

Texas A&M University-Corpus Christi

Practicum & Internship Handbook

Department of Counseling &
Educational Psychology

Revised November 2023

For use in
CNEP 5397 & CNEP 5698

cnep.tamucc.edu

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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.

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 degrees in Professional Counseling and Professional School Counseling. The Texas A&M University-Corpus Christi Graduate Catalog supersedes any information in this manual.

**Clinical Coordinator
Dr. Wannigar Ratanavivan**

The Clinical Coordinator has clearly defined responsibilities that include: admissions to practicum and internships (checking pre-requisites 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. Ratanavivan 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 Counseling Theories
- CNEP 5314 Theory and Practice of Multicultural Counseling
- CNEP 5327 Ethical and Legal Issues in Counseling
- CNEP 5381 Psychodiagnosis and Treatment Strategies
- CNEP 5384 The Counseling Process
- IDP: In addition to the coursework listed, students must complete and review with their faculty advisors the Individual Development Plan (IDP) during the semester prior to enrolling in practicum. Students are encouraged to review their readiness to take the standardized Comprehensive Examination (CPCE) with their faculty advisor during this meeting. Students are given five opportunities to achieve a passing score on the examination (defined as a raw score of 95 or higher); thus, taking it during practicum may be advisable. For students who do not achieve a passing score on their first attempt and need to retest, they will be able to count their highest score on each section of the examination across all attempts to create a super score.

Additional requirements for CNEP 5698 (Internship) include:

- CNEP 5397 Practicum, **and**

For school counseling

- CNEP 5316 Developmental School Counseling

For marriage, couple, and family counseling

- CNEP 5320 Introduction to Marriage, Couple, and Family Counseling

For addictions counseling

- CNEP 5312 Addictions Counseling

Students must have a cumulative GPA of 3.0 or better and no more than two (2) grades of “C” in their prerequisite courses in order to enroll in practicum or internship courses (students must earn a “B” or better to pass CNEP 5384 The Counseling Process). Students must earn a grade of A or B 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 clinical coordinator. Reasons for the request must be provided. The clinical committee will consider such requests and the clinical 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.

- You must complete an application **every semester you wish to enroll in practicum and internship**. The application can be completed via our online platform, Tevera.
- Tevera is a long-term investment that will allow you to store all your practicum and internship timesheets and important documents as you prepare for your licensure application after graduation.
- You will need to login to the COEHD Marketplace to purchase a Tevera license. The COEHD Dean has graciously agreed to help offset the cost for our students, so we are pleased to be able to make this product available to you at a discounted rate of \$115.00. Please note this is a one-time fee, and you will have access to your account and materials throughout your career. The URL to access the COEHD Marketplace is:
https://tpg.tamucc.edu/C20207_ustores/web/classic/store_main.jsp?STOREID=25&SINGLESTORE=true
- Upon completing your online purchase, an automated alert will be sent to Rachel Perez in the CNEP department. Ms. Perez will then add you to the Tevera system.
- Soon after being added to the system you can expect to receive an email from Tevera asking you to register as a user.
- Once in Tevera, you can view sites via the tile in the bottom righthand corner that says, “site placements.” This is where you can find the contact information for sites and supervisors. **Be sure to reach out to them FIRST if you are interested in a site, BEFORE you start the application in Tevera.** You may also consider sites that are not in Tevera; however, be sure to verify the site and site supervisor meet all the requirements (see below).
- Consult with your faculty advisor for questions or assistance. You may also contact the Clinical Coordinator, Dr. Wannigar Ratanavivan, at wannigar.ratanavivan@tamucc.edu with questions or concerns not addressed by your faculty advisor. School counseling students can contact the Professional School Counseling Program Liaison, Dr. Adrienne Backer at adrienne.backer@tamucc.edu with questions specific to school counseling internship requirements.
- Once you have spoken with a site supervisor and have a verbal agreement regarding attaining hours at the site, THEN begin the application to the site in Tevera. **In addition to the application, you will need to add a supervisor under the site tile in Tevera.**

With your online application, you will need to attach a copy of your degree planner, a copy of your professional liability insurance, a copy of your passing score of the Student Handbook Test as well as confirm that you have contacted the site supervisor. If your site will not (or has not) complete(d) a background check, you will need to complete the background check and FERPA

forms and submit those to TAMU-CC Career and Professional Development Center (for a fee of \$10- \$25) in University Center 304. You can also call the TAMU-CC Career and Professional Development Center office at 361-825-2628 or email chau.hoang@tamucc.edu to complete the background check. **All students are required to complete a criminal background check. If your site does not complete a criminal background check, you are required to attain one via TAMU-CC Career and Professional Development Center.** All background checks must have been completed within the past year.

- When the class schedule becomes available for the next semester, e-mail Rachel Perez at rachel.perez@tamucc.edu and request that she hold your spot in the section of your choosing. Be advised that spots will be held for students in the order that the requests are received, and last-minute requests for a specific course or instructor may not be honored.
- Once your application has been approved in Tevera, Rachel will enter the permit for you to register for the course. **You will not be able to register until your application is approved in Tevera.**
- 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 and submit the site agreement and the ethics agreement in Tevera.

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.**

Field Site Placement

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. Ratanavivan. The site must be appropriate for the student's program emphasis. For example, school counseling emphasis students must obtain the majority of their *internship* hours in a school setting while those in the marriage, couple, and family counseling emphasis must obtain the majority of their *internship* hours in agencies, hospitals, practices, and other mental health facilities where marriage, couple, and family services are provided. The same is true for the clinical mental health and addictions emphases.

Practicum hours may be obtained at any clinical setting if the setting and supervisor meet standards required by our accreditation. A list of site placements can be found in Tevera, and a site fair will be held each fall and spring semester. Students are also encouraged to consult with their faculty advisors, the clinical coordinator, 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.**

Students enrolled in the Professional School Counseling program, and in good academic standing, may be eligible for employment as a school counselor in a local ISD under an intern (19 TAC §230.36) or probationary (19 TAC §230.37) certificate. Students interested in obtaining these certificates must meet all educational and professional requirements established by the TAMU-CC Department of Counseling and Educational Psychology (recommending EPP). Additional information can be obtained by contacting the Department of CNEP Clinical Coordinator and/or the Professional School Counseling Program Liaison.

Professional School Counseling students should plan to take the Internship semesters sequentially. Because CACREP regulations specify school counseling students must fulfill internship requirements in a school setting offering a comprehensive school guidance program, students training to be professional school counselors are **required** to take their internship courses in the Fall and Spring semesters. Your faculty advisor can assist you in finding appropriate school sites and enrolling in the correct section.

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. All sites must meet the requirements to be defined as 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 supports the student's placement, including allowing the site supervisor sufficient time for student supervision (minimum one hour per week).
- agency/organization promotes 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.
- For Clinical Mental Health (CMH), addictions, and Marriage, Couples, and Family (MCF) students, site supervisors must 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.
- For school counseling students, the Texas Education Agency (TEA) requires that site supervisors must have current state-issued school counselor certification minimum of three years and be currently serving in the role of a school counselor. Additionally, site supervisors must meet CACREP requirements of having a master's degree in counseling or a closely

related field (i.e., psychology, social work). School principals do not count as sufficient supervisors unless they have the proper counseling degree and/or certification.

- Supervisors must document previous supervision training or attend departmental training.

With permission and guidance from the Clinical Coordinator, students may in rare cases be allowed to 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 by the Clinical Coordinator prior to enrollment in practicum/internship course, and a detailed description of job duties must be provided.** The department reserves the right to deny placement at any practicum/internship job site if students cannot provide a detailed description of their job duties and how practicum/internship experiences allow them to broaden their counseling skills at a master's level beyond their current job duties.

Students in the school counseling track may use the campuses at which they teach as their practicum or internship 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 NCMHID 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

Admission to practicum/internship is not automatic for individuals who have been admitted to the university or the program as 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 TAMU-CC 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. Students may not post their recordings to YouTube or any other such venue, whether for class review or other purpose. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.

Professional Liability Coverage

Students must attain their own individual student liability insurance. There are a few ways to do this:

1. You can sign up directly through HPSO:
<https://forms.hpsso.com/mustela/site?productName=HCI#/QuickQuote>
2. Or, you can obtain insurance through student membership of a professional organization. Some examples include:
 - a. The Texas Counseling Association offers student members a discounted rate on liability insurance as part of their membership (master's students only):
https://txca.org/member_benefits.php
 - b. The American Counseling Association offers student members free liability insurance as part of their membership (master's students only):
<https://www.counseling.org/membership/join-reinstate/student>

Proof of liability insurance must be attached to your practicum/internship application in Tevera.

Between Semester Hours: Bridge Supervision

Students may be allowed to continue accruing hours during the breaks between semesters for their internship **if and only if** they are enrolled in Bridge Supervision (CNEP 5390). This course is a 1-hour supervision course offered by the department and 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 per week during breaks; thus, the total number of group supervision hours required will vary in accordance with the length of the break. **Students cannot enroll in bridge supervision before completing practicum hours.**

Students **must formally enroll in bridge supervision before the end of the semester prior** to the break during which work will be performed. For example, if a student wishes to continue

working during the break in May (between spring and summer semester), the student must enroll prior to the end of the spring semester. **Students may not enroll late for this course.**

Students who do not enroll **prior to the break during which the work will be performed** or who fail to attend group supervision will not be allowed to count any hours towards internship requirements. 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 **if and only if** they are registered for internship in the immediate next semester.

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 prior to the beginning of the break in which hours will be obtained. Please note that **bridge supervision is subject to availability**. The class might be cancelled if enrollment is low.

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., Texas State Board of Examiners of Marriage and Family Therapists [TSBEMFT], Texas Education Agency [TEA]).

Student Emotional and Mental Fitness

It is the responsibility of faculty members in the Department of Counseling and Educational

Psychology 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 hours 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.

All students must attain at least 10 hours total of group counseling during their internship. These 10 hours can be attained during one semester, or over the course of both semesters of internship. 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 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.

Students cannot enroll in practicum and internship at the same time. They also cannot enroll in internship I and II in one semester. In **extraordinary** circumstances (i.e., deployment), students have been allowed to enroll both in internship I and II at the same time. However, the student must submit a proposal clearly stating the need to do this, as well as a clearly written schedule as to how they will accomplish this. This proposal is then reviewed by a faculty committee for a decision regarding approval.

Supervision Requirements

Each *practicum student* will receive at least **one (1) 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 (1) hour of individual or triadic supervision from the site supervisor each week**. If students have more than one site, they **should** divide their supervision time between multiple sites. For instance, if students spend half of their time at one site, and half of their time at another, they should get at least 30 minutes of supervision at each site weekly. 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 for the course. In the event of serious personal illness or other serious circumstance, whereby students are unable to obtain sufficient supervision through no fault of their 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

All practicum and internship documentation is maintained in Tevera. At minimum, this includes:

- the field site supervisor agreement,
- ethics agreement,
- proof of insurance,
- weekly logs,
- site supervisor's evaluation of student,
- doctoral student's evaluation of student, if applicable,
- university instructor's evaluation of student,
- completed professional issues and behavior rating scale,
- student's evaluation of site supervision and field site,
- 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 submitted to the university instructor in a timely manner. **Students who do not submit required documentation will not receive a passing grade.**

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.

Texas State Board of Examiners of Professional Counselors

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=22&pt=30&ch=681](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=22&pt=30&ch=681)

Texas State Board of Examiners of Marriage and Family Therapists

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=22&pt=35&ch=801](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=22&pt=35&ch=801)

Texas Education Agency – School Guidance and Counseling

<https://tea.texas.gov/academics/learning-support-and-programs>

Licensed Chemical Dependency Counselor Program

<https://hhs.texas.gov/doing-business-hhs/licensing-credentialing-regulation/professional-licensing-certification-unit/licensed-chemical-dependency-counselor-program>

In addition, students are required to download and read the ACA Code of Ethics. The Code of Ethics can be found at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Criminal Background Check Authorization Form



CRIMINAL BACKGROUND CHECK AUTHORIZATION

TO BE COMPLETED BY APPLICANT

| | | | | | |
|--|--------|---------------|---------------------------------------|-------|-----|
| NAME AS IT APPEARS ON SOCIAL SECURITY CARD (Last, First, Middle) | | | Social Security Number | | |
| Former names used, including Maiden Name | | | | | |
| Residence Address (Number and Street) | | | City | State | Zip |
| Email address | | | Telephone number | | |
| Race | Gender | Date of Birth | Driver License Number & Issuing State | | |

RESIDENCY INFORMATION List all places of residence since the age of 18. Attach extra pages if needed.

| | | | |
|------|-------|--------|---------|
| City | State | County | Country |
| City | State | County | Country |

CONVICTION RECORD Attach additional pages as necessary

| | | |
|--|-----|----|
| Have you ever been <u>convicted or plead guilty</u> before a court for any federal, state or municipal criminal offense? | Yes | No |
| Have you ever received <u>deferred adjudication or similar disposition</u> for any federal, state or municipal offense? | Yes | No |
| Have you ever received <u>pretrial diversion or similar disposition</u> for any federal, state or municipal offense? | Yes | No |
| Have you ever received <u>probation or community supervision</u> for any federal, state or municipal offense? | Yes | No |
| Have you been convicted of any criminal offense in a country <u>outside the jurisdiction of the U.S.</u> ? | Yes | No |
| As of the date of this consent form, do you have any <u>pending charges</u> against you? | Yes | No |

If you answered yes to any of the questions above, provide details below. Attach extra pages if needed.

| STATE | COUNTY | DATE OF OFFENSE | DETAILS |
|-------|--------|-----------------|---------|
| | | | |
| | | | |

INTERNSHIP SITE

| | | |
|----------------|-------|-------|
| Organization | | |
| Contact Person | Phone | Email |

ACKNOWLEDGEMENT AND CONSENT

I sign this form freely and understand that this form authorizes a one-time release of information specifically for the purpose of the internship listed above. I understand that information obtained in the background check may be released to the internship site listed above.

Signature of Applicant

Date

Authorization to Release Education Records
Texas A&M University-Corpus Christi
College of Education and Human Development
Department of Counseling and Educational Psychology

The Family Educational Rights and Privacy Act of 1974 (FERPA), generally prohibits the disclosure of personally identifiable information derived from education records to a third party without the student's signed, written consent. There are a number of exceptions to FERPA's prohibition against non-consensual disclosure, where schools are permitted to disclose without consent, though they are not required to do so.

A criminal background check is required for admission to practicum/internship. The resulting report becomes part of *other student education records* and is subject to FERPA regulations. Specified members of the Counseling and Educational Psychology Department faculty, upon receipt of a report of an affirmative criminal background, will meet with the prospective practicum/internship student and if warranted by the background information, may release the report to the appropriate site supervisor.

Please fill in all of the blanks as they apply. Print and sign your name and include the date you sign the authorization form. Return the form to the department that has the information you would like the University to release (the Counseling and Educational Psychology Department).

I, _____, hereby voluntarily authorize faculty in the Department of Counseling and Educational Psychology to provide the criminal background check to the following individual(s):

| | |
|------|------|
| Name | Site |
|------|------|

| | |
|------|------|
| Name | Site |
|------|------|

| | |
|------|------|
| Name | Site |
|------|------|

I understand this authorization will remain in effect from the date it is signed until revoked by me, in writing, and delivered to the Department(s) identified above.

I understand I have the right to refuse to sign this form and that I may revoke my consent, in writing, at any time (except to the extent that the information has already been released). I further understand that refusal to allow disclosure may impact my ability to complete my practicum/internship experience at certain sites.

 Student Name (Printed)

 Student ID #

 Student 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.**

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
CNEP 5397 PRACTICUM

Instructor:
Office/Office Hours:
Office Telephone:
E-mail:

Semester:
Class Date:
Class Time:
Class Location:

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, 5327, and 5384 must be completed.

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.

Instructional Methods

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.

Learning Objectives

This course is designed to meet 2016 CACREP professional counseling identity standards (Section 2) for all entry-level and doctoral-level programs. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP II-F-1-k:** strategies for personal and professional self-evaluation and implications for practice. [*Students will complete this objective by completing an Individual Development Plan to assess their own personal and professional development.*]
- **CACREP II-F-2-f:** help-seeking behaviors of diverse clients. [*Students will complete this objective by achieving a score of 80% or higher on their tape presentations and also earn a rating of "good" or above on the final evaluations by site supervisor and university instructor*]

- **CACREP II-F-2-h:** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. [*Students will complete this objective by achieving a score of 80% or higher on their tape presentations and also earn a rating of “good” or above on the final evaluations by site supervisor and university instructor*]
- **CACREP Standard II-F-5-g:** essential interviewing, counseling, and case conceptualization skills [*Students will complete this objective by achieving a score of 80% or higher on their tape presentations and also earn a rating of “good” or above on the final evaluations by site supervisor and university instructor*]
- **CACREP Standard II-F-5-h:** developmentally relevant counseling treatment or intervention plans [*Students will complete this objective by achieving a score of 80% or higher on their tape presentations, “adequate” or above on relevant clinical items on final site and university evaluations.*]
- **CACREP Standard II-F-5-k:** strategies to promote client understanding of and access to a variety of community-based resources [*Students will earn a rating of “good” or above on relevant items on the mid-semester and final evaluations by the site supervisor*]
- **CACREP Standard II-F-5-l:** suicide prevention models and strategies [*Students will earn a rating of “good” or higher on the lethality assessment rubric.*]
- **CACREP Standard II-F-7-c:** procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide [*Students will earn a rating of “good” or higher on the lethality assessment rubric.*]

Major Course Requirements

1) Practicum Hours

- Students Complete 100 hours in approved practicum setting, at least 40 hours of which are direct counseling services with clients.
- The other 60 hours are indirect counseling services associated with counseling including, but not limited to record keeping and session preparation.

2) Taping and Case Presentations

Students are required to submit two audio/videotapes of clinical work in practicum setting with a real, live client who consented to the taping. One additional tape in which students will role play conducting a lethality assessment is also required. Each of the three tapes will be a minimum of 30 minutes long and no longer than 60 minutes. You will be turning your tapes into the instructor, so you must provide an encrypted/password-protected flash drive to protect client confidentiality. Below are the requirements for each tape are below:

- Tape #1:
Students will present a 10-minute segment of the session along with a PowerPoint case presentation. No identifying information is to be included in this presentation. Students will also complete the Student Evaluation and the Tape Rating Scale. There is a case presentation template available on Blackboard. The presentation, evaluation, and rating scale all must be uploaded to Blackboard prior to the class

prior to your presentation. Do not upload your video to Blackboard. Students must provide an encrypted/password-protected flash drive with their entire session for instructor to review outside of class.

- Tape #2:
Students will present a 10-minute segment of this session along with a PowerPoint case presentation. No identifying information is to be included in this presentation. Students will complete the Tape Rating Scale and a transcript of the 10-minute section of the tape. Having someone else or a transcription service complete this assignment is grounds for failure of the course. The case presentation, rating scale, and transcript should be uploaded to Blackboard prior to your presentation. Students must provide an encrypted/password-protected flash drive with their entire session for instructor to review outside of class.
- Lethality Assessment:
Students will select a partner in class to complete a minimum 30-minute lethality assessment role play. Each student will role play both the counselor conducting the assessment and the client in crisis. The tape will focus on suicide or harm-to-others assessment and intervention. Students will submit a 2-3 page reflective paper concerning the experience of conducting the assessment. This role play will count as one indirect training hour. Students must provide an encrypted/password-protected flash drive with their entire session for instructor to review outside of class.

While students are required to submit the minimum three tapes above, the instructor may require the student to submit additional tapes for viewing of specific counseling skills outside of class. As an added note, students are responsible for maintaining the confidentiality of all client notes and information. All client documents are confidential. Only first names or initials of clients should appear on all forms/case notes/logs, except for taping consent forms. Students must maintain confidentiality of all case discussions. This extends to classroom discussions and viewing or listening to recorded counseling sessions, and students are bound by the same legal and ethical considerations as if the client talked directly with a counselor. The discussion of cases outside of the classroom settings with persons other than those in the agency of placement, the client, the student's supervisors, or the faculty member are grounds for dismissal from the class with a failing grade. Any questions that may arise regarding confidentiality should be directed to the faculty member.

3) Supervision

Students are required to be active participants in several types of supervision: university group supervision, individual/triadic site supervision, and individual doctoral supervision.

- For university group supervision, students are required to attain a minimum of 1.5 hours per week of supervision.
- For site supervision, students are expected to participate in a minimum of one hour per week of triadic/individual supervision with their designated supervisors.

- Doctoral supervision requires a minimum of one hour per week of individual/triadic supervision with your doctoral supervisor.

All of these hours will be documented on your weekly time logs, but do not count towards your 100-hour practicum total. Both doctoral and site supervisors will be conducting mid-semester and final evaluations on your skills and dispositions. It is your responsibility to remind your supervisors of the deadlines and ensure that your evaluations are completed on-time. 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. Please be aware that you cannot pass practicum, nor can you receive an incomplete, for failure to obtain sufficient individual supervision.

4) Professional Meeting Synopsis

Students are expected to attend one professional meeting during the semester and submit a synopsis of the meeting to the instructor. This synopsis must be 2-3 pages, formatted according to APA 6th edition style, and include thoughtful consideration of the content presented during the meeting.

5) Forms and Evaluations

- Students must complete all required forms, including mid- and final evaluations from site supervisors, via Tevera. 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.

6) Ethics and Professional Behavior

- Students must 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, TEA, TSBEP, and/or TSBEMFT Codes of Ethics as appropriate.

Evaluation and Point Allocation

Evaluation

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. This also includes assessment by your university instructor on the Professional Issues and Behavior Rating Scale (available in Practicum and Internship Handbook). A student who is asked to leave a practicum site for unethical or unprofessional behavior may receive a failing grade and may be asked to retake certain courses and/or seek personal 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 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 1.5 hours of weekly group supervision and 1 hour of weekly individual university/doctoral 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.

Point Allocation

Up until this point in the program, students have functioned primarily in the student role. During practicum, however, the student is expected to function as a counselor trainee. This involves many things, including following the rules and regulations governing the practicum site, engaging in professional dress, demeanor, and behaviors, and putting the *ACA Code of Ethics* into practice in every interaction. It also involves engaging in the process of becoming a reflective practitioner. A reflective practitioner uses reflective thinking and sound decision making skills that are well-founded in established research regarding the effective, efficient practice of counseling.

We use a team approach to teaching practicum. We see the practicum experience as a collaborative one between the student, the on-site supervisor, the doctoral student supervisor, and the practicum faculty member. As such, the student, both supervisors (on-site and doctoral), and the faculty member will all be part of the evaluation process.

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, including demonstration of good to excellent competency in counseling skills, will earn the grade of A. Assignments, time logs, and documentation must be submitted on time. Assignments must be in APA 7th Edition format. Students who do not demonstrate this level of competency in basic counseling skills or adequate professional behavior will not earn an A, regardless of other class assignment performance.

To note, excellent competency in counseling skills requires the student’s consistent ability to demonstrate: knowledge of the population that is the focus of practicum, beginning helping skills, ability to express and utilize empathy in session, knowledge of client dynamic, and the ability to appropriately reflect and respond to feedback from instructors and supervisors.

- 2) Students who demonstrate adequate competency in counseling skills, 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 who do not complete one or more of the other assignments will earn a grade of C. Work must be submitted on time. Students who do not demonstrate adequate competency in counseling skills will earn a grade of C regardless of completion of other assignments. Students who earn a grade of C must re-take the practicum class before moving on to internship.

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.

Required or Recommended Readings

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.

Additionally, students are also required to purchase the software system called Tevera as the method of documentation. The fee for Tevera is \$100. This software system will be utilized throughout both internships and students will have lifetime access to their materials.

Recommended or supplemental readings:

- American Association for Marriage and Family Therapy (2015). *Code of ethics*.
https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx
- American Counseling Association (2014). *2014 ACA Code of Ethics*.
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>
- American School Counselor Association. (2015). *ASCA ethical standards for school counselors*.
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- Barnett, J., & Johnson, W. B. (2015). *Ethics desk reference* (2nd ed.). American Counseling Association.
- Berman, P. S. (2019). *Case conceptualization and treatment planning: Integrating theory with clinical practice*. (4th ed.). Sage Publications.
- Corey, M. S., & Corey, G. (2016). *Becoming a helper* (7th ed.). Cengage Learning.
- Corey, G., Corey, M. S., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Cengage Learning.
- Dougherty, A. M. (2014). *Psychological consultation and collaboration in school and community settings* (6th ed.). Thompson Brooks/Cole.
- Duncan, B. L., Miller, S. D., Wampold, B. E., Hubble, M. A. (2010). *The heart and soul of change: What works in therapy* (2nd ed.). American Psychological Association.
- Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance program* (5th ed.). American Counseling Association.

- Halbur, D. A. & Halbur, K. V. (2015). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed.). Pearson Education, Inc.
- 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.
<https://doi.org/10.1002/j.2161-1939.2010.tb00085.x>
- Henderson, D., & Thompson, C. (2010). *Counseling children* (8th ed.). Brooks/Cole.
- 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. (2014). *Boundary issues in counseling: Multiple roles and responsibilities*. (3rd ed.). American Counseling Association.
- Herlihy, B., & Corey, G. (2014). *ACA ethical standards casebook*. (7th ed.). American Counseling Association.
- Kendall, P. C. (2018). *Cognitive therapy with children and adolescents: A casebook for clinical practice* (3rd ed.). The Guilford Press.
- Lee, C. (2018). *Counseling for social justice*. (3rd ed.). American Counseling Association.
- Meier, S. T. & Davis, S. R. (2019). *The elements of counseling* (8th ed.). Waveland Press, Inc.
- Okun, B. F. & Kantrowitz, R. E. (2015). *Effective helping: Interviewing and counseling techniques* (8th ed.). Cengage Learning.
- Pope, K. S., & Vasquez, M. J. T. (2010). *Ethics in psychotherapy and counseling: A practical guide*. (4th ed.). Jossey-Bass Publishers.
- Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2017). *Handbook of clinical psychopharmacology for therapists* (8th ed.). New Harbinger.
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and Social Justice Counseling Competencies*. American Counseling Association.
- Remley, T. P., Rock, W. D., & Reed, R. M. (2017). *Ethical and legal issues in school counseling*. (4th ed.). American School Counselor Association.
- Retts, J. R., Toporek, R. L., & Lewis, J. (2010). *ACA advocacy competencies: A social justice framework*. American Counseling Association.
- Rogers, C. (1951). *Client-centered therapy*. Houghton Mifflin.
- Sue, D. W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th ed.). John Wiley & Sons.
- Seligman, L. & Reichenberg, L.W. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders*. (5th ed.). John Wiley & Sons.
- 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.). American Counseling Association.
- Welfel, E. R. (2016). *Ethics in counseling & psychotherapy* (6th ed.). Thomson/Brooks/Cole.

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.

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.

Course Policies

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

Late assignments will be accepted up to one week late for a reduced letter grade. After one week late, assignments will not be accepted and you will receive a zero. Chapter reading quizzes and discussion board posts cannot be made up. Most of your assignments will be submitted through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it didn't. You will be able to see if the assignment attached/uploaded correctly. In the event that there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email me with your assignment attached by the assigned due date and time. Additionally, late completion of practicum documentation/paperwork may result in a reduction in grade in the course.

Academic Integrity and 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, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic

dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Attendance

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.

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.

Classroom Behavior and Professional Conduct

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Additionally, students are expected to adhere to the 2014 *Code of Ethics* of the American Counseling Association. Any behavior that is deemed unethical may be grounds for Student Review and Retention policy procedures to be initiated or for dismissal from the program.

Confidentiality

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. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. If you wish to share with others outside the class, *discuss only your own reactions or experiences* and maintain confidentiality regarding other's input. *This is an ethical issue.*

Practicum students are responsible for maintaining the confidentiality of all client notes and information. All client documents are confidential. Only first names or initials of clients should appear on all forms/case notes/logs, except for taping consent forms. Students must maintain confidentiality of all case discussions. This extends to classroom discussions and viewing or listening to recorded counseling sessions, and students are bound by the same legal and ethical considerations as if the client talked directly with a counselor. The discussion of cases outside of the classroom settings with persons other than those in the agency of placement, the client, the student's supervisors, or the faculty member are grounds for dismissal from the class with a failing grade. Any questions that may arise regarding confidentiality should be directed to the faculty member.

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* 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

class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

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://academicaffairs.tamucc.edu/rules_procedures/. 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.

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 Disability Services for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Syllabus Disclaimer

While the provisions of this syllabus are as accurate and complete as possible, *the instructor reserves the right to change any portions of the syllabus*. If changes are made to the syllabus, the instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.

This is a fluid syllabus and may be adjusted as time goes on according to our class needs.

IX. Course Schedule and Policies

| Date | Topic | Assignments Due |
|-------------|--|---|
| | Introduction to Course Review all forms and time logs | Ethics agreement Site agreement (for each site) |
| | Group Supervision Assessing for Lethality | Weekly time log |
| | Group Supervision Case Presentations | Weekly time log Lethality Assessment tape Lethality Assessment reflection paper |
| | Group Supervision Case Presentations | Weekly time log |
| | Group Supervision Case Presentations | Weekly time log |
| | Group Supervision Case Presentations | Weekly time log |
| | Group Supervision Case Presentations | Weekly time log |
| | NO CLASS | Mid-Semester evaluations (doc and site) |
| | SPRING BREAK | |
| | Group Supervision Case Presentations | Weekly time log |
| | Group Supervision Case Presentations | Weekly time log |

| | | |
|--|--|---|
| | Group Supervision Case Presentations | Weekly time log |
| | Group Supervision Case Presentations | Weekly time log |
| | Group Supervision Case Presentations | Weekly time log Professional Meeting Reflection Due |
| | Group Supervision Case Presentations | Final evaluations (doc and site) |
| | Individual Meetings and Final Evaluations with Instructor | Final TSBEPC (All Specialties) TSBEMFT (MCFC) Student Evaluation of Site and Site Supervisor |

Lethality Assessment Role Play

Each student will present a reflective self-evaluation of the lethality assessment and intervention role-play (completed in class). The evaluation (2-3 pages in length) must include thoughtful consideration of your skills, what you learned about yourself in the session, and how you felt during the session. This self-evaluation must be in APA 7th edition style and with your tape of lethality assessment role-play.

This assignment is designed not only for you to show that you can adequately assess for suicide, self-injury, and lethality towards others, but that you can use your beginning counseling skills while doing so. Each tape **MUST** be at least 30 minutes long and should show an accurate assessment of lethality and engagement in planning to keep the client safe. Other things to consider:

- You may *not* develop a script for this exercise (real counseling isn't scripted!)
- If you wish, you may create your own *lethality assessment form/checklist* to use during the session that includes the acronym of your choice. This must be turned in with your written reflection. This **DOES NOT** mean you may simply use the resources handed out in class.
- At the beginning of your tape, you *must* review confidentiality with the client as if this is your first time seeing them.
- Though you may be using a lethality assessment form, you will also be graded for your ability to use your *beginning counseling skills* while engaging in this assessment. This includes invitational skills, summarizing, and reflecting feeling.
- You must choose *one* of the suicide assessment acronyms from the notes given to you in class and be sure you cover all aspects of that acronym during your tape. Be sure to identify which acronym you used in your written reflection.

Lethality Assessment Role Play Rubric

Students must attain a rating of “good” or better in all three categories to pass this assignment

| | Excellent | Good | Fair-Poor |
|---------------------------------|--|---|--|
| Assessment for lethality | Student accurately and thoroughly assesses for suicide, self-injury, and homicide risk via direct open and closed questions. Student uses at least one suicide assessment acronym. | Student assesses for suicide, self-injury, and homicide risk, but does not thoroughly cover the material. | Student does not assess for suicide, self-injury, and homicide risk, or does not use a suicide acronym. |
| Basic Counseling Skills | Student uses basic counseling skills throughout the session, including accurate and nonjudgmental paraphrases and reflections of feeling. | Student uses basic counseling skills at times, including paraphrases and reflections of feeling | Student does not use basic counseling skills, or use is minimal. Student over emphasizes the use of closed questions or becomes overly directive with advice giving. |
| Reflection Paper | Reflection paper is 2-3 pages and includes thoughtful consideration skills, what the student learned about self. Paper is in APA style and turned in on time. | Reflection paper is 2-3 pages long, and includes some consideration of skills, minor issues with APA style. | Paper is not required length, or not turned in on time. Paper does not include thoughtful consideration of skills or what student learned about self. |

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. Community resources
7. Multicultural and Social Justice Counseling Competencies (MSJCC): how have you applied the MSJCC to this case?
8. This session: brief description of goals for present session and brief description of what is happening during the clip or audio you will play.
9. What you would like from the group: specific feedback about what we should look for
10. Session: insert your clip or audio at this point in presentation. ***Note: Do not upload your presentation with the clip inserted!***
11. Future direction: where you will be going from this point with your client and with your own growth, learning, and development as a counselor.

Case Presentation Rubric

| Unacceptable | Acceptable | Excellent |
|---|---|--|
| Case presentation appears to be hurriedly assembled with little thought or serious consideration to the requirements; one or more than one of the required elements in the case template is missing; information in presentation has significant issues (ex. Treatment goals do not align with theoretical orientation; hypothesis is entirely incorrect); significant spelling/formatting issues | Includes all elements of the excellent presentation, but may not demonstrate as much depth or critical thinking in conceptualizing client issues; theoretical orientation and treatment goals are properly aligned, but may not be best plan of action for presenting client issues; spelling/formatting issues may be present but they are few | Case presentation includes all required elements and reflects thoughtful and thorough consideration in conceptualizing client issues; theoretical orientation and treatment goals are properly aligned and consistent with presenting client issues; there are no spelling/formatting errors |

Practicum Student Self-Evaluation of Session (First Tape)

You are expected to evaluate your performance as a counselor for the 1st 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. *This evaluation must be turned in the day the tape is presented in class, and must be in APA format, 2-3 pages long.* Each self-evaluation should include the following sections:

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. Reflect on your developing skills, your strengths, and areas for continued work.
5. Tape Rating Scale (see page 12 of syllabus)

Transcript Format (Second Tape)

The third tape in practicum will be accompanied by the Tape Rating Scale and a transcript of a ten-minute section of your tape presentation. Do not include any identifying information. The transcript should be a verbatim account of the ten minutes. Having someone else or a transcription service complete this assignment is grounds for failure of the course. ***Within the transcription, identify 10 of your responses. These responses must be numbered, and should be your own responses. For these ten, provide a) your intent, b) a thoughtful consideration of how the client responded, and an c) appropriate alternative response. It is unacceptable to write that you were satisfied with your response.

Example:

Client: I always fall apart.

Counselor: I think you're very well put together.

Intent: My honest reaction. This client has dealt with and is dealing with a lot in her life and I wished to validate her.

Alternative response: "It sounds like things have been difficult, tell me more about that". I still would have validated her but I also would have opened it up for her to go deeper.

Client: well I wasn't a little while ago

Consideration of client response: The client is being a little self-deprecating, or she doesn't believe me. Perhaps it makes her feel good to receive validation that she appears to have things together.

Practicum 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 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 |

TEXAS A&M UNIVERSITY – CORPUS CHRISTI
CNEP 5698 INTERNSHIP

Instructor:
Office/Office Hours:
Office Telephone:
Email:

Semester:
Class Date:
Class time:
Class Location:

Course Description

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 for the Marriage, Couple and Family Counseling program emphasis; and, CNEP 5312 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).

Instructional Methods

Learning objectives will be met using multiple instructional strategies including group discussion; demonstrations; in-class simulations; video exercises and tape review; case studies; and individual, triadic, and/or group supervision.

Learning Objectives

This course is designed to meet 2016 CACREP professional counseling identity standards (Section 2) for all entry-level and doctoral-level programs. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 5-II-F-1-k:** strategies for personal and professional self-evaluation and implications for practice. [*Students will successfully complete this learning objective by completing the Individual Development Plan to assess their own personal and professional development and earn an "acceptable" or higher on the self-reflection paper as evidenced by the rubric*]

- **CACREP Standard 5-II-F-1-m:** the role of counseling supervision in the profession. [*Students will successfully complete this learning objective by earning an “acceptable” or higher on the supervision paper*]
- **CACREP Standard II-F-2-f:** help-seeking behaviors of diverse clients [*Students will successfully complete this learning objective by earning an “acceptable” or higher on the case presentation as evidenced by the rubric*]
- **CACREP Standard 5-II-F-2-h:** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination [*Students will successfully complete this learning objective by earning an “acceptable” or higher on the case presentation as evidenced by the rubric*]
- **CACREP Standard 5-II-F-5-c:** theories, models, and strategies for understanding and practicing consultation. [*Students will successfully complete this learning objective by earning an “acceptable” or higher on the consultation paper as evidenced by the rubric.*]
- **CACREP Standard 5-II-F-5-g:** essential interviewing, counseling, and case conceptualization skills. [*Students will successfully complete this learning objective by earning an “acceptable” or higher on their tape presentations as evidenced by the rubric and also earn a rating of “good” or above on the final evaluations by site supervisor and university instructor.*]
- **CACREP Standard 5-II-F-5-h:** developmentally relevant counseling treatment or intervention plans [*Students will successfully complete this learning objective by earning an “acceptable” or higher on their case presentations as evidenced by the rubric, “adequate” or above on relevant clinical items on final site and university evaluations.*]
- **CACREP Standard 5-II-F-5-i:** development of measurable outcomes for clients. [*Students will successfully complete this learning objective by earning an “acceptable” or higher on their case presentations as evidenced by the rubric.*]
- **CACREP Standard 5-II-F-5-k:** strategies to promote client understanding of and access to a variety of community-based resources. [*Students will successfully complete this learning objective by earning a rating of “good” or above on relevant items on the mid-semester and final evaluations by the site supervisor.*]
- **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. [*Students will successfully complete this learning objective by earning 600 clock hours of supervised counseling internship as evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.*]
- **CACREP Standard 3-K:** Students complete at least 240 clock hours of direct service. [*Students will successfully complete this learning objective by earning at least 240 clock*

hours of direct service evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.]

- **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. *[Students will successfully complete this learning objective as evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.]*
- **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. *[Students will successfully complete this learning objective as evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.]*

Major Course Requirements

1) Internship Hours

- Students must complete substantial progress towards 300 hours for each internship class with a minimum of 120 hours of direct counseling services. In total, students are expected to earn a minimum 600 hours with a minimum 240 direct counseling services over the course of both internships. 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.
- Per CACREP requirements, students in all tracks must complete 10 hours of group counseling over the course of their internship. If you are in Internship II and have no group counseling hours, you must receive all 10 hours in the present semester.

2) Taping and Case Presentations

- Students must complete 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. Having someone else or a transcription service complete this assignment is grounds for failure of the course. 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.

- Students must get signed consent to audio/video record their clients. Students are expected to get consents at the very beginning of the semester, get consents from multiple clients, and record multiple clients in case a client cancels before a case presentation and for their own feedback purposes. Having a client cancel before you are scheduled to present is not an excuse to miss an assigned presentation day and will result in a late penalty. Further, having multiple tapes allows you to show them to your site supervisor as well as watching them yourself to enhance your own counseling and self-analysis skills.
- While students are only showing parts of their taped session during the presentation, students are required to tape the entire session and bring it to class for the presentation. The instructor reserves the right to request to see additional footage of the tape or may request to see the entire duration of the taped session.
- Each case presentation is worth 30 points. The transcript is worth 5 points.

3) Supervision

- 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 in this course. 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 in Tevera. 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 via Tevera. 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.

4) Reflective Paper

- 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.

5) Supervision Paper

Internship I students will submit a research paper that explains the discrimination model of supervision and one other specific clinical supervision model. This paper should be well-written and meet graduate-level expectations (i.e., proper spelling, grammar, punctuation, APA format - title page, headings, reference page etc.). The paper must include tenets of models discussed as well as ethical, multicultural, and diversity issues identified in the literature that pertain to counseling supervision in general as well as the specific models presented. Some supervision models include:

- 1. Psychotherapy-Based Supervision Models**
 - a. Psychodynamic
 - b. Humanistic-relationship
 - c. Cognitive-behavioral
 - d. Systemic
 - e. Constructivist
- 2. Developmental Supervision Models**
 - a. Loganbill, Hardy, and Delworth's Model
 - b. Integrated Developmental Model (Stoltenberg & McNeill)
 - c. Systemic Cognitive-Developmental Supervision Model
 - d. Reflective Developmental Models
 - e. The Ronnestad and Skovholt Lifespan Developmental Model
- 3. Supervision Process Models**
 - a. The Discrimination Model
 - b. Holloway's Systems Approach to Supervision
- 4. Second-Generation Models of Supervision**
 - a. Common-Factors Model
 - b. Evidence-Based Supervision

Please refer to the rubric for additional requirements and instructions.

6) Consultation Paper

- Internship II students will submit a research paper discussing models of counseling consultation. The paper must appropriately identify consultation model that can be used with parents, teachers, and/or other mental health professionals. This paper should include current research and incorporate cultural considerations. Refer to the rubric for specific instructions and a description of how credit will be awarded.

7) Forms and Evaluations

- Complete all required forms, including mid- and final evaluations from site supervisors, via Tevera. 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.

- 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.
- Instructors will complete a final evaluation of each student's clinical skills and professional conduct at the end of the semester.
- School counselors, Dr. Backer must provide two observations for internship I (with the first observation within 6 weeks of class) and one observation for internship II students. You must provide Dr. Backer with a list of available times for her to conduct observations on classroom guidance lessons, small group counseling, or individual counseling.

8) Ethics and Professional Behavior

- Students must 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, TEA, TSBEPC, and/or TSBEMFT Codes of Ethics as appropriate. See below the notes for more specific language regarding professional behavior.

Point Allocation

| | |
|---|-------------------|
| Case presentations (2 @ 30 points each) | 60 points |
| Transcript | 5 points |
| Reflection paper | 10 points |
| Supervision paper or consultation paper | 15 points |
| Group supervision participation | 5 points |
| On-time submission of all forms and evaluations | 5 points |
| Total | 100 points |

Grading scale

| |
|-------------------------|
| 90-100 points = A |
| 80-89 points = B |
| 70-79 points = C |
| 60-69 points = D |
| 59 points and below = F |

Grade assignment is based on your performance in all aspects of the class listed above as well as your performance at the internship site during the entire semester. Please note that no grade below B in internship will be applied toward the degree. If you receive a grade of C and below, you will be required to retake the internship course.

There is also one caveat that is factored into receiving a passing grade for this course. Regarding professional behaviors, please note the following:

In addition to completing all assignments on-time and demonstrating effective and appropriate

use of counseling skills, students are expected to demonstrate professional behaviors both in class and at the internship site. Students' professional conduct and behavior are continually assessed throughout the semester by both the site supervisor and faculty instructor. Faculty instructors complete a final evaluation of the student's clinical skills and professional behaviors at the end of the semester. Though a student may have earned enough points to pass internship and also received adequate to excellent ratings on the clinical skills, repetitive or serious negative ratings on the Professional Issues and Behavior Rating Scale will result in failing grade for the course. Additionally, 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. Earning a failing grade in internship requires re-taking of the course.

Required or Recommended Readings

Required readings:

Practicum/Internship Handbook and the Multicultural and Social Justice Counseling Competencies (available via BlackBoard or the CNEP Departmental website).

Additionally, students are also required to purchase the software system called Tevera as the method of documentation. The fee for Tevera is \$100. This software system will be utilized throughout both internships, and students will have lifetime access to their materials.

Recommended or supplemental readings:

- American Association for Marriage and Family Therapy (2015). *Code of ethics*.
https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx
- American Counseling Association (2014). *2014 ACA Code of Ethics*.
<http://www.counseling.org/resources/ethics.htm>
- American Psychiatric Association. (2013). *DSM 5*.
<https://www.psychiatry.org/psychiatrists/practice/dsm>
- American School Counselor Association (2016). *ASCA ethical standards for school counselors*.
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- Barnett, J., & Johnson, W. B. (2015). *Ethics desk for counselors*. (2nd ed.) American Counseling Association.
- Berman, P. S. (2019). *Case conceptualization and treatment planning: Integrating theory with clinical practice*. (4th ed.). Sage Publications.
- Cholewa, B., Goodman-Scott, E., Thomas, A., & Cook, J., (2016). Teachers' perceptions and experiences consulting with school counselors: A qualitative study. *Professional School Counseling, 20*(1), 77-88.
- Corey, M., & Corey, G. (2016). *Becoming a helper* (7th ed.). Brooks/Cole.
- Corey, G., Corey, M. S., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Cengage Learning.
- Crunk, A. E., & Barden, S. M. (2017). The common factors discrimination model: An integrated approach to counselor supervision. *The Professional Counselor, 7*(1), 62-75.
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- Duncan, B. L., Miller, S. D., Wampold, B. E., Hubble, M. A. (2010). *The heart and soul of change: What works in therapy* (2nd ed.). American Psychological Association.
- Gonzalez, L. M., Borders, L. D., Hines, E. M., Villalba, J. A., & Henderson, A. (2013). Parental involvement in children's education: considerations for school counselors working with Latino immigrant families. *Professional School Counseling, 16*(3), 185-193.
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- 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.
- Halbur, D. A. & Halbur, K. V. (2015). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed.). Pearson Education, Inc.
- Henderson, D., & Thompson, C. (2010). *Counseling children* (8th ed.). Brooks/Cole.
- 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. (2014). *Boundary issues in counseling: Multiple roles and responsibilities*. (3rd ed.). American Counseling Association.
- Herlihy, B., & Corey, G. (2014). *ACA ethical standards casebook*. (7th ed.). American Counseling Association.
- Kendall, P. C. (2018). *Cognitive therapy with children and adolescents: A casebook for clinical practice* (3rd ed.). The Guilford Press.
- Lee, C. (2018). *Counseling for social justice*. (3rd ed.). American Counseling Association.
- Meier, S. T. & Davis, S. R. (2019). *The elements of counseling* (8th ed.). Waveland Press, Inc.
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State Adopted Proficiencies for School Counselors

School Counselor Standard I: Learner-Centered Knowledge

The professional school counselor must have a broad knowledge base.

School Counselor 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 as outlined in The Texas Model for Comprehensive School Counseling Programs.

School Counselor Standard III: Learner-Centered Process

The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth.

School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners

The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

School Counselor Standard V: Learner-Centered Communications

The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

School Counselor Standard VI: Learner-Centered Professional Development

The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TE_xES Competencies (COE)

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, which 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 can 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.

Course Policies

Tevera and Logs

All practicum and internship logs and evaluations will be completed and signed via Tevera. Students must register for Tevera prior to enrolling in practicum.

Attendance

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.

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.

Group Supervision and Confidentiality

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.**

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

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. Late assignments will be accepted up to one week late for a reduced letter grade as calculated by the points (i.e., 20 point assignment starts off automatically at 17.8 (89%) after the original deadline). After one week late, assignments will not be accepted and you will receive a zero for the assignment. Most of your assignments will be submitted through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it did not. You will be able to see if the assignment attached/uploaded correctly. In the event that there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email the instructor with

your assignment attached by the assigned due date and time

Cell Phone/Electronic Device Usage

Cell phones and laptops are not permitted in class unless specifically instructed by the instructor. If cell phones or laptops are used during class without explicit instruction from the instructor, participation points will be deducted. There will be no courtesy warning.

Extra Credit

As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)

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, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

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. Simply discontinuing your attendance and participation **WILL NOT** automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires everyone to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. Since this is an online course, please practice proper netiquette and respect the experience of all students enrolled in the course.

Regarding the assignment of “grades” or, in this course specifically, points, grades/points are earned and not given. The expectation of earning a perfect score on every assignment is unrealistic. This is a rigorous graduate program in which students will be training to work with clients in vulnerable situations, so the assignment demands are high. With this expectation of excellence, students are welcome and encouraged to inquire about how to improve their grades/points in class. In doing so, students are expected to maintain respectful and professional behavior during such inquiry. Discussion of grades will be focused on the student’s own work in reference to the assigned rubric and instructions. Discussing the work of other students in comparison your own is not permitted.

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez (Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz (Rosie.Ruiz@tamucc.edu) x 5826 or visit website at [Title IX/Sexual Assault/Pregnancy](#).

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a **confidential** setting, you are encouraged to make an appointment with counselors in the [University Counseling Center](#).

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University's goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

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. Documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/. For assistance 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.

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 Disability Services for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Syllabus Disclaimer

While the provisions of this syllabus are as accurate and complete as possible, *the instructor reserves the right to change any portions of the syllabus*. If changes are made to the syllabus, the instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.

Tentative Course Schedule

| Date | Topic | Due |
|-------------|--|---|
| | Review syllabus assignments/requirements See Blackboard for required forms Sign up for case presentations Group Supervision | Site Agreement(s) Ethics Agreement |
| | Case Presentations Group Supervision | First Reflection Paper Due Weekly Logs |

| | | |
|--|---|---|
| | Case Presentations Group Supervision | Weekly Logs |
| | Case Presentations Group Supervision | Weekly Logs |
| | Case Presentations Group Supervision | Weekly Logs Optional Supervision Paper Draft (Internship I) Optional Consultation Paper Draft (Internship II) |
| | Case Presentations Group Supervision | Mid-Semester Evaluation Due Weekly Logs |
| | Case Presentations Group Supervision | Weekly Logs |
| | Case Presentations Group Supervision | Weekly Logs Supervision Paper (Internship I) Consultation Paper (Internship II) |
| | Case Presentations Group Supervision | Weekly logs |
| | Case Presentations Group Supervision | Weekly logs |
| | Case Presentations Group Supervision | Weekly logs |
| | Case Presentations Group Supervision | Weekly logs |
| | Case Presentations Group Supervision | Weekly logs |
| | Case Presentations Group Supervision | Weekly logs |
| | Reading Day No class | Site Supervisor Final Evaluation |
| | Final Student Evaluations with Faculty | Verification Forms: Final TSBEP (All Specialties) TSBEMFT (MCFC) Student Evaluation of Site and Site Supervisor |

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 is **approximately ONE hour long (i.e., 30 minutes to present content, 15 -18 minutes of clips, and 10 – 12 minutes for feedback/discussion)** and is worth 30 points. Presentation must include the following:

1. Intern name, site name, and date of presentation
2. Background information including age, biological sex, gender, ethnicity, race, support systems/strengths/protective factors, challenges/barriers the client faces, previous treatment, assessments completed, other significant information/contextual factors (i.e., SES, social and cultural issues, abilities status, legal and/or ethical issues, and relevant personal history etc.), presenting problems. ***Do not include identifying information (2.5 points)***
3. Diagnostic impression including full DSM-5 diagnosis (required for all students) and mental status exam **(1.5 points)**
4. Theoretical Foundation & Hypothesis: Discuss your theory-based and/or evidenced-based, culturally appropriate counseling approach with this client. Please demonstrate a clear understanding and application of your approach and state your hypotheses (**based in theory**) about what is going on with your client(s). **(3 points)**
5. Case conceptualization: Discuss how your theory-based and/or evidenced-based, culturally appropriate counseling approach conceptualizes and/or explains the causes of your client(s) presenting concerns. **(3 points)**
6. Treatment goals: Include at least 2 goals and relevant objectives and interventions. **(2 points)**
7. Community resources **(.5 points)**
8. Multicultural and Social Justice Counseling Competencies (MSJCC): how have you applied the MSJCC to this case? **(1.5 points)**
9. Demonstration of counseling skills: Show brief clips (up to 10 minutes) of what you did well and/or are proud of (i.e., clips that demonstrate basic and *advanced* counseling skills/techniques you used in this session) **(12.5 points)**. ***Do not upload your presentation with the clips inserted!***
10. Future direction: where will you be going from this point with your client and with your own growth, learning, and development as a counselor? What basic and *advanced* counseling skills/techniques do you plan to use with your client in the future? Also, briefly discuss how you are or will be evaluating your work/progress with this client **(1.5 points)**
11. Counseling session segment: Identify the goals for present session and briefly describe what is happening during the clip or audio you will play, ask 2 **specific** questions to solicit feedback from your peers and instructor, and play your clip or audio (5-8 minutes). ***Do not upload your presentation with the clip inserted!(2 points)***
12. References

Case Presentation Rubric
Internship I and II

| Does Not Meet Expectations (20 points and below) | Meets Expectations (21-25 points) | Exceeds Expectations (26-30 points) |
|---|--|---|
| <p>Case presentation and assignment appear to be hurriedly assembled with little thought or serious consideration to the requirements; information is not communicated clearly and effectively; one or more of the required elements in the case presentation template and transcript template are missing; information in presentation has significant issues (ex. hypothesis not correctly rooted in theoretical orientation; Treatment plan does not align with theoretical orientation and/or client's needs and diagnosis; demonstrates inappropriate and/or ineffective use of basic and advanced counseling skills; inadequate personal reflection and professional self-evaluation regarding growth and development as a counselor; inadequate or superficial completion of transcript components (i.e., lacks thoughtful consideration and in depth reflection on clinical skills & performance etc.); significant issues with spelling/grammar/formatting; presentation does not meet time requirement.</p> | <p>Case presentation appears well-prepared and information is communicated clearly and effectively. Includes all required elements of the presentation, but does not demonstrate as much depth or critical thinking in conceptualizing client issues; hypothesis is somewhat rooted in theoretical orientation (i.e., has some minor flaws); theoretical orientation and treatment plan are properly aligned, but may not be best plan of action for presenting client's needs and diagnosis; demonstrates appropriate and effective use of basic counseling skills, however advanced counseling skills not adequately demonstrated; adequate personal reflection and professional self-evaluation regarding growth and development as a counselor; adequate completion of transcript components (i.e., shows some thoughtful consideration and reflection on clinical skills and performance etc.); minimal issues with spelling/grammar/formatting; presentation meets time requirement.</p> | <p>Case presentation and assignment appear well-prepared and information is communicated clearly and effectively. Case presentation and assignment include all required elements and reflect thoughtful and thorough consideration in conceptualizing client issues; hypothesis is correctly rooted in theoretical orientation; theoretical orientation and treatment plan are properly aligned and consistent with presenting client's needs and diagnosis; demonstrates appropriate and effective use of basic and advanced counseling skills; in-depth personal reflection and professional self-evaluation regarding growth and development as a counselor; thoughtful and thorough completion of transcript components (i.e., shows in depth consideration and reflection on clinical skills and performance etc.); no errors in spelling/grammar/formatting; presentation meets time requirement.</p> |

Transcript Rubric and Format (5 points)

| Does Not Meet Expectations (0-1 point) | Meets Expectations (2-3 points) | Exceeds Expectations (4-5 points) |
|--|--|---|
| Transcript assignment is incomplete and/or appears hurried with little thought or consideration to the assignment. One or more of the required elements is missing. Inadequate or superficial completion of transcript components (i.e., lacks thoughtful consideration and in-depth reflection on clinical skills & performance, etc.); significant issues with spelling/grammar/formatting; presentation does not meet time requirement. | Transcript appears well-prepared and includes all required components; adequate completion of transcript components (i.e., shows some thoughtful consideration and reflection on clinical skills and performance, etc.); minimal issues with spelling/grammar/formatting; presentation meets time requirement. | Transcript appears well-prepared and includes all required components; transcript reflects thoughtful and thorough consideration of components (i.e., shows in depth consideration and reflection on clinical skills and performance, etc.); no errors in spelling/grammar/formatting; presentation meets time requirement. |

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*

All internship students will submit an evaluative reflection paper assessing (a) current skill level, (b) skills to be enhanced during the course, (c) steps that will be taken to enhance those skills, and (d) values or attitudes that have been challenged in the practicum or internship experience to date. The paper must also include an introduction and conclusion. Students will also attach a completed copy of the Internship Rating Scale that assesses their current skill level. This is not included in the minimum page count. This paper should reflect critical thinking about one's own process in development as a counselor. Paper should be consistent with APA style guidelines, including an appropriate title page, headings, margins, and spacing (no abstract is necessary).

| | Rating/Scoring |
|---------------------------------|---|
| Content | <p>Does Not Meet Expectations (0-3 points)</p> <ul style="list-style-type: none"> - Paper is missing required components from “exceeds expectations.” - Paper appears to be hurried with little-to-no thought given to required components. <p>Meets Expectations (4-5 points)</p> <ul style="list-style-type: none"> - Paper includes all of the required components under “exceeds expectations.” - Paper is considered superficial and somewhat developed. - Paper is lacking in depth, detail, thoughtfulness, and/or insight. <p>Exceeds Expectations (6-7 points)</p> <ul style="list-style-type: none"> - Paper includes all of the following components: <ul style="list-style-type: none"> - Assessment of current skill level including, but not limited to, microskills, advanced skills, theory integration, case conceptualization, etc. - Specific skills to be enhanced during the course - Specific and concrete steps taken to enhance skills - Values, attitudes, and assumptions that have been challenged in practicum and/or internship - Paper demonstrates critical thinking about one's personal development as a counselor. - Paper provides thoughtful and intentional assessment of current skill level, values, and specific steps to address deficits. |
| Writing Style and Format | <p>Does Not Meet Expectations (0 point)</p> <ul style="list-style-type: none"> - There is no adherence to APA format. - Paper is rife with spelling, grammatical, and punctuation errors. - Paragraph structure, flow, and organization of paper are not evident. - Writing is not considered graduate-level work. - Paper is shorter than 4 pages or longer than 5 pages (title page and reference page excluded). |

| | |
|---------------------------------------|---|
| | <p>Meets Expectations (>0-1 points)</p> <ul style="list-style-type: none"> - Paper includes all necessary components listed in “exceeds expectations.” - There is evidence of adherence to APA format, but still has errors. - Paper has several spelling, grammatical, and punctuation errors. - Paragraphs need more structure. - At times, flow and organization of paper is choppy and hard to follow. <p>Exceeds Expectations (2-3 points)</p> <ul style="list-style-type: none"> - Paper includes all of the following components: <ul style="list-style-type: none"> - Title page - Introduction - Conclusion - Minimum of 4 pages and a maximum of 5 pages (excluding title page and references) - Paper is well-written, organized, and considered graduate-level work. - There are few to no grammatical and spelling errors. |
| <p>Internship Rating Scale</p> | <p>Does Not Meet Expectations (0 point)</p> <ul style="list-style-type: none"> - Internship Rating Scale is not complete and/or not attached to paper. <p>Meets Expectations (1 point)</p> <ul style="list-style-type: none"> - Internship Rating Scale is complete and attached to paper. |

Supervision Paper Grading Rubric

This paper should be a total of 8 – 10 pages in length.

Internship I students only

| | Rating/Scoring |
|---------------------------------|---|
| Content | <p>Does Not Meet Expectations (0-6 points)</p> <ul style="list-style-type: none"> - Paper is missing required components from “exceeds expectations.” - Paper appears to be hurried with little-to-no thought given to the required components. <p>Meets Expectations (7-8 points)</p> <ul style="list-style-type: none"> - Paper includes all of the required components under “exceeds expectations.” - Paper is considered superficial and somewhat developed. - Paper is lacking in depth, detail, thoughtfulness, and/or insight. <p>Exceeds Expectations (9-10 points)</p> <ul style="list-style-type: none"> - Paper includes all of the following components: <ul style="list-style-type: none"> - Brief definition of clinical supervision - Brief definition of both the discrimination model of supervision <u>and</u> one other specific clinical supervision model of your choice - Tenets of each model are discussed (i.e., the basis of the model, goals of the model, how supervisee development/change occurs, what factors contribute to change/development, appropriate roles of the supervisor, supervisory techniques) - Ethical issues in supervision - Multicultural and diversity issues addressed in supervision - Discussion of personal experience of individual supervision based on what has been learned via research for this paper - Paper provides a thorough and detailed review of the above components. |
| Writing Style and Format | <p>Does Not Meet Expectations (0 point)</p> <ul style="list-style-type: none"> - There is no adherence to APA format. - Paper is rife with spelling, grammatical, and punctuation errors. - Paragraph structure, flow, and organization of paper are not evident. - Writing is not considered as graduate-level work - Paper is shorter than 8 pages or longer than 10 pages (title page and references excluded). <p>Meets Expectations (>0-2.5 points)</p> <ul style="list-style-type: none"> - Paper includes all necessary components listed in “exceeds expectations.” - There is evidence of adherence to APA format, but still has errors. - Paper has several spelling, grammatical, and punctuation errors. - Paragraphs need more structure. - At times, flow and organization of paper is choppy and hard to follow. |

| | |
|--|---|
| | <p>Exceeds Expectations (>2.5-5 points)</p> <ul style="list-style-type: none">- Paper includes all of the following components:<ul style="list-style-type: none">- Title page- Introduction- Conclusion- Minimum of 8 pages and a maximum of 10 pages (excluding title page and references)- Paper is well-written, organized, and considered graduate-level work.- There are few to no grammatical and spelling errors. |
|--|---|

Consultation Paper Grading Rubric

*This paper should be 4-6 pages in length.
Internship II students only*

Describe, on the basis of professional literature, a practical consultation model to use when working with parents, teachers, or other mental health professionals. Within the discussion, include references to consultation theories and address (a) consultation stages, (b) cultural considerations, (c) consultation goal setting, and (d) how you will evaluate consultation effectiveness. Next, reflect on your time in practicum and internship I, if applicable, and write about an instance when you used (or could have used) a consultation model. Describe your role in the consultation as well as the role of others using the model you previously identified. Include any relevant interventions or techniques. Paper should use a minimum of three peer-reviewed references and be consistent with APA style guidelines, including an appropriate title page, headings, margins, and spacing (no abstract is necessary).

| | Rating/Scoring |
|----------------|---|
| Content | <p>Does Not Meet Expectations (0-9 points)</p> <ul style="list-style-type: none"> - Paper is missing required components from “exceeds expectations.” - Paper appears to be hurried with little-to-no thought given to the required components. <p>Meets Expectations (10-12 points)</p> <ul style="list-style-type: none"> - Paper includes all of the required components under “exceeds expectations.” - Paper is considered superficial and somewhat developed. - Paper is lacking in depth, detail, thoughtfulness, and/or insight. <p>Exceeds Expectations (13-15 points)</p> <ul style="list-style-type: none"> - Paper includes all of the following components: <ul style="list-style-type: none"> - Brief definition of consultation - Description of at least one consultation model including various roles of each person involved in consultation and stages of consultation, if applicable - Identification of goals or outcomes associated with consultation model - Description of relevant techniques or interventions that are applicable with this consultation model - Discussion of relevant cultural considerations - Description of how you would evaluate the consultation’s effectiveness - Discussion of personal experience from practicum or internship where consultation was utilized or should have been utilized - In the context of the consultation theory you previously identified, describe your role in the consultation as well as the role of others - Paper provides a thorough and detailed review of the above components. |

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| <p>Writing Style and Format</p> | <p>Does Not Meet Expectations (0 point)</p> <ul style="list-style-type: none"> - There is no adherence to APA format. - Paper is rife with spelling, grammatical, and punctuation errors. - Paragraph structure, flow, and organization of paper are not evident. - Writing is not considered as graduate-level work. - Paper is shorter than 4 pages or longer than 6 pages (excluding title page and reference page). <p>Meets Expectations (>0-2.5 points)</p> <ul style="list-style-type: none"> - Paper includes all necessary components listed in “exceeds expectations.” - There is evidence of adherence to APA format, but still has errors. - Paper has several spelling, grammatical, and punctuation errors. - Paragraphs need more structure. - At times, flow and organization of paper is choppy and hard to follow. <p>Exceeds Expectations (>2.5-5 points)</p> <ul style="list-style-type: none"> - Paper includes all of the following components: <ul style="list-style-type: none"> - Title page - Introduction - Conclusion - Minimum of 4 pages and a maximum of 6 pages (excluding title page and references) - Paper is well-written, organized, and considered graduate-level work. - There are few to no grammatical and spelling errors. |
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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 |

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|--|----|----|---|---|---|-----|-----|
| 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 final evaluation)

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.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|---|
| 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 |

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|---|---|---|---|---|---|------|
| Is open and receptive to supervision | 1 | 2 | 3 | 4 | 5 | N/O* |
| Is prepared for supervision | 1 | 2 | 3 | 4 | 5 | N/O |
| Willingly makes changes in response to supervision | 1 | 2 | 3 | 4 | 5 | N/O |
| Actively solicits feedback about their work | 1 | 2 | 3 | 4 | 5 | N/O |
| Receptive to feedback from peers | 1 | 2 | 3 | 4 | 5 | N/O |
| Is actively attentive when peers present their work | 1 | 2 | 3 | 4 | 5 | N/O |
| Provides appropriate and useful feedback to peers | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates ability to be self-reflective about work with clients | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates good interpersonal skills with peers | 1 | 2 | 3 | 4 | 5 | N/O |

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|--|---|---|---|---|---|-----|
| Demonstrates a collaborative stance with peers | 1 | 2 | 3 | 4 | 5 | N/O |
| Adheres to general standards of professional ethics and practice (e.g., ACA, IAMFC) | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEPC, TSBEMFT, TEA) | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates sound judgment in matters related to the profession and practice of counseling | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates commitment to personal growth and professional development | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates openness to new ideas | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates ability to accept personal responsibility | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates ability to regulate and express emotions effectively and appropriately | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates awareness of own impact on others | 1 | 2 | 3 | 4 | 5 | N/O |
| Demonstrates openness to issues of multiculturalism and diversity, including willingness to enhance skills and competence in these areas | 1 | 2 | 3 | 4 | 5 | N/O |

 Instructor Signature

 Date

 Student Signature

 Date