

Texas A&M University-Corpus Christi

Practicum & Internship Handbook

Department of Counseling &
Educational Psychology

Revised August 2016

For use in
CNEP 5397 & CNEP 5698

cnep.tamucc.edu

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

Faculty/Staff Information

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ADMINISTRATIVE ASSISTANT

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ECDC 242A (361) 825-3393
Fax: (361) 825-3377

Note: In addition to full-time faculty, the department has several adjunct faculty members who teach on an as-needed basis. If you need to contact an adjunct faculty member, contact Rachel Perez or use the contact information provided in the adjunct faculty member's syllabus.

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

Introduction to Practicum/Internship

One of the primary experiences in the master's program in Counseling and Educational Psychology is the clinical coursework embodied in practicum and internship. These courses require students to utilize the knowledge and skills gained in the classroom as they provide services to clients or students. The primary objective of the courses is to provide experiences, consultation, and supervision to help students become effective counselors.

The practicum/internship manual serves as a resource for the field site experience. All forms required for practicum and internship are included. General syllabi, also included, provide information about broad requirements; however, individual instructors will provide specific schedules and assignments for their classes. Students are responsible for familiarizing themselves with the information in this manual and for abiding by the requirements and policies set forth.

Students' faculty advisors have the primary responsibility for assisting them in planning the completion of requirements for the Master's Degree in Counseling and Educational Psychology (CNEP). The Texas A&M University-Corpus Christi Graduate Catalog supersedes any information in this manual.

Practicum – Internship Coordinator

The Practicum – Internship Coordinator has clearly defined responsibilities that include: admissions to practicum and internships (checking prerequisites and academic/personal status); overseeing practicum and internship policies, ethical practices, and adherence to CACREP standards; coordinating and approving practicum and internship site supervisors for students; coordinating and meeting with practicum and internship professors; providing an orientation to new practicum students and professors; and coordinating and providing supervision training to site supervisors. Dr. Oliver reports to the Department Chair as related to the above set of responsibilities.

Prerequisites

Prerequisites for practicum and internship are subject to change as coursework requirements change. However, at minimum, students must have successfully completed the courses listed below prior to enrolling in practicum. *Students should be mindful that these courses may also have prerequisites, so careful planning is important.*

- CNEP 5304 Introduction to Counseling
- CNEP 5308 Theories of Counseling
- CNEP 5327 Ethical and Legal Issues in Counseling
- CNEP 5381 Psychodiagnosis and Treatment Strategies
- CNEP 5384 Counseling Process

Students should also be aware that the Comprehensive Examination is taken during practicum. The Comprehensive Examination includes the eight common core areas of foundational knowledge set forth by CACREP: professional counseling orientation and ethical practice, social and cultural

diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation. In addition, students must take and review with their faculty advisors the IDP during the semester prior to enrolling in practicum. A review of readiness to take the Comprehensive Examination with the faculty advisor is advised at this time.

Additional requirements for CNEP 5698 (Internship) include:

- CNEP 5397 Practicum, **and**

For school counseling

- CNEP 5316 Developmental School Counseling

For clinical mental health counseling

- CNEP 5319 Introduction to Clinical Mental Health Counseling

For marriage, couple, and family counseling

- CNEP 5320 Introduction to Marriage and Family Counseling **or**
- CNEP 5322 Strategies in Family Counseling

For addictions counseling

- CNEP 5312 Addictions Counseling **and**
- CNEP 5313 Theories and Techniques in Substance Abuse Counseling

The choice of CNEP 5316, 5319, 5320 or 5322, or 5312 and 5313 must be made based on the specialty program in which the student is enrolled, as indicated on the degree plan.

Students must have a cumulative GPA of 3.0 or better and grades of C in no more than two courses in the prerequisite courses in order to enroll in practicum or internship courses. Students must earn a grade of A, B, or Credit to pass practicum and internship.

Becoming an effective counselor is a developmental process. The sequence of and requirements for particular coursework is an important part of that process. Thus, there are rarely exceptions to the requirements for eligibility. In the case of exceptional circumstances, students may apply for an exception by formal written request to the practicum/internship coordinator. Reasons for the request must be provided. The clinical committee will consider such requests and the practicum/internship coordinator will inform the applicant of the decisions made. *Financial aid concerns or lack of awareness of requirements for practicum/internship are not exceptional circumstances.*

Steps for Practicum/Internship Enrollment

The semester prior to field experience, students must apply for practicum/internship. Students must submit a separate application for *each* practicum or internship class.

- Complete the application form. These are available in the literature holders that can be found both upstairs and downstairs in the ECDC, or may be obtained from the departmental administrative assistant or the departmental secretary. A copy is also available in this manual.
- Complete the Attestation Form on the reverse side of the application.

- Locate a field site that will accept you as a practicum student or intern and which is appropriate for your program. As you think about your placement, consider potential sites that offer the type of experience needed for your degree emphasis and career goals. Also consider carefully whether there is an appropriate site supervisor who is willing to provide the required supervision. Determine if the site will allow audio/video taping of at least some counseling sessions. Obtain the site supervisor's signature for your *application form*.
- Attach a copy of your Degree Planner document that shows your program of study and your completed coursework.
- Consult with your faculty advisor for questions or assistance. You may also contact Dr. Marvarene Oliver, Coordinator of Practicum/Internship, at marvarene.oliver@tamucc.edu or Dr. Michelle Hollenbaugh, Co-Coordinator of Practicum/Internship, at michelle.hollenbaugh@tamucc.edu with questions or concerns not addressed by your faculty advisor.
- Submit completed application, attestation, and degree planner to the department administrative assistant at least two weeks before the beginning of on-line registration. Dr. Oliver and Dr. Hollenbaugh will review and approve applications and return them to the department secretary.
- After the department secretary has issued permitted you into the class, you may enroll.
- After enrolling in the class, but before class starts, contact your site supervisor to begin the background security check (if required), drug screening (if required), or any preliminary training the site requires. Do not wait until the class begins to start these processes as this may jeopardize your ability to obtain the required number of hours required in your course. Schedule a start date with your site supervisor for the first week of the semester.
- Prior to the first class day, complete the site agreement and obtain your site supervisor's signature. The document must be completely filled out and signed prior to obtaining hours. Students who do not have a completed site agreement submitted to the instructor may not obtain hours.

BE AWARE that practicum/internship classes can fill up quickly, and that most students who wish to do field experiences apply mid-way through the preceding semester. If you wish to be able to select your class, apply early. Class size is limited by our accreditation standards. In addition, some sites require on-site training prior to beginning the field experience or only allow one or two students per semester. Further, some sites require criminal background checks. Such checks may take some time to complete. In some circumstances, criminal background checks may be arranged through the site. In others, it falls to the student to obtain the check. When it is the responsibility of the student, arrangements may be made by contacting the departmental administrative assistant.

The clinical setting must be one that meets departmental and accreditation standards. Most of the sites utilized by students are those which have served as sites in the past. If unsure, students should check with their faculty advisors or with Dr. Oliver or Dr. Hollenbaugh. The site must be appropriate for the student's program emphasis. Thus, school counseling track students must obtain

the majority of their hours in a school setting. Marriage, couple, and family emphasis students must obtain the majority of their hours in agencies, hospitals, practices, and other mental health facilities where marriage, couple, and family services are provided. Those with an emphasis in addictions must obtain their hours at a site where there is a focus on treatment of substance use disorders. Because information about sites changes quickly and generally without notice to the department, we do not maintain a list of sites; however, a site fair is held at least once annually. Students are also encouraged to consult with their faculty advisors, the practicum/internship coordinators, and/or fellow students about the range of possible sites available. **Responsibility for locating and securing a site is the sole responsibility of the student, as is being sure the site and site supervisor are approved.**

Site and Site Supervisor Requirements

Agencies and organizations that are practicum/internship sites for TAMU-CC counseling students represent a broad spectrum of mental health delivery programs and services. What all must have in common is that they meet the requirements for appropriate sites as outlined by the Counseling and Educational Psychology Department at TAMU-CC. These requirements are consistent with those of our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and include

- availability of necessary learning experiences.
- availability of appropriate supervision.
- agency/organization support of the student's placement, including allowing the site supervisor sufficient time for student supervision (minimum one hour per week).
- agency/organization non-discriminatory practices (i.e., hiring, acceptance of students or clients).
- site supervisor willingness to participate in Counseling and Educational Psychology Department activities (i.e., meeting with practicum/internship instructor, supervisor training).
- agency/organization agreement to inform student's practicum/internship instructor of any changes in the student's supervision as soon as possible.
- site supervisors who have at least a Master's degree in counseling or a closely related field (i.e., psychology, social work), appropriate credentials, at least two years of pertinent professional experience, and training in counseling supervision. Students may not see clients if their site supervisors are absent unless there is another qualified supervisor on site. In the case of prolonged unavailability of the site supervisor or qualified alternate, the student will likely need to seek a secondary site in order to complete direct hours.

With permission and guidance from the university practicum/internship instructor, students may in some cases be allowed use their places of employment for practicum/internship placement. Students should be aware that practicum/internship is intended to broaden and strengthen both skills and experience; thus, responsibilities beyond those regularly practiced in the job setting must be obtained. In addition, the agency/organization must allow the student to obtain experiences

appropriate for a masters-prepared employee. Providing the same services as provided in one's current job will almost never be acceptable. In all cases, obtaining hours for practicum/internship at the current job site must be approved.

Students in the school counseling track may use the campuses at which they teach as their practicum site, with the approval of appropriate school district personnel and the university instructor. However, they may not counsel their own students. Similarly, students working for CPS or MHMR may not counsel clients for whom they provide case management. **This is an ethical issue related to dual relationships.** Students who work at sites that provide case management should also be aware that case management is not counseling and will not count as such.

Non-Degree Seeking Students

The clinical committee will consider practicum/internship applications from non-degree seeking students on a case-by-case basis after examination of transcripts and counseling skills to determine transferability of prerequisites and level of competency. Additional coursework at Texas A&M University-Corpus Christi may be required.

Professionalism

Students are expected to conduct themselves in a professional manner. This includes but is not limited to following the field site's dress code, setting and maintaining a consistent schedule, being on time, providing adequate notice if unable to be on site as scheduled, maintaining a professional demeanor, treating clients and peers as individuals deserving of respect, completing all site-required case notes and other paperwork, and following all relevant ethical codes, including that of ACA. Students are required to complete their arrangements with their sites and their clients regardless of whether they have completed the required hours for the particular course in which they are enrolled. Students who are asked to leave a site for unprofessional or unethical behavior may be dropped from the course and/or receive a failing grade. In addition, such an occurrence may trigger other departmental proceedings.

Confidentiality

Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum/internship classes. This is the student's responsibility regardless of procedures in place at the site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum/internship documentation, including tapes. Students shall secure audio and video recordings and other client information that may be necessary for class in a way that is secure, legal, and ethical. Recordings, transcripts, case studies, or other client information used for class shall be destroyed in an appropriate manner (i.e., shredding) as soon as they have been evaluated unless it is the policy of the site to maintain and secure all such recordings. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.

Professional Liability Coverage

Registration for practicum/internship includes a fee for liability insurance to cover each student enrolled for the practicum/internship experience. Verification of liability insurance is available from the department administrative assistant or practicum/internship coordinator if necessary for the site.

With prior permission of university instructors involved, internship students may accumulate “between semester” hours provided certain conditions are met (see below). In order for students to obtain hours between semesters at sites, they must provide documentation of their own liability insurance coverage or evidence of coverage by the liability policy in force at all sites where hours are to be obtained. Documentation must be provided prior to the break between semesters during which they intend to obtain hours. Students must also fulfill other requirements as outlined in this manual. Practicum students are not allowed to obtain any direct hours prior to the start of the practicum course. Training *required* by the site prior to beginning of practicum may count as indirect hours with approval of the instructor.

Student membership in the American Counseling Association or Texas Counseling Association includes acceptable professional liability coverage, and includes coverage for “between semester” hours.

Between Semester Hours: Bridge Supervision

Internship students who fulfill certain requirements are allowed to continue accruing hours during the breaks between semesters for their internship. All students working between semesters must enroll in the 1-hour bridge supervision course offered by the department. This course is in addition to and may not be substituted for CNEP 5397 or CNEP 5698. The course will provide a minimum average of 1.5 hours of group supervision for the period of time of the break between semesters. The Continuing Supervision form with required documentation as indicated must be submitted to the faculty member in whose practicum/internship course the student is enrolled the semester preceding the break. Students who fail to attend group supervision or who fail to submit the form with required documentation **prior to the break during which the work will be performed** will not be allowed to count any hours obtained. Practicum students who wish to work during the break to complete required practicum clinical hours may do so if they enroll in bridge supervision; however, no hours obtained will be counted towards internship requirements. Those practicum students who receive a grade in practicum during the regular semester may enroll in bridge supervision for the break period immediately following practicum and may begin internship hours during that time. All students who enroll in the bridge supervision course must provide a completed site supervision agreement that encompasses at minimum the period of the break.

Counselor Self Awareness and Fitness to Practice

The Counseling and Educational Psychology Department at Texas A&M University—Corpus Christi is strongly committed to the idea that the personhood of the counselor is a necessary element of the counseling process. Research continues to indicate that the relationship between the counselor and client is a primary contributor to effective outcomes in counseling. Thus, personal qualities, characteristics, experiences, and reactions of counselors are as important as

knowledge and skills in working effectively with clients.

Personal development is a fundamental part of the counseling program. Much of the coursework in the department will require active engagement in self-reflection. This is particularly true in practicum and internship. Students are expected to take the necessary emotional risks for personal growth and self-awareness as well as to be able to effectively utilize critiques from faculty and peers. Emotional safety of students is important to faculty and every effort to ensure such safety will be made; however, safety differs from comfort. Students are expected to stretch themselves by identifying biases and assumptions, participating in activities that encourage personal reflection and self-knowledge, receiving feedback from faculty and peers, and using feedback to address barriers to effective counseling practice.

Students must demonstrate the acquisition of and ability to apply counseling skills necessary to work with person having diverse needs. Students must demonstrate emotional and mental fitness in their interactions with others (see section below). Students must also conform to the ACA Code of Ethics and the Code of Ethics of the Texas State Board of Examiners of Professional Counselors. In addition, students are expected to conform to the ethical codes of other licenses and/or certifications in the State of Texas which are applicable to their areas of emphasis (e.g., TSBEMFT, TEA).

Student Emotional and Mental Fitness

It is the responsibility of faculty members in the Counseling and Educational Psychology program to evaluate all students according to the standards outlined here and in the CNEP Master's Student Handbook in all settings in which faculty members and students interact. Students who demonstrate emotional and mental fitness in their interactions with others will

- appropriately self-disclose personal concerns that may affect performance as a counselor or counselor-in-training;
- engage in professional interactions with persons from diverse cultures;
- convey feedback to others in an appropriate manner;
- give others time and space to articulate views different from one's own and demonstrate respect for such views;
- recognize the limits of power in the counseling relationship;
- convey an interest in the welfare of others;
- acknowledge feedback from professors, supervisors, and peers, as evidenced by listening to, clarifying, evaluating, and implementing feedback of others;
- show respect for individual differences;
- address personal prejudices and biases;
- express appropriate empathy for clients without over-identifying on a consistent basis;
- address issues of conflict that arise in counseling sessions and in supervision;
- recognize that conflict may be an area of growth;
- maintain balance in his or her own life;
- be alert to signs of stress and address that stress constructively;
- recognize the link between his or her personal behaviors and their consequences; and
- demonstrate openness to taking interpersonal risks.

Students who are identified as experiencing persistent problems in these areas or who do not

conform to codes of ethics may be required, upon agreement of the faculty, to participate in remediation plans until there is evidence that satisfactory adjustments have been made. Some ethical violations are grounds for dismissal from the program. Please refer to the Professional Issues and Behavior Rating Scale later in this handbook for further information. Students should also refer to the CNEP Master's Counseling Student Handbook, which provides a detailed outline of fitness to practice issues, remediation plans, and due process procedures.

Site Supervisor Manual

Students are responsible for ensuring that their site supervisors are provided with a Field Site Supervision Manual containing the relevant guidelines found in this manual. Students may download the Field Site Supervision Manual from BlackBoard or the departmental website, and may provide the site supervisor with either an electronic or hard copy of the manual. Students will certify that they have provided the manual by so indicating on the Ethics Agreement found elsewhere in this manual. The student, university practicum/internship instructor, and the site supervisor must sign the Field Site Supervisor Agreement before the student can begin the field experience.

Required Hours for Practicum/Internship

The required hours for Practicum and Internship are as follows:

- 100 hour practicum (at least 40 direct hours)
- 600 hours internship (at least 240 direct hours)
- 700 hours total (at least 280 direct hours)

Practicum requires 100 hours on site. Hours obtained in CNEP 5397 group supervision do not count as part of the required hours. Internship students are able to include internship class meetings/supervision in the total number of hours.

Those students pursuing the **marriage, couple and family counseling** emphasis should provide services with a system 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, license, certification, or training in marriage and marriage and family counseling. This includes 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.

Supervision Requirements

Each practicum student will receive at least one hour per week of individual or triadic (two students) supervision during the semester from a university supervisor, who will most often be a doctoral student supervisor. Whether a doctoral student or faculty member, no supervisor will supervise more than six (6) students per semester; thus, practicum students should contact available supervisors as soon as they receive information allowing them to do so. Both practicum and internship students will receive an average of 1.5 hours of group supervision each week during the semester from the

university supervisor. In addition, practicum and internship students will receive one hour of individual or triadic supervision from the site supervisor each week. Audio/video recordings are required for supervision purposes. Some counseling sessions may be directly observed by supervisors during each semester.

Failure to adhere to requirements for individual and group supervision may result in being dropped from the course. Failure to obtain sufficient supervision hours will result in failure or non-credit for the course. In the event of serious personal illness or other serious circumstance, whereby a student is unable to obtain sufficient supervision through no fault of his/her own, an incomplete may be awarded. It is anticipated that such circumstance would also result in inability to obtain sufficient direct or indirect hours.

Practicum/Internship Files

At the time of application for practicum/internship, the departmental administrative assistant or secretary will begin a practicum/internship file for each student. This file will contain the application, transcript, and copy of the degree plan. During each semester of field experience, the university instructor will maintain a file on each enrolled student which shall contain all items listed on the Professor's Checklist for the course. At minimum, this includes

- the field Site Supervisor Agreement,
- ethics agreement,
- final weekly log,
- site supervisor's evaluation of student,
- doctoral student's evaluation of student, if applicable,
- university instructor's evaluation of student,
- student's evaluation of site supervision and field site,
- record of university contacts with site supervisor,
- TSBEPD Practicum Documentation Form for each site,
- TSBEMFT Documentation Form for MFCC students, and
- other information deemed relevant by the instructor.

Students are responsible for ensuring that all documentation is completed correctly, signed by appropriate individuals, and provided to the university instructor in a timely manner so that it may be included in their files. ***Students who do not provide documentation will not receive a passing grade.*** Instructor files will be delivered to the department administrative assistants at the end of each semester in order that student field experience files may be updated. Files will be kept in locked file cabinets in the departmental office area.

Regulatory and Other Websites

Students are advised to regularly check the websites of regulatory boards and agencies in the State of Texas. Codes of ethics promulgated by those boards and agencies constitute a portion of the expectations of the Counseling and Educational Psychology Department for student behavior. In Texas, the following websites will be of particular importance for students. In addition to offering the codes of ethics for licensed professional counselors, licensed marriage and family therapists, and professional school counselors, these sites provide information about how to

obtain licensure and/or certification.

www.dshs.state.tx.us/counselor/lpc_rules.shtm

www.dshs.state.tx.us/mft/mft_rules.shtm

www.sbec.state.tx.us/SBECOnline/default.asp

www.dshs.state.tx.us/lcdc/default.shtm

In addition, students are required to download and read the ACA Code of Ethics. The Code of Ethics can be found at www.counseling.org

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

Printed Name

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: _____

Date: _____

Other Site Representative (optional): _____

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: _____

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-recording **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: _____

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

**Student Practicum/Internship Ethics and
Professional Behavior Agreement**

Student is to complete this form in duplicate and submit a copy of this agreement to the university practicum/internship instructor before beginning field experience.

1. I hereby attest that I have read and understood the American Counseling Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethical standards or any unethical behavior on my part may result in my removal from practicum/internship and a failing grade, and documentation of such behavior will become part of my permanent record. I also attest that I have read and understand the Code of Ethics of the Texas State Board of Examiners of Professional Counselors as well as other regulatory bodies appropriate to my specialty area (e.g., TSBEMFT, TEA)
2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
3. I understand that it is my responsibility as a counselor-in-training to demonstrate appropriate professional behavior and to manage myself effectively and appropriately.
4. I understand that my responsibilities include keeping my practicum/internship instructor(s) and supervisor(s) informed regarding my practicum/internship experiences.
5. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.
6. With my signature, I certify that I have provided my site supervisor with a copy of the Field Site Supervisor's Manual.

Signature

Date

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

Consent for Audio-Visual Recording

I hereby agree to allow taping of my (or my child's) session with _____.
(name of counselor)

This taping will take place at _____
(location)

during the _____ semester of 20_____.

This agreement will remain in effect until _____.
(month, day, year)

I understand that these tapes are reviewed during in-class group supervision and individual supervision directed by my counselor's instructor. I understand that counselor trainee responses may be used for purposes of research; however, under no circumstances will my (or my child's) responses or information be used for research or any other purpose except supervision without specific written permission from me. These recordings will be treated with professional respect and courtesy, and they will be erased no later than the end of the semester.

SIGNATURES:

Client (or Parent/guardian if client is under 18 years of age)

Date

Practicum Student/Intern

Date

Note: A copy must be signed by each person participating for the counseling session to be recorded. The parent or legal guardian must sign a copy for each participating minor. Form is to be used if supervision site does not have release form. **Completed form should be placed in client's file at the supervision site. This form is not to be placed in counselor intern's university file.**

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.	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

**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. | 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 STUDENT BY
DOCTORAL STUDENT SUPERVISOR**

Student Name: _____ Date: _____

Doctoral Student Supervisor: _____ Semester: _____

Please indicate student's skill/performance levels in the following areas by circling the appropriate rating:

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

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Willingness to accept feedback, critique, and suggestions. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Indicated a desire to improve counseling skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Showed evidence of appropriate counseling skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Ability to establish and maintain a productive counseling relationship | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Demonstrated flexibility in meeting individual client needs. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Demonstrated ability to explore and assess client's concerns. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Practiced ethical behavior. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Has knowledge and ability to apply various theories and appropriate techniques. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Abided by university policies. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Displayed appropriate self -confidence. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. Displayed strong communication skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. Conscientious. | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. Responsible. | 1 | 2 | 3 | 4 | 5 | N/A |
| 14. Demonstrated ability to accurately assess own performance | 1 | 2 | 3 | 4 | 5 | N/A |
| 15. VERALL PERFORMANCE | 1 | 2 | 3 | 4 | 5 | N/A |

Doctoral Student Supervisor

Student

Date

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

**FINAL EVALUATION OF PRACTICUM/INTERNSHIP STUDENT
BY UNIVERSITY INSTRUCTOR**

Student Name: _____ Date: _____

University Instructor: _____ Semester: _____

Please indicate student's skill/performance levels in the following areas by circling the appropriate rating:

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

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. Willingness to accept feedback, critique, and suggestions. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Indicated a desire to improve counseling skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Showed evidence of appropriate counseling skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Ability to establish and maintain a productive counseling relationship | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Demonstrated flexibility in meeting individual client needs. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Demonstrated ability to explore and assess client's concerns. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Practiced ethical behavior, demonstrated understanding of legal issues. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Commitment to the counseling profession. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Developed a working relationship with staff. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Has knowledge and ability to apply various theories and appropriate techniques. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. Abided by university policies. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. Displayed appropriate self-confidence. | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. Demonstrated good communication skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 14. Conscientious. | 1 | 2 | 3 | 4 | 5 | N/A |
| 15. Responsible. | 1 | 2 | 3 | 4 | 5 | N/A |
| 16. Demonstrates ability to accurately assess own performance and limitations as a counselor. | 1 | 2 | 3 | 4 | 5 | N/A |
| 17. Individualizes theories and intervention strategies to each client | 1 | 2 | 3 | 4 | 5 | N/A |

18. Demonstrates ability to provide counseling and education about addictive disorders to clients and their families	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. Ability to assess for threat of harm to self/others, domestic violence, psychoactive substance toxicity, intoxication, and withdrawal.	1	2	3	4	5	N/A
21. Demonstrates ability to provide effective services to diverse clients/students in a multicultural society.	1	2	3	4	5	N/A
22. Applies relevant research findings to inform practice of addiction; marriage, couple, and family; and clinical mental health counseling as well as school-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

SCHOOL COUNSELING EMPHASIS ONLY

1. Performs appropriate documentation in student records, including computer-assisted record keeping.	1	2	3	4	5	N/A
2. Demonstrates 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. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	1	2	3	4	5	N/A
5. Provides classroom guidance activities using differential instructional strategies appropriate for students.	1	2	3	4	5	N/A
6. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	1	2	3	4	5	N/A
7. Ability to administer and interpret educational tests.	1	2	3	4	5	N/A
8. Utilizes counseling theories effective in school settings.	1	2	3	4	5	N/A
9. Follows school policies and procedures.	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**GRADE**

Practicum A B C D F
Internship () Credit () No Credit

(Please include a brief explanation of grade.)

University Instructor Signature: _____ Date: _____

Student 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 (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

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

**EVALUATION OF DOCTORAL STUDENT SUPERVISOR
BY PRACTICUM STUDENT**

Student Name: _____ Date: _____

Host Organization: _____

University Supervisor: _____

This evaluation of the student's doctoral student supervisor should be filled out by the practicum/internship student and returned to the course instructor. Please indicate your rating of the supervisor's performance in the following areas by circling the appropriate rating:

(1) poor (2) fair (3) good (4) very good (5) excellent (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 assisting your clients to change and improve. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Interactions with supervisor contributed to increasing your self-confidence as a counselor . | 1 | 2 | 3 | 4 | 5 | N/A |

COMMENTS

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:

- Allen, B. P. (2006). *Personality theories: Development, growth, and diversity*. Boston, MA: Allyn & Bacon.
- American Association for Marriage and Family Therapy (2015). *Code of ethics*. Alexandria, VA: Author.
- American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author. <http://www.counseling.org/resources/ethics.html>
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- American School Counselor Association (2007). *ASCA national standards for students*. Alexandria, VA: Author.
- Barnett, J., & Johnson, W. B. (2010). *Ethics desk reference*. Alexandria, VA: American Counseling Association.
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- Berman, P. S. (2010). *Case conceptualization and treatment planning: Integrating theory with clinical practice*. (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Bohart, A. C., & Tallman, K. (2003). *How clients make therapy work: The process of self-healing*. Washington D.C.: American Psychological Association.
- Brown, L. M., & Gilligan, C. (1992). *Meeting at the crossroads: Women's psychology and girls' development*. Cambridge, MA: Harvard University Press.
- Clark, A. J. (2007). *Empathy in counseling and psychotherapy: Perspectives and practices*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Corey, M., & Corey, G. (2010). *Becoming a helper* (6th ed.). Pacific Grove, CA: Brooks/Cole.
- 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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- Egan, G. (2006). *Essentials of skilled helping: Managing problems, developing opportunities*. Canada: Thomson/Wadsworth.
- Egan, G. (2006). *Skilled helping around the world: Addressing diversity and multiculturalism*. Canada: Thomson Brooks/Cole.
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- Gysbers, N. C., et al. (1997). *Comprehensive guidance programs that work-II*. Greensboro, NC: ERIC/CASS Publications.
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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-l 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, TSBEPC, 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 TSBEPC 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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- American Association for Marriage and Family Therapy (2015). *Code of ethics*. Alexandria, VA: Author.
- American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author. <http://www.counseling.org/resources/ethics.htm>
- American Psychiatric Association (2013). *DSM 5*. Washington, DC: Author.
- American School Counselor Association (2007). *ASCA national standards for students*. Alexandria, VA: Author.
- Barnett, J., & Johnson, W. B. (2010). *Ethics desk reference*. Alexandria, VA: American Counseling Association.
- Bernstein, B., & Hartsell, B. (2000). *The portable ethicist for mental health professionals: An a-z guide to responsible practice*. New York, NY: John Wiley & Sons, Inc.
- Berman, P. S. (2010). *Case conceptualization and treatment planning: Integrating theory with clinical practice*. (2nd ed.). Thousand Oaks, CA: Sage Publications.

- Bohart, A. C., & Tallman, K. (2003). *How clients make therapy work: The process of self-healing*. Washington D.C.: American Psychological Association.
- Brown, L. M., & Gilligan, C. (1992). *Meeting at the crossroads: Women's psychology and girls' development*. Cambridge, MA: Harvard University Press.
- Clark, A. J. (2007). *Empathy in counseling and psychotherapy: Perspectives and practices*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Corey, M., & Corey, G. (2010). *Becoming a helper* (6th ed.). Pacific Grove, CA: Brooks/Cole.
- 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.
- Dougherty, A. M. (2005). *Psychological consultation and collaboration in school and community settings* (4th ed.). Belmont, CA: Thompson Brooks/Cole.
- Duncan, B. L., Miller, S. D., & Sparks, J. A. (2004). *The heroic client: A revolutionary way to improve effectiveness through client-directed, outcome-informed therapy* (Rev. Ed.). New York, NY: Jossey-Bass.
- Egan, G. (2006). *Essentials of skilled helping: Managing problems, developing opportunities*. Canada: Thomson/Wadsworth.
- Egan, G. (2006). *Skilled helping around the world: Addressing diversity and multiculturalism*. Canada: Thomson Brooks/Cole.
- Engels, D., & Associates (2004). *The professional counselor: Competencies, performance, guidelines, and assessment* (4th ed.). Alexandria, VA: American Counseling Association.
- Erk, R. R. (2008). *Counseling Treatment for Children and Adolescents with DSM-IV-TR Disorders* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- Gysbers, N. C., et al. (1997). *Comprehensive guidance programs that work-II*. Greensboro, NC: ERIC/CASS Publications.
- Gysbers, N. C., & Henderson, P. (2006). *Developing and managing your school guidance program* (4th ed.). Alexandria, VA: American Counseling Association.
- Hauser, M., & Hays, D. (2010). The slaying of a beautiful hypothesis: The efficacy of counseling and the therapeutic process. *Journal of Counseling and Development*, 49, 32-44.
- Hendricks, B.E., Bradley, L.J., Southern, S., Oliver, M., & Birdsall, B. (2011). Ethical code for the International Association of marriage and family counselors. *The Family Journal*, 19, 217-224. doi: 10.1177/1066480711400814
- 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.
- Halbur, D. A. & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. Boston: Pearson Education, Inc.
- Henderson, D., & Thompson, C. (2010). *Counseling children* (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Hubble, M. A., Duncan, B. L., & Miller, S. D. (1999). *The heart and soul of change: What works in therapy*. Washington, D.C.: American Psychological Association.

- Meier, S. T. & Davis, S. R. (2005). *The elements of counseling* (5th ed.). Belmont, CA: Thomson Brooks/Cole.
- Mitchell, R. (1991). *Documentation in counseling records* (Vol. 2.). Alexandria, VA: American Counseling Association.
- Norcross, J. C. et al. (2006). *Evidence-based practices in mental health*. Washington, D.C.: American Psychological Association.
- Okum, B. F. (2002). *Effective helping: Interviewing and counseling techniques* (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Pope, K. S., & Vasquez, M. J. T. (2010). *Ethics in psychotherapy and counseling: A practical guide*. (4th ed.). San Francisco, CA: Jossey-Bass Publishers.
- Prochaska, J. O. & Norcross, J. C. (2003). *Systems of psychotherapy* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2013). *Handbook of clinical psychopharmacology for therapists* (7th ed.). Oakland, CA: New Harbinger.
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and Social Justice Counseling Competencies*. Alexandria, VA: American Counseling Association.
- Reinecke, M. A., Datillio, F. M., & Freeman, A. (Eds.). (1996). *Cognitive therapy with children and adolescents: A casebook for clinical practice*. New York, NY: Guilford.
- Remley, T. P., Harnann, M. A., & Huey, W. C. (2010). *Ethical and legal issues in school counseling*. (3rd ed.). Alexandria, VA: American School Counseling Association.
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- Sperry, L., Carlson, J., & Kjos, D. (2003). *Becoming an effective therapist*. Boston, MA: Pearson.
- Texas Education Agency (2010). *Best practice standards for school counselors*. Austin, TX: Author.
- U. S. Department of Health and Human Services. (2014). *The health and well-being of children: A portrait of states and the nation*. [See mchb.hrsa.gov/sch/2-11-12/health/pdfs/nsch11.pdf]
- Webber, J. & Mascari, J.B. (2010). *Terrorism, trauma, and tragedies: A counselor's guide to preparing and responding*. (3rd ed.). Alexandria, VA: American Counseling Association.
- Welfel, E. R. (2016). *Ethics in counseling & psychotherapy* (6th ed.). Belmont, CA: Thomson/Brooks/Cole.
- Welfel, E. R., & Patterson, L. E. (2005). *The counseling process: A multitheoretical integrative approach* (6th ed.). Belmont, CA: Thompson Brooks/Cole

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
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 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.
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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