO will be evidenced by 90 % of students earning a grade of CR in the course; 90% of students earning a rating of good or above on the final evaluation by the university instructor; 90% of students earning a rating of good or above on the mid- and final evaluation by site supervisors, including the school counseling specialty section.*
3. *School counseling students will develop and utilize means of assessing efficacy or programs and interventions they offer to inform future interventions. Successfully meeting this SLO will be evidenced by 90 % of students earning a grade of CR in the course; 90% of students earning a rating of good or above on the final evaluation by the university instructor; and 90% of students earning a rating of good or above on the mid- and final evaluation by site supervisors, including the school counseling specialty section.*

Clinical Mental Health Counseling Internship

Students with a Clinical Mental Health Counseling emphasis shall demonstrate competencies in the following CACREP Standard areas:

1. CACREP Standard 5-C-3-a Intake interview, mental status evaluation, biopsychosocial

- history, mental health history, and psychological assessment for treatment planning and caseload management.
2. CACREP Standard 5-C-3-b Techniques and interventions for prevention and treatment of a broad range of mental health issues.
 3. CACREP Standard 5-C-3-c Strategies for interfacing with the legal system regarding court-referred clients.
 4. CACREP Standard 5-C-3-d Strategies for interfacing with integrated behavioral health care professionals.
 5. CACREP Standard 5-C-3-e Strategies to advocate for persons with mental health issues.

SLOs for students with a clinical mental health specialty include the following:

1. *Clinical mental health students will provide counseling services that utilize information from intake interviews, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and for initiation, maintenance, and termination of counseling. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors; and on ratings of 0 or above on evaluation of case presentations.*
2. *Clinical mental health students will utilize techniques and interventions that address a broad range of mental health issues as well as strategies for prevention of mental health problems. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors; and on ratings of 0 or above on evaluation of case presentations.*
3. *Clinical mental health students will interface with the legal system and with integrated behavioral health care professionals in order to provide needed services and to advocate for clients. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors; and on ratings of 0 or above on evaluation of case presentations.*

Marital, Couple, and Family Counseling Internship

Students with a Marital, Couple, and Family Counseling emphasis shall demonstrate competencies in the following CACREP Standard areas:

1. CACREP Standard 5-F-3-a Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective.

2. CACREP Standard 5-F-3-b Fostering family wellness.
3. CACREP Standard 5-F-3-c Techniques and interventions of marriage, couple, and family counseling.
4. CACREP Standard 5-F-3-d Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling.
5. CACREP Standard 5-F-3-e Strategies for interfacing with the legal system relevant to marriage, couple, and family counseling.

SLOs for students with a marriage, couple, and family specialty include the following:

1. *Marriage, couple, and family counseling students will utilize assessment, evaluation, and case management strategies, including assessment of pertinent to couples and families, to initiate, maintain, and terminate techniques and interventions for individuals, couples, and families from a systems perspectives. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the marriage, couple, and family specialty; and on ratings of 0 or above on evaluation of case presentations.*
2. *Marriage, couple, and family counseling students will conceptualize, plan, and treat couples and family systems and subsystems utilizing appropriate systemic interventions. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the marriage, couple, and family specialty; and on ratings of 0 or above on evaluation of case presentations.*
3. *Marriage, couple, and family counseling students will provide interventions that promote family wellness. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the marriage, couple, and family counseling specialty; and on ratings of 0 or above on evaluation of case presentations.*
4. *Marriage, couple, and family students will utilize strategies that appropriately interface with the legal system and with integrated health care professionals in order to provide needed services and to advocate for clients. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors; and on ratings of 0 or above on evaluation of case presentations.*

Addictions Internship

Students with an Addictions emphasis shall demonstrate competencies in the following CACREP Standard areas:

1. CACREP Standard A-3-a Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.
2. CACREP Standard A-3-b Assessment of biopsychosocial and spiritual history relevant to addiction.
3. CACREP Standard A-3-c Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.
4. CACREP Standard A-3-d Techniques and interventions related to substance abuse and other addictions.
5. CACREP Standard A-3-e Strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders.
6. CACREP Standard A-3-f Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.
7. CACREP Standard A-3-g Evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery.
8. CACREP Standard A-3-h Strategies for interfacing with the legal system and working with court referred clients.

SLOs for students with an addictions specialty include the following:

1. *Addictions specialty students will utilize appropriate screening, assessment, and testing for addiction, psychoactive substance toxicity, intoxication, and withdrawal, as well as for co-occurring mental disorders. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the addictions specialty; and on ratings of 0 or above on evaluation of case presentations.*
2. *Addictions specialty students will assess biopsychosocial and spiritual history relevant to addiction. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant*

sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the addictions specialty; and on ratings of 0 or above on evaluation of case presentations.

3. *Addictions specialty students will utilize techniques and interventions appropriate to working with individuals with substance abuse and other addictive disorders, including those that help clients identify the effects of addiction on life problems and the benefits of life without addiction. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the addictions specialty; and on ratings of 0 or above on evaluation of case presentations.*
4. *Addictions specialty students will evaluate clients stage of dependence, change, or recovery and utilize individualized treatment strategies and modalities. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the addictions specialty; and on ratings of 0 or above on evaluation of case presentations.*
5. *Addictions specialty students will utilize strategies that appropriately interface with the legal system and with integrated health care professionals in order to provide needed services and to advocate for clients. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the addictions specialty; and on ratings of 0 or above on evaluation of case presentations.*

VI. Course Topics

As this is a group supervision of counseling experience, course topics will vary with the cases presented for supervision. In addition, course topics may include, but are not limited to, HIPAA and FERPA, record keeping, legal/ethical issues, collaboration, treatment planning, vendorship and providership, and licensure issues.

VII. Instructional Methods and Activities

Internship is a field experience. The in-class work is group supervision, which includes presentation of audio and video recording as well as case presentations and discussion. As dictated by the needs of the supervision group, some demonstrations and training videos may be used, in addition to presentation of didactic material as needed.

VIII. Evaluation and Grade Assignment

Grade assignment (CR/NC) is based on your performance in all aspects of the class during the entire semester. This includes performance assessments based on formal evaluations by your site supervisor and university instructor, including assessment on the Professional Issues and Behavior Rating Scale. A student who is asked to leave an internship site for unethical or unprofessional behavior may receive a noncredit and may be asked to retake certain courses and/or seek personal counseling. In addition, unethical or unprofessional behavior will result in completion of a formal Student Competency Evaluation.

Substantial progress toward 300 hours must be spent in the internship I setting, including similar progress toward the minimum of 120 hours of direct counseling. The student will submit audio or video recordings of clinical work as required by the instructor, with a minimum of two recordings required. A **marriage, couple, and family** counseling emphasis requires a systemic focus with a minimum of 80 hours (1/3) of the total 240 direct counseling hours being with couples or family units/subunits. Students pursuing the **addictions program emphasis** must obtain at least half of their combined internship overall hours in a setting serving clients with substance abuse concerns. Students in the addictions program who wish to pursue LCDC licensure are advised to check licensure requirements as a minimum number of hours in specific areas may be required. Please note that additional documentation for specific areas required for the LCDC are your responsibility and will require documentation in addition to the internship log. Students pursuing the **school counseling program emphasis** must complete both internships in a school setting that provides the opportunity to participate in a developmental school counseling program.

Each student will attend an average of 1.5 hours per week of group supervision and 1 hour of weekly individual supervision as scheduled by the site supervisor. **Please note: You must obtain all group supervision hours required during a semester** in order to receive a grade of CR in the class. If you must miss a scheduled group supervision, consult with the instructor about how to make up the time. Students who are not making substantial progress toward accumulation of hours should consult with their instructor. Failure to obtain sufficient hours is not, in and of itself, grounds for an incomplete. Students must demonstrate effort to address insufficient hours, including discussion with the instructor during the progression of the course.

In addition, **your regular site supervision must be conducted by the site supervisor who is named and has signed as such on your site supervision form.** If you must change site supervisors (even if you are remaining at the same site), you must complete, have signed, and submit a new site supervision form to your instructor. **Failure to do so may result in loss of any hours accrued under the new supervisor.** Please notify your instructor immediately if there are times when your supervision will be conducted by another individual (e.g., vacation of the site supervisor) to ensure you are in compliance with standards. If there is one individual at your site who signs all site supervision agreements, your agreement may be co-signed by that individual in the space marked Other on the site supervisor agreement.

For each 3 semester hours of credit for CNEP 5698, students will be required to:

1. Make at least two case presentations, including audio/video recordings of counseling work, utilizing the format described herein. At least one recording must be accompanied by a

transcript, using the format provided in this syllabus or, alternatively, provided by the instructor. At least one case presentation for those in the marriage, couple, and family specialty must be with a couple or family unit/subunit. At least one case presentation for those in the addictions specialty must clearly address a substance use-related issue.

2. Attend an average of 1.5 hours a week of group supervision on campus.
3. Obtain at least 1 hour of individual/triadic supervision weekly from your site supervisor.
4. Submit all required forms, including mid- and final evaluations from site supervisors, as indicated in the Practicum/Internship Manual. Forms *must be signed* and submitted when they are required. Chronic late submission of forms, including logs, will be addressed in your evaluations, including the Professional Issues and Behavior Evaluation.
5. Attend at least one professional meeting and submit a one-page synopsis.
6. Abide by the guidelines and policies described in the Internship Manual and departmental Handbook, as well as by appropriate ethical standards as cited in the ACA, ASCA, TSBEP, and/or TSBEMFT Codes of Ethics as appropriate.
7. Submit logs at *each class meeting*.
8. **All internship students** will submit an evaluative reflection paper by the second class period assessing current skill level, skills to be enhanced during the course, steps that will be taken to enhance those skills, and values or attitudes that have been challenged in the practicum or internship experience to date. This paper should reflect critical thinking about one's own process in development as a counselor. Refer to the rubric for specific instructions and a description of how credit will be awarded. Papers that do not meet the requirements set forward in the rubric will be returned for revision.
9. **Internship I students** will submit a research paper in accordance with the due date identified by the instructor, discussing models of counseling supervision. The paper must include tenets of models discussed as well as multicultural or diversity issues that have been identified in the literature regarding counseling supervision in general and the models presented in specific. Refer to the rubric for specific instructions. Papers that do not meet the requirements set out in the rubric will be returned for revision.
10. **Internship II students** will submit the final evaluative reflective paper in accordance with the due date identified by the instructor, assessing progress toward skill enhancement and continuing challenges. This paper should include next steps in development as a counselor post-graduation, including enhancing competency and development as a professional. Students should demonstrate their ability to self-monitor their development. Refer to the rubric for specifics to be included in an acceptable paper.
11. **Internship II students** will complete the final IDP and meet with their faculty advisor to

review their results. The student will attest to this meeting in writing.

12. Complete and submit Practicum Verification Form from TSBEP website, including one form for each site, to be signed by instructor. Student shall keep the original and copies shall be submitted for the practicum/internship permanent file. MCFC students shall also submit such verification from the TSBEMFT website.

Please Note: In order to receive credit in Internship I, all supervision hours, both group and individual, must be completed. In addition, all forms and papers must be submitted. Students will not be granted an incomplete for failure to submit forms or failure to complete required supervision hours, and will receive NC in the course. **Students in Internship II must**, in addition to the foregoing, complete the total 600 hour requirement, including specific requirements for direct hours. Students who do not reach minimal levels of competency may be given the option of continuing their internship experience in an attempt to upgrade skills to an acceptable level. Internship evaluation is an on-going process and consequently final evaluation should not be a surprise to either student or supervisor. Ideally, evaluation will not only focus on exit level skills but also on student growth during the semester; **however, students are expected to reach levels of competency appropriate to the course in order to receive credit**. Late assignments are unacceptable.

IX. A. Tentative Course Schedule

Date	Topic	Due
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B. Course Policies

Students must attend all group supervision hours. Much of the learning occurs in the context of the group interaction; thus, full participation in all aspects of group supervision is expected. If illness or emergency requires an absence, the group supervision time must be made up in another section of group supervision with consent of the instructor involved. Students must be on time and remain for the entire class in order to receive credit for the group supervision hours indicated. All electronic devices must be off. If cell phones must remain on due to on-call status, family demands, etc., they must be on courtesy mode and the instructor must be notified in advance. Do not answer phone calls except in case of emergency. Absence from the classroom due to telephone calls will result in a loss of group supervision time.

All paperwork must be submitted by due dates. Continuing to work in your internship site without appropriate documentation is a serious violation and will be dealt with as such.

Students are expected to attend and participate in **every** class session unless there is a valid

emergency/reason. Promptness is expected, as is staying for the entire class. Inform the instructor about legitimate reasons for missing class. If part or all of a class is missed, it must be made up by attending group supervision at another time during the semester. If you must make up a group supervision session, you must obtain approval from your instructor as well as the instructor whose supervision group you would like to attend.

Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience, and in no event discuss client information or personal information provided by your peers. **This is an ethical issue and will be treated as such.**

X. Textbook

The textbook adopted for this course is *Practicum/Internship Handbook* (available via BlackBoard or the CNEP Departmental website).

XI. Bibliography

Additional resources that support counseling knowledge and skills include but are not limited to:

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XII. Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0 on the particular assignment and a grade of Non-Credit in the course. In addition, a record of the academic misconduct will be filed with the Dean. Students have the right to appeal the judgment or penalty. In addition, academic misconduct will be referred to the CNEP department for consideration.

XIII. Dropping a class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the

course be the best course of action, *you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation **will not automatically result in your being dropped from the course.*** Be sure to check the University's academic calendar to verify the last day to drop a class with an automatic grade of "W" this term.

XIV. Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean's office in the college in which the course is taught or the Office of the Provost.

XV. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XVI. Statement of Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane or other event that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, this course will be continued insofar as possible through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wiki tools. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of closing of the physical campus. However, you must make certain the course instructor has a primary and secondary means of contacting you. Because this course requires a specified number of group supervision hours that includes disclosure of confidential client information, it may be necessary to establish conference calls or other mechanisms to complete the supervision requirements.

Case Presentation Format

Students will receive a PowerPoint template for case presentations which will be posted in the BlackBoard section for the course. Each case presentation must include the following:

1. Intern name, site name, and date
2. Background information, including age, gender, ethnicity, support systems/strengths, previous treatment, assessments completed (if appropriate), other significant information, presenting problems. *Do not include identifying information.*
3. Diagnostic impression, including full DSM-5 diagnosis (required for ALL students) and mental status exam
4. Hypothesis: your ideas/theories about what is going on with client(s) and any ideas you may have about causes.
5. Treatment goals: overall goals for treatment.
6. This session: brief description of goals for present session and brief description of what is happening during the clip or audio you will play.
7. What you would like from the group.
7. Session: insert your clip or audio at this point in presentation. ***Note: Do not upload your presentation with the clip inserted!***
8. Future direction: where you will be going from this point with your client and with your own growth, learning, and development as a counselor.

Transcript Format

Identify and transcribe ten exchanges with your client(s). In this context, an exchange is a series of back-and-forth interactions between you and your client that are sufficient to give the instructor context about the responses you are making. Provide your intent/skill used with each of your statements within the exchange, describe what happened, and provide an alternate response. The alternate response may have the same intent as your original response or may provide a different direction you could have taken. The format below is provided as an example. Note the requirement of identification of the theoretical model or skills you are attempting to use. If you assert an integrated model, name the models you are integrating.

Student Name:	Session #	Theoretical Model	
Exchange	Intent/Skill	What happened?	Alternate response or direction

****Note:** Individual instructors may provide alternative instructions about the transcript.

Evaluative Reflective Paper Grading Rubric***
This paper should be 4-5 pages in length.
Internship I and II

Unacceptable: Revise	Acceptable	Excellent
Paper appears to be hurriedly assembled with little thought or serious consideration to the elements outlined in the rubric; significant writing and/or grammar issues; spelling issues; lack of flow, making the paper difficult to follow.	Includes all elements of the excellent paper, but may not demonstrate as much depth or critical thinking; may lack a single element of the excellent paper, yet include critical thinking about the elements that are present; some writing, grammar, or spelling issues may be present but they are few; flow of ideas may lack organization.	Reflects critical thinking about one's personal development as a counselor; considers personal values and attitudes that impact counseling; gives thoughtful consideration to current skill level as well as skills to be developed during the semester; provides a realistic plan for developing skills; realistically identifies challenges. Well written and well organized; easy to follow; includes introduction and conclusion. Few grammar or writing issues. No spelling issues.

Supervision Paper Grading Rubric***
This paper should be a minimum of 15 pages in length.
Internship I

The supervision paper is a research paper. It must include, at minimum, (a) an introduction, (b) explanation of the discrimination model of supervision and one other specific model, (c) ethical issues in supervision, (d) multicultural and/or diversity issues that should be addressed in supervision, (e) discussion of personal experience of individual supervision based on what has been learned via research for this paper, and (f) conclusion. At least six references should be cited, with two being the ACA Code of Ethics (see section on supervision) and the TSBEP Rules (see requirements of supervisors). The format of the paper must follow APA 6th edition style guidelines. *The due date for this paper will be no later than two weeks prior to the end of the semester in order for any required revisions to be possible. Please remember that an acceptable paper is required in order to complete Internship I and a grade of No Credit will be earned if an acceptable paper is not submitted.*

Unacceptable: Revise	Acceptable	Excellent
Paper does not address all required elements or several elements are inadequately considered; paper is not written using APA style; insufficient citations are used; writing is not clear or is difficult to follow; multiple errors in grammar, style, and/or spelling	Paper addresses all required elements though one or two elements may benefit from additional consideration; flow of the writing may be somewhat unclear in parts; some writing or APA errors may be present but they are few; may lack organization of ideas	All required elements are present; reflects critical thinking and ability to synthesize information; well-written and well organized; easy to follow; accurate use of the APA 6 th edition style manual; Few grammar or writing issues.

Final Reflective Paper Grading Rubric***

This paper should be 4-5 pages in length.

Internship II

Unacceptable: Revise	Acceptable	Excellent
<p>Paper appears to be hurriedly assembled with little thought or serious consideration to the elements outlined in the rubric; significant writing and/or grammar issues; spelling issues; lack of flow, making the paper difficult to follow.</p>	<p>Includes all elements of the excellent paper, but may not demonstrate as much depth or critical thinking; may lack a single element of the excellent paper, yet include critical thinking about the elements that are present; some writing, grammar, or spelling issues may be present but they are few; flow of ideas may lack organization.</p>	<p>Reflects critical thinking about one's progress toward skill enhancement and continuing challenges; indicates reasonable next steps in development as a counselor post-graduation, including enhancing competency and development as a professional. Demonstrates ability to self-monitor their development. Well written and well organized; easy to follow; includes introduction and conclusion. Few grammar or writing issues. No spelling issues.</p>

Internship Tape Rating Scale
Department of Counseling and Educational Psychology

This rating scale includes skills emphasized in practicum and adds skills related to specific interventions, diagnosis, and case conceptualization. Internship students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

-2	-1	0	1	2
Poor: Skill absent or performance has potential for harm	Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling	Adequate: Evidence of skill but inconsistent in application	Good: Skill generally well performed	Very Good: Skill consistently well performed

Opening/greeting	-2	-1	0	1	2	n/a	n/o
Eye contact	-2	-1	0	1	2	n/a	n/o
Attentive body language	-2	-1	0	1	2	n/a	n/o
Vocal style	-2	-1	0	1	2	n/a	n/o
Use of questions	-2	-1	0	1	2	n/a	n/o
Minimal encouragers	-2	-1	0	1	2	n/a	n/o
Strategic/appropriate silence	-2	-1	0	1	2	n/a	n/o
Restatement/paraphrase	-2	-1	0	1	2	n/a	n/o
Reflection of feeling	-2	-1	0	1	2	n/a	n/o
Being “present” with the client	-2	-1	0	1	2	n/a	n/o
Appropriate and collaborative goal setting	-2	-1	0	1	2	n/a	n/o
Immediacy	-2	-1	0	1	2	n/a	n/o
Awareness of and attention to meaning	-2	-1	0	1	2	n/a	n/o
Accurate diagnosis using DSM IV or 5	-2	-1	0	1	2	n/a	n/o
Use of theoretically and client-specific appropriate interventions	-2	-1	0	1	2	n/a	n/o
Appropriate treatment planning	-2	-1	0	1	2	n/a	n/o

Professional Issues and Behavior Rating Scale
Department of Counseling and Educational Psychology
(for use by faculty instructor)

In addition to counseling skills, professional counselors should demonstrate appropriate professional behavior as well as the ability to manage themselves effectively and appropriately. Items below are representative of the kinds of behavior practicum and internship instructors and supervisors will consider as part of their overall evaluation of students in practicum/internship. Faculty members may indicate other specific items as needed.

Depending on severity, number of issues, and response to faculty/supervisor feedback, results on this evaluation may impact grade in the course, ability to proceed to the next course in the practicum/internship sequence, and/or the departmental remediation process.

*N/O denotes Not Observed.

-2	-1	0	+1	+2
Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior	Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth	Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training's development; however, there is inconsistency	Good: Professional behavior generally demonstrated	Excellent: Professional behavior consistently demonstrated to a high degree

Is open and receptive to supervision	-2	-1	0	+1	+2	N/O*
Is prepared for supervision	-2	-1	0	+1	+2	N/O
Willingly makes changes in response to supervision	-2	-1	0	+1	+2	N/O
Actively solicits feedback about their work	-2	-1	0	+1	+2	N/O
Receptive to feedback from peers	-2	-1	0	+1	+2	N/O
Is actively attentive when peers present their work	-2	-1	0	+1	+2	N/O
Provides appropriate and useful feedback to peers	-2	-1	0	+1	+2	N/O
Demonstrates ability to be self-reflective about work with clients	-2	-1	0	+1	+2	N/O
Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs	-2	-1	0	+1	+2	N/O
Demonstrates good interpersonal skills with peers	-2	-1	0	+1	+2	N/O

Demonstrates a collaborative stance with peers	-2	-1	0	+1	+2	N/O
Adheres to general standards of professional ethics and practice (e.g., ACA, IAMFC)	-2	-1	0	+1	+2	N/O
Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEPC, TSBEMFT, TEA)	-2	-1	0	+1	+2	N/O
Demonstrates sound judgment in matters related to the profession and practice of counseling	-2	-1	0	+1	+2	N/O
Demonstrates commitment to personal growth and professional development	-2	-1	0	+1	+2	N/O
Demonstrates openness to new ideas	-2	-1	0	+1	+2	N/O
Demonstrates ability to accept personal responsibility	-2	-1	0	+1	+2	N/O
Demonstrates ability to regulate and express emotions effectively and appropriately	-2	-1	0	+1	+2	N/O
Demonstrates awareness of own impact on others	-2	-1	0	+1	+2	N/O
Demonstrates openness to issues of multiculturalism and diversity, including willingness to enhance skills and competence in these areas	-2	-1	0	+1	+2	N/O

 Instructor Signature

 Date

 Student Signature

 Date