Counseling Program

Clinical Training Manual
2007-2009

Department of Counseling, Educational Psychology, and Adult & Higher Education
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San Antonio, Texas, 78207
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diversity. creativity. development.
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Masters Clinical Manual

1.1 Introduction

Congratulations! You have reached the clinical training portion of your degree program. This manual may be used as a guide for students, faculty, and community providers engaged in practicum and/or internship activities at the Department of Counseling, Educational Psychology, and Adult and Higher Education (CEPAHE) at the University of Texas at San Antonio (UTSA).

UTSA offers two distinct counseling tracks within CEPAHE: School Counseling and Community Counseling. As the counseling profession continues to develop and mature, each of these disciplines has developed unique and separate credentialing processes. UTSA/CEPAHE students are strongly encouraged to gain supervised practicum/internship experiences in the profession or setting in which they wish to later work.

This manual outlines CEPAHE’s approach to applied professional training and the requirements of a successful practicum and internship experience. In the attachment section of this manual, readers will find all CEPAHE-approved practicum and internship documentation forms. Please note: This summary of expectations, guidelines, and policies has been developed to provide structure for the practicum and internship experience and a basis upon which an adequate evaluation of the clinical experience may be made. CEPAHE reserves the right to change, without notice, statements, and requirements in this manual.

1.2 Program Mission

The mission of the University of Texas at San Antonio's Counseling Program is to prepare multiculturally competent professional counselors and counselor educators for south Texas and beyond who demonstrate the necessary counseling knowledge, skills, identity and scholarship, and for those seeking advanced studies, supervision and teaching competencies to enrich the quality of all peoples' lives. The program emphasizes creativity and diversity, as well as developmental and relational processes.

1.3 Program Goals

The program emphasizes and models creativity and diversity while fostering developmental and relational processes through its relationship with the community, other university programs, and its students. Further, we strive to prepare student knowledge and commitment to the ethics of the profession and demonstration of application with multicultural and diverse populations.

1.4 Program Objectives

Graduates of the UTSA counseling program will have a basic knowledge foundation in the areas of legal, ethical, professional issues in counseling, social and cultural foundations, human growth and development, career development, helping relationships, group work, appraisal, and research and program evaluation. In accordance with UTSA counseling department’s mission and goals, graduates will also have a strong understanding of diversity issues and be able to address the needs of an increasingly diverse society.
1.4.1 Community Counseling Objectives

In addition to the basic objectives listed above, students completing the program with an emphasis in community counseling will demonstrate knowledge of:

- Foundations of Community Counseling which include: roles, functions, credentialing, licensure and professional identity of community counselors;
- Policies, laws, legislation, reimbursement, right-to-practice and other issues relevant to community counselors in a culturally diverse society;
- Roles of the counselor in various community settings; organizational and legal dimensions of those settings; and general principles of community intervention, consultation, education and outreach;
- Principles for diagnosis and the use of current diagnostic tools;
- Demonstrate knowledge of principles and models of biopsychosocial assessment and case conceptualization in a culturally diverse society;
- Demonstrate knowledge of program development and delivery to diverse populations, including prevention, support groups, parent education, career/occupational information and counseling, and self-help;
- Effective strategies for promoting client understanding of and access to community resources;
- Application of appropriate individual, couple, family, group and systems modalities for initiating, maintaining, and terminating counseling services with diverse populations.

1.4.2 School Counseling Objectives

In addition to the basic objectives previously listed, students completing the program with an emphasis in school counseling will demonstrate:

- Ability to facilitate student development in the three broad areas described in the American School Counselor Association’s (ASCA) National Standards: academic development, career development, and personal/social development;
- Knowledge of the role and function of the professional school counselor;
- Leadership ability and advocacy skills in schools and communities to remove barriers to student learning;
- Ability to build collaborative partnerships with parents, agencies and community stakeholders for promoting access, equity and multiculturalism in all schools;
• Expertise in working individually with culturally diverse students on educational, career, social, emotional, or personal issues;

• Expertise in group work with culturally diverse students on educational, career, social, emotional, or personal issues that have an impact upon student achievement;

• Ability to consult with other professionals and administrators concerning the developmental needs of culturally diverse students;

• Skills in developing a data-driven counseling program to meet the unique needs of culturally diverse schools;

• Ability to conduct research in culturally diverse educational settings;

1.5 Commitment to Diversity

The Counseling Program recognizes the importance of addressing the needs of an increasingly diverse society. The program strives to increase the educational opportunities of diverse student populations and create an atmosphere where the values and concerns of racial and ethnic minorities and diverse populations receive attention and respect. These issues are integrated into courses throughout the curriculum, including specific courses toward this end.
## 1.6 The Counseling, Educational Psychology, and Adult and Higher Education Department

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<th><strong>OFFICE HOURS</strong></th>
<th><strong>TELEPHONE NUMBERS</strong></th>
<th><strong>OFFICE ADDRESS</strong></th>
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<tr>
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<td>(210) 458.2600 P (210) 458.2605 F</td>
<td>501 West Durango Blvd. San Antonio, TX 78207</td>
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1.7 Timeline for Practicum and Internship Requirements/Activities

1. Download Practicum and Internship Manual
   http://cepahe.utsa.edu

2. Complete all requirements for eligibility for Practicum

3. Select practicum / internship site

4. Complete Site Supervisor’s Agreement Form

5. Apply & Obtain Professional Liability Insurance

6. Submit signed Site Supervisor Agreement Form

7. Submit Student Agreement Form, Student Data Sheet

8. Maintain Practicum / Internship Log

9. Submit Site Supervisor’s Interim Evaluation

10. Submit Site Supervisor’s Final Evaluation

11. Submit Log, Student Site Evaluation Supervisor, Student Evaluation of Site

1.8 Practicum and Internship Time Requirements

Professional preparation requires an appropriate mix of classroom work and "hands-on" experience. Thus, the Counseling Program’s curriculum has been developed to provide a balance between "theory and practice classes" and practical training. Many courses offer opportunities to apply concepts in practical ways. For example, students studying psychological assessment may complete, score, and interpret their own results on assessment instruments. The counseling skills course makes extensive use of simulation activities. Such activities as role-playing may be used in these and other courses.

Toward the end of the program, students move from simulation exercises to contact with clients from the community by participating in the master’s practicum and internship courses. Enrollment in these courses requires prerequisites and an application initiated by the student.

The Counseling Program time requirements follow the recommendations set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a minimum of 700 hours in practicum and internship courses.

*Please note: Specific responsibilities and expected competencies may vary by specialization. Students may contact the Counseling Program’s Clinical Director for detailed information about specific responsibilities and expected competencies for each specialization.*
1.8.1 School Counseling Track

School counseling practicum and internship requirements will consist of a 100 hour practicum and three 200 hour internships, all of which should be completed in a school setting. A supporting project will be required for the internships. Please contact the Student Development Specialist for more information.

1.8.2 Community Counseling Track

Community counseling practicum and internship requirements will consist of a 100 hour practicum and two 300 hour internships, both of which will be completed in a community setting.

1.9 Suggested Course Sequencing

1.9.1 Part-time School Counseling

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1.9.2 Full-time School Counseling

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1.9.3 Part-time Community Counseling

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1.9.4 Full-time Community Counseling

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1.10 Practicum and Internship Sites

1.10.1 Community Family Life Center

The mission of the Community Family Life Center (CFLC) is to provide education, training and professional development opportunities for UTSA Counseling students and faculty. CFLC services are also designed to enrich all members of the surrounding communities and help develop healthy environments, improve social, emotional, and behavioral functioning and enhance the interactions of individuals, families, and groups. The CFLC embraces and promotes inclusion and diversity in its broadest sense.

The CFLC is located in Room 3.304 of the Durango Building on UTSA’s Downtown Campus and is equipped with state-of-the-art clinical supervision tools, including DVD video/audio recording that provides opportunities for instant feedback. In addition, the CFLC maintains a community resource center/library, complete with current, evidence-based assessment materials, educational texts, instructional videos, computer workstations, and confidential individual, family, and group counseling rooms.

1.10.2 Community Sites

The behavioral health service industry is well represented in San Antonio and the surrounding areas and includes: the South Texas Medical Center area (i.e. the University of Texas Health Science Center, eight major hospitals, a veterans' hospital, two psychiatric rehabilitation hospitals, and two physical rehabilitation centers); 25 short-term general hospitals; two children's psychiatric hospitals; two state hospitals; and two Department of Defense hospitals. A myriad of other human service organizations are also available, including services for: access, advocacy, crisis/emergency, disability/rehabilitation, homelessness, substance abuse, and mental health. These organizations provide assistance, support, information and advocacy to behavioral health clients, families and service providers.

UTSA Counseling Program students are strongly encouraged and expected to arrange their own community-based practicum or internship site from the Counseling Program’s list of Affiliated Clinical Sites. This list is distributed in the Department’s office (i.e., DB 4.322), the CFLC (i.e., DB 3.304), and on the Department’s UTSA website (i.e., http://cepahe.utsa.edu/).

New, potential practicum and/or internship sites may apply for affiliation with the Counseling Program, provided that they meet the necessary program requirements. Please see Attachment 4.6– Site Affiliation Agreement Form.

Please note: Students should begin planning and preparing for practicum/internship site placement two semesters before beginning practicum/internship classes. In addition, students must submit the practicum application and registration form before beginning practicum/internships.
1.11 Practicum and Internship Eligibility

1.11.1 Practicum Eligibility

Practicum application dates are posted on the application, the Department’s UTSA website and students’ university email accounts. Practicum applications must be submitted by the deadline date. Because each practicum class may enroll only 10 students, students eligible for practicum are accepted on a “first come, first served” basis. Students are typically notified of their application status (i.e., via their university email account) within one to two weeks after the application deadline.

Practicum applications are distributed in the Department’s office (i.e. DB 4.322), the CFLC (i.e., DB 3.304), and on the Department’s UTSA website (i.e., http://cepahe.utsa.edu/)
Please refer to Attachment 4.1 for a sample application.

In order to enroll in Practicum, students are required to:

1) Complete all background requirements;
2) Be in good academic standing;
3) Demonstrate readiness and fitness for practice - Please refer to Attachment 4.3 and the Fitness to Practice Policy in the Student Manual;
4) Complete the following courses (i.e., 2007-2009 UTSA Graduate Catalog):
   a) COU 5103 Introduction to School Counseling (i.e., for students specializing in School Counseling)
      or
      COU 5203 Introduction to Community Counseling (i.e., for students specializing in Community Counseling)
   b) COU 5213 Counseling Theories
   c) COU 5223 Psychological Assessment for Counselors
   d) COU 5243 Counseling Individuals with Behavioral & Emotional Disorders
   e) COU 5283 Counseling in Multicultural Setting
   f) COU 5393 Development of Counseling Skills
   g) COU 6153 Career Development & Choice
   h) EDU 5003 Research Methods in Education
   i) EDP 5033 Human Development Across the Life Span

1.11.2 Internship Eligibility

In order to enroll in Internship(s), students are required to:

1) Complete requirements 1-4 listed above;
2) Obtain a “Satisfactory” grade in Practicum (i.e., Internship I COUN 552); and
3) Obtain a “Satisfactory” grade in Internship I (i.e., Internship II COUN 552).
1.12 Practicum and Internship Policies

Questions regarding the practicum and/or internship application process should be directed to the Student Development Specialist or the Clinical Director of the CFLC.

1.13 Practicum / Internship Application Process

1) Students must submit a separate application for each practicum or internship class;

2) Students should enroll in practicum/internship until the required number of hours have been completed;

3) Students must apply for practicum or internship the semester before they wish to enroll in the class;

4) Students must complete the online Practicum Orientation, at least two weeks prior to the first class meeting. Students who have not completed the Orientation will not be allowed to accumulate direct service hours and may be dropped from the class;

5) Students will complete their practicum and internship experiences in a setting appropriate to their selected program specialization. This clinical setting should be able to offer a broad range of clinical opportunities for the student. Consequently:
   a) Students pursuing the Community Counseling track must complete their practicum and internship experiences in a community agency setting (e.g. outpatient mental health program, residential substance abuse program, bereavement services program, etc.) under the direct supervision of a licensed mental health professional (i.e., preferably State of Texas Licensed Professional Counselor);
   b) Students pursuing the School Counseling track must be supervised by a Texas Education Agency certified school counselor;

6) Students shall receive faculty instructor approval for any supplemental site hours;

7) CEPAHE cannot and shall not guarantee any student specific field placement site acceptance or completion of required practicum/internship hours in any given semester;

8) Students shall be solely responsible for initiating contact and arrangements with potential field site placements. Site placement contact information must be provided to the practicum/internship course instructor and the CFLC Director;

9) All field placement sites shall be approved by CEPAHE. Again, please note that any new, potential practicum and/or internship site may apply for affiliation with the Counseling Program; provided that they meet the necessary program requirements (i.e., please see Attachment 4.7 – Site Affiliation Agreement Form);
10) Students may use their regular employment as a field placement site under the following conditions:
   
   a) Students must perform clinical duties that are different from duties performed on the basis of a bachelor’s degree;
   
   b) The students/trainee’s field site supervisor must be different from their current work supervisor;
   
   c) Students must obtain a letter (i.e., from their CEPAHE field site supervisor) documenting how these conditions will be met;
   
   d) The documentation letter must be delivered to the faculty course instructor at the beginning of any practicum and/or internship course;

11) Students may not accumulate any direct/indirect service hours between semesters (e.g. Practicum and Internship I; Internship I and Internship II) without the specific consent of the course instructor;

1.14 Attendance

1) Students are expected to attend all class and supervision meetings, including group, individual, on-site, and off-site meetings;

2) Students are expected to develop a schedule with their practicum/internship site supervisor, being prompt and accountable for attendance;

3) Practicum Students should expect to spend approximately 10 hours per week at their field sites;

4) Internship Students should expect to spend approximately 20 hours per week at their field sites;

5) Students should immediately notify supervisors and field placement sites if the student/trainee will be delayed or absent;

6) Students should make-up any missed supervision or practicum/internship hours;

7) Students consistently failing to attend class, supervision meetings, or practicum/internship hours may result in the student/trainee being dropped from the class or receiving a failing grade;

8) Students consistently failing to prepare client cases (i.e., with tape recordings) for review may result in the student/trainee being dropped from the class or receiving a failing grade;

9) Students are not permitted to make any home visits during their practicum and internship;
10) Students must, at all times, have immediate access to the site supervisor, the site supervisor’s representative, or a professional colleague for consultation and support when at their field sites; and

11) Students may not work alone at their field sites.

1.15 Professionalism

1) Students should consult with their field site supervisor and follow the field placement’s site dress code and conduct themselves in a professional manner at all times; and

2) Students’ professional demeanor should be consistent with the current ethical guidelines of the American Counseling Association (www.counseling.org).
1.16 Documentation

1) Students will meticulously complete and submit all required academic and field placement site documentation required for practicum and internship in a timely and efficient manner;

2) Students’ practicum and internship documentation will be used to verify information for CEPAHE records, CACREP review, and state licensure and/or certification.

1.17 Supervision

1) Students will present actual client case presentations for review in the following formats: 1) individual supervision with their faculty instructor/doctoral student supervisor, 2) site supervision with their field site supervisor, and 3) group supervision with their peers;

2) Students’ case presentations will include: 1) audio or video tape recording of the student’s counseling work;

3) Students who consistently miss individual, site, or group supervision meetings or who are consistently unprepared for supervision (e.g., no tapes to review) shall receive disciplinary action including, but not limited to, receiving a failing course grade;

4) Students who consistently display a defensive or non-receptive posture regarding supervision shall receive disciplinary action including, but not limited to, receiving a failing course grade.

1.18 Confidentiality

1) Students will be responsible for maintaining the confidentiality of all information related to their practicum/internship clients;

2) Students should understand and follow the legal and ethical confidentiality practices of the field placement site;

3) Students shall maintain their practicum/internship documentation and tape recordings in a secure and professional manner, consistent with the current ethical guidelines of the American Counseling Association (www.counseling.org);

4) Students shall not use any client identifying information (e.g. full name, social security number, etc.) in any practicum or internship documentation (e.g., tapes, notes, tape critiques, fax, e-mail, etc.). The exception to this policy/procedure is the client’s consent form(s); and

5) Students shall utilize appropriate coding procedures when documenting any practicum or internship documentation (e.g., tapes, notes, tape critiques, fax, e-mail, etc.).
1.19 Respect for Clients

1) Students will treat all clients with respect, in accordance with the current ethical guidelines of the American Counseling Association (www.counseling.org).

1.20 Crisis Procedures

1) Students will know, understand, and be able to implement the appropriate crisis procedures (e.g. suicide, violent behavior, aggression, etc.) at their field placement site;

2) Students will notify their field site supervisors immediately of any client (i.e., actual or potentially actual) crisis situation, following the site supervisor’s explicit directives; and

3) Students shall notify their practicum/internship faculty instructor, the CFLC Director, and the CEPAHE Department Chair, in the event of a client’s death (e.g. suicide, homicide, etc.).

1.21 Professional Liability Coverage

1) Students will obtain professional liability coverage/insurance before the Practicum and Internship class begins specifically;

   Please note: The CEPAHE Department does not endorse any particular insurance plan. However, Students may find that the professional liability insurance from the Texas Counseling Association (TCA) or the American Counseling Association (ACA) is the easiest to obtain. These professional organizations require membership (i.e., student rate), in addition to, a nominal coverage fee:

   - The American Counseling Association, via the ACA Insurance Trust (ACAIT). Call 800.347.6647 or visit their website (http://www.acait.com);
   - The Texas Counseling Association. Call 800.580.8144 or visit their website (http://www.txca.org; click on join/renew w/ insurance).

2) Students shall/must provide proof of liability coverage (i.e., certificate of insurance) at the first class meeting; and

3) Students will not see clients or collect any direct service hours, without proof of liability coverage.

1.22 Background Checks & Criminal Records

1) Students are advised that some field site placements may administer criminal background checks. Consequently, field placement sites may deny clinical placement if the Student/Trainee fails to submit this background check or does not meet the field placement site’s background criteria. Please review the Texas LPC rules and
regulations (681.164) regarding this matter: [http://www.dshs.state.tx.us/counselor/lpc_rules.shtm](http://www.dshs.state.tx.us/counselor/lpc_rules.shtm).

### 1.23 Cause for Removal from Practicum and/or Internship Sites

1) Students may be removed from a practicum and/or internship site placement for the following reasons:
   
   a) Failure to obtain and/or document proof of professional liability insurance;
   
   b) Failure to function in a mature, responsible, and professional manner;
   
   c) Failure to follow the ethical guidelines of the counseling profession;
   
   d) Dishonesty regarding field placement log or contract, tape recording, obtaining client consent;
   
   e) Failure to maintain confidentiality of client records and/or client situations;  
   
   and
   
   f) By request of the site administrator/site supervisor.

2) Students who are removed from practicum and/or internship will undergo a fitness to practice review.

### 1.24 Fitness to Practice

1) Students shall review and meet all CEPAHE standards, including the Fitness to Practice policy. This policy is located on the department’s website at: [http://cepahe.utsa.edu](http://cepahe.utsa.edu) and as Attachment 4.3 of this manual.

2) Areas which negatively affect Students’ ability to practice, will be discussed with the student by the field site supervisor and reported to the university instructor/supervisor.

3) Students, whose behavior is deemed unethical, will cause the university supervisor to be notified and immediate corrective action will be taken.

### 1.25 Licensure

1) Students who wish to become State of Texas Licensed Professional Counselors (LPC) should refer to the LPC Board Rules (i.e., Title 22, Texas Administrative Code, Subchapter B, §681.31, effective September 1, 2003) in regard to which, if any, of their internship experiences may apply to LPC requirements. The State of Texas LPC Board shall be the ultimate authority on state licensing issues;

2) At the completion of practicum and/or internship, Students will demonstrate competence in the following areas:

   - Individual counseling;
   - Group counseling;
   - Vocational and academic counseling;
   - Consultation;
   - Testing and evaluation;
• Record keeping;
• Referral making;
• Ethical and legal guideline compliance;
• Professionalism;

1.26 Site Supervisor Responsibilities

Minimum site supervisor qualifications include: 1) master’s degree in counseling or a closely related field; 2) appropriate mental health professional certifications and/or licenses; 3) minimum of two (2) years of post-degree professional experience; and 4) knowledge of the program’s expectations, requirements, and evaluation procedures.

For Students who are doctoral level, site supervision is usually performed by a doctoral level supervisor. For Students who are enrolled in the school counselor track, site supervision is required from a Texas Education Agency certified school counselor.

Site supervisors will be responsible for providing each student with:

1) Clinical job description/duties;
2) Client assignments for counseling experiences;
3) Individual and group counseling activities;
4) Weekly supervision schedule (i.e., minimum of one hour, face-to-face);
5) Opportunities/encouragement for student/trainee professional development;
6) Interim report and final evaluation process; and
7) Consultation process with UTSA clinical supervisor(s).

1.27 University Supervisor(s) Responsibilities

UTSA’s clinical supervisor(s) shall be responsible for providing each student/trainee with information relating to the:

1) Consultation process with Students’ site supervisors;
2) Desirable practicum/internship experiences;
3) Site visits to student/trainee’s field placements communication with site supervisors;
4) Consultation with Students;
5) Weekly, University-based individual supervision sessions (i.e., one hour per week);
6) Weekly, University-based group supervision sessions (i.e., one hour and a half hours per week);
7) Final grade assignment; and
8) Fitness to Practice information.

1.28 Desirable Experiences in Community Counseling Practicum/Internship

Desirable experiences in community counseling practicum/internship include, but are not limited to:

1) Site orientation, including the agency/organization’s:
   a) organizational chart;
   b) administrative structure;
c) physical facilities/offices;
d) client population characteristics;
e) mission, purpose, and service philosophy;
f) staff qualifications and background;
g) services offered;
h) policies and procedures;

2) Documentation and record keeping procedures, including:
   a) intake evaluations;
   b) case notes;
   c) other professional correspondence/communications;

3) Counseling and therapy activities, including:
   a) clinical staff meetings;
   b) case conferences;
   c) individual counseling;
   d) group counseling;
   e) referral processes;
   f) consultation processes;
   g) establishing and maintaining a counseling relationship from initial intake to
termination, referral, or follow-up;

4) Assessment and testing activities, including:
   a) instrument selection;
   b) administration;
   c) scoring;
   d) interpretation;
   e) report preparation

5) Consultation activities, including:
   a) awareness of specialties, skills, and services offered by other helping
      professionals in the community, agency/institution;
   b) community resource list management;
   c) referral processes;
   d) professional contact procedures;

6) Counseling-related research activities, including:
   a) research ethics;
   b) protection of human subjects;
   c) institution review board (IRB) purpose
   d) investigator responsibilities;

7) Professional activities, including:
   a) in-service/training opportunities;
   b) human relation skills;
   c) appreciation of and ability to work with clients of different races, religious
      convictions, color, gender, sexual preference, and national origin;
   d) adherence to ACA ethical standards and/or other appropriate accreditation
      standards; and
   e) professional responsibility with regard to established laws, rules, and
      regulations.
1.29 Desirable Experiences in School Counseling Practicum/Internship

The internship runs the full span of the semester, and prior to beginning students will need to purchase insurance. At least 14 of the 16 weeks must be in a school that is open/active with a general population of students, and during this time students must receive weekly supervision from a state certified school counselor.

Sometimes a second school site is used to supplement training experiences in the primary school setting for as much as 30% of the internship hours, and such experiences usually span the entire 16 weeks of the internship. These would need to be arranged with your instructor on a one-on-one basis.

However, the school counseling internship class will not be allowed unless the supervising, state certified school counselor provides written assurance that the student will be actively involved in 8 of the 11 activities below for a minimum of 14 consecutive weeks in the same school.

Guidance Curriculum Component

1) Developmental group guidance (guiding/teaching of guidance content using guidance techniques)

Individual Planning Component

2) Helping groups of student apply:
   a) skills learned through a curriculum component
   b) test results information
   c) career information
3) Helping students develop educational plans

Responsive Services Component

4) Counseling individuals (youth)
5) Small group counseling (with students)
6) Consultation with teachers and/or parents regarding children with problems
7) Referring children’s families to services outside of the school

System Support Component

8) Interpreting test scores
9) Teacher in-service
10) Special-purpose testing
11) Program management/development

Students must be able to receive adequate exposure to, needed training in and supervision in at least 8 of these for a site to be considered eligible, and of these 8 at least one must be from each of the 4 program components, and the internship must include both group and individual counseling experiences. Groups should run the majority of the internship (e.g., 8-10 weeks).
1.30  **Endorsement, Credentialing, Ethics, and Legal Standards**

The practicum/internship clinical experience provides Students with the opportunity to work with clients in real-world settings. Students are expected to abide by all ACA ethical and legal standards. American Counseling Association ethical standards are available online and are provided below:

- American Counseling Association: [www.counseling.org](http://www.counseling.org)
- American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)
- Association for Specialists in Group Work: [www.asgw.org/best.htm](http://www.asgw.org/best.htm)
- International Association of Marriage and Family Counselors: [www.iamfc.com/ethical_codes.html](http://www.iamfc.com/ethical_codes.html)
- National Career Development Association: [www.ncda.org/pdf/EthicalStandards.pdf](http://www.ncda.org/pdf/EthicalStandards.pdf)

Standards and qualifications for professional licensure/certification vary by state and are subject to change. Students should review and be familiar with the legal/administrative code of the state(s) in which they plan to practice.

1.31  **CEPAHE Endorsement Policy**

Permission should be sought and secured by students prior to formally identifying a faculty member as a reference. Counselors-in-training and graduates seeking endorsements, letters of recommendation or reference, credentialing, and/or employment letters should provide the respective faculty member(s) two weeks written notice. Students should provide faculty members with relevant information and documents about the endorsement including but not limited to job description, addressee, curriculum vitae and relevant enrolled courses.

The counseling faculty believes that it is their professional duty to only endorse or recommend a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through knowledge, training and experience. In other words, an individual should not expect any counseling faculty to recommend or verify training, experience or expertise that the individual does not possess or to which the faculty do not have personal knowledge. However, counseling faculty will advise, teach and supervise and make every appropriate effort to help the student obtain the knowledge, skills and experience that would be most beneficial to the student professionally.

Faculty members are required to follow the procedures and agreements of the various licensing and certifying bodies (e.g. DESE, NBCC, Licensing boards). It is also expected that students and graduates become familiar with these procedures prior to requesting endorsement.

1.32  **School Counselor Certification**

The State Board for Educator Certification adopts rules to ensure that each candidate for the school counselor certificate is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of Texas. Rules and standards for the School Counselor Certificate are listed in the:
Texas Administrative Code
Title 19 - Education;
Chapter 239 - Student Services Certificates
Subchapter A - School Counselor Certificate

These codes may be accessed at:

http://info.sos.state.tx.us/pls/pub/readtac$ext.viewtac

1.33 Professional Counselor Licensure

The Texas Department of Licensing and Regulation is the primary state agency responsible for the oversight of occupations that are regulated by the state and assigned to the department by the legislature. Licensure rules and standards for Professional Counselors are listed in the Texas Statutes Occupations Code (i.e., Chapter 503) and are governed by the Texas State Board of Examiners of Professional Counselors.

The Texas Statutes Occupations Code for Licensed Professional Counselors may be accessed at:

http://tlo2.tlc.state.tx.us/statutes/oc.toc.htm

1.34 Other Legal Resources / Additional Information

• Legal citations/resources:

http://tlo2.tlc.state.tx.us/statutes/oc.toc.htm

Chapter 110 Council on Sex Offender Treatment
Chapter 152 State Board of Medical Examiners
Chapter 501 Psychologists
Chapter 502 Marriage and Family Therapists
Chapter 503 Licensed Professional Counselors
Chapter 504 Chemical Dependency Counselors
Chapter 505 Social Workers

• The Department of Family and Protective Services (DFPS)

http://www.dfps.state.tx.us/Child_Protection/About_Child_Protective_Services/repor
tabuse.asp

• The Department of State Health Services (DSHS)

http://www.dshs.state.tx.us/

• Texas Department of Aging and Disability Services (DADS)
http://www.dads.state.tx.us/index.cfm

- Texas State Board of Examiners of Professional Counselors
  1100 West 49th Street
  Austin, Texas 78756-3183, USA
  
  E-mail: lpc@tdh.state.tx.us
  Telephone: (512) 834-6658
  Fax: (512) 834-6789
  Website: http://www.tdh.state.tx.us/hcqs/plc/lpc.htm

- Texas State Board of Examiners of Marriage and Family Therapists
  Texas Department of Health
  1100 West 49th Street
  Austin, Texas 78756-3183
  
  E-mail: mft@tdh.state.tx.us
  Telephone: (512) 834-6657
  Fax: (512) 834-6677
  Website: http://www.tdh.state.tx.us/hcqs/plc/mft.thm
# 1.35 Glossary

<table>
<thead>
<tr>
<th>Counseling Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of quality performance and integrity based on review against a specific set of published criteria or standards. In the United States, accreditation represents a unique process of voluntary, nongovernmental review of educational institutions and professional preparation programs that has been historically described as a self-regulating peer review process. The two major types of accreditation in the United States are institutional and specialized.</td>
</tr>
<tr>
<td>Institutional accreditation</td>
<td>Granted by regional and national accrediting commissions which review entire institutions such as universities or colleges.</td>
</tr>
<tr>
<td>Specialized accreditation</td>
<td>Accreditation awarded to professional programs under the jurisdiction of institutions or to free-standing, professional institutes that offer training in particular fields of study.</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Action taken on behalf of clients and/or the counseling profession to support appropriate policies and standards for the counseling profession and promote individual human worth, dignity, and potential and to oppose or work to change policies and procedures, systemic barriers, long-standing traditions, or preconceived notions that stifle human development.</td>
</tr>
<tr>
<td>Appropriate Professional Organization</td>
<td>The American Counseling Association, its divisions, branches, and affiliate organizations.</td>
</tr>
<tr>
<td>Assessment</td>
<td>The gathering and analysis of data used in evaluations and decision making.</td>
</tr>
<tr>
<td>Biopsychosocial</td>
<td>Pertaining to biological, psychological, and social functioning.</td>
</tr>
<tr>
<td>Council for the Accreditation of</td>
<td>An independent agency recognized by the Council for Higher Education Accreditation to accredit master’s and doctoral degree counseling programs.</td>
</tr>
<tr>
<td>Counseling and Related Educational</td>
<td></td>
</tr>
<tr>
<td>Program (CACREP)</td>
<td></td>
</tr>
<tr>
<td>Certified School Counselor</td>
<td>An individual who holds a Texas School Counselor Certificate.</td>
</tr>
<tr>
<td>Assistant Clinical Professor</td>
<td>CEAHE Department faculty member responsible for coordinating the Department’s clinical training, including practicum and internship site placements, and for directing the Community Family Life Center.</td>
</tr>
<tr>
<td>Community Family Life Center (CFLC)</td>
<td>CEAHE’s clinical training facility and student resource center.</td>
</tr>
<tr>
<td>CACREP Liaison</td>
<td>The faculty member responsible for all communication and interaction between the academic unit and the CACREP headquarters. The CACREP liaison’s name is listed in the Directory of Accredited programs as a contact person for prospective students.</td>
</tr>
<tr>
<td>Certification</td>
<td>The process by which an agency or association grants recognition to an individual who has met predetermined qualifications specified by that agency or association.</td>
</tr>
<tr>
<td>Clinical Instruction</td>
<td>All supervised course work within which the student has the opportunity to engage in a broad range of clinical activities similar to those performed by a professional counselor. This includes all practica and internships completed within a student’s program.</td>
</tr>
<tr>
<td>Closely-Related</td>
<td>Faculty and supervisor qualifications based on terminal degree, postdoctoral.</td>
</tr>
<tr>
<td>Field</td>
<td>study, professional affiliations, licensure and/or certification (e.g., lp, nbcc), presentations, publications, and/or research. The program should be able to document faculty whose professional qualifications and identity is with professional counseling and counselor education</td>
</tr>
<tr>
<td>Common Core</td>
<td>Eight areas of curricular experiences required by CACREP to prepare all counselors. The eight areas include: (1) Professional Identity, (2) Social and Cultural Diversity, (3) Human Growth and Development, (4) Career Development, (5) Helping Relationships, (6) Group Work, (7) Assessment, and (8) Research and Program Evaluation. The common core areas represent knowledge areas that are fundamental to the counseling profession</td>
</tr>
<tr>
<td>Consultation</td>
<td>Voluntary, non-supervisory relationship between professionals or other pertinent persons for the purpose of aiding the consultee(s).</td>
</tr>
<tr>
<td>Cooperating Agency</td>
<td>An institution, organization, or agency external to and independent of the academic program seeking accreditation</td>
</tr>
<tr>
<td>Core Program Faculty Member</td>
<td>A full-time program faculty member whose appointment is to the academic unit in counselor education</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>A process that prepares counselors in both didactic and clinical aspects of counseling. Doctoral programs also prepare counselors to serve as counselor educators</td>
</tr>
<tr>
<td>Credentialing</td>
<td>Formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing</td>
</tr>
<tr>
<td>Curricular Experiences</td>
<td>Planned, structured, and formal teaching activities intended to enable students to learn and apply specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course</td>
</tr>
<tr>
<td>Direct Service</td>
<td>Interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working with clients</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>Also referred to as distance education; a formal education process in which instruction occurs when the student and instructor are not located in the same place. Distance learning adds technology to the learning environment by a variety of means, such as web sites, e-mail, video conferencing, and videotapes. Instruction may be synchronous or asynchronous</td>
</tr>
<tr>
<td>Diversity</td>
<td>Distinctiveness and uniqueness among and between human beings</td>
</tr>
<tr>
<td>Due Process Policy</td>
<td>Written procedures by the institution to protect an individual’s rights as a student</td>
</tr>
<tr>
<td>Endorsement</td>
<td>Approving or sanctioning a program or program graduate. Institutions and academic units only claim CACREP accreditation for specific CACREP accredited programs. CACREP accredited program officials and program faculty recommend program students and graduates only for employment or credentialing for which students and graduates meet established criteria</td>
</tr>
<tr>
<td>Entry-Level</td>
<td>The preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor</td>
</tr>
<tr>
<td>Equity Issues</td>
<td>An equal opportunity for everyone to have access to advancement and success</td>
</tr>
<tr>
<td>Evaluation</td>
<td>The act of making informed decisions based on the use and analysis of pertinent data</td>
</tr>
<tr>
<td>Evidence</td>
<td>Documentation that verifies that the standard has been met</td>
</tr>
<tr>
<td>Fitness</td>
<td>Suitability for being a professional counselor. Fitness implies psychological health, including the following variables: self-awareness, self-acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability</td>
</tr>
</tbody>
</table>
| Guideline | An explanatory statement that either amplifies a standard or provides an
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Methodology</td>
<td>Methods of instruction, including a clear description of how lessons are delivered (e.g., lecture, seminar, supervised practical application, distance learning)</td>
</tr>
<tr>
<td>Internship</td>
<td>A distinctly defined, post-practicum, supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student’s program and initial postgraduate professional placement</td>
</tr>
<tr>
<td>Licensure</td>
<td>The process by which a state agency or government grants permission to an individual to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected</td>
</tr>
<tr>
<td>Multicultural</td>
<td>Term denoting the diversity of racial, ethnic, and cultural heritage, including issues of socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, profession or career, and physical and mental abilities present in a nation’s population</td>
</tr>
<tr>
<td>Pluralistic</td>
<td>A condition of society in which numerous distinct ethnic, racial, religious, and social groups coexist and cooperatively work toward the interdependence needed for the enhancement of each group. This is based in the belief that all members of society benefit when diverse groups participate fully in the dominant society, yet maintain their differences</td>
</tr>
<tr>
<td>Practicum</td>
<td>A distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship</td>
</tr>
<tr>
<td>Professional Counselor</td>
<td>A counselor who has received a master’s degree or higher from an entry-level program in counselor education matching the standards outlined by CACREP. A professional counselor remains active in the counseling professional by participating in professional development and seeking appropriate licensure and certification</td>
</tr>
<tr>
<td>Program</td>
<td>A structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, “programs” are housed within an “academic unit.” Academic units may offer programs in career counseling, college counseling, community counseling, gerontological counseling, marital, couple and family counseling/therapy, mental health counseling, school counseling, and student affairs</td>
</tr>
<tr>
<td>Psychopathology</td>
<td>The study of significant causes and processes in the development and treatment of mental disorders</td>
</tr>
<tr>
<td>Related Profession With Equivalent Qualifications</td>
<td>A profession closely related to counseling, such as social work or psychology. Qualifications must be commensurate with the clinical preparation and experience of professional counselors</td>
</tr>
<tr>
<td>Spirituality</td>
<td>The inner life of the individual that is a part of the “wholeness” of a person. Spirituality is often considered a motivating force for an individual’s actions and thought processes and, therefore, may be an appropriate aspect of counseling</td>
</tr>
<tr>
<td>Standard</td>
<td>A minimal criterion that must be met</td>
</tr>
<tr>
<td>Student/Trainee</td>
<td>A student in the Department of CEPAHE who is seeking or fulfilling practicum or internship experiences</td>
</tr>
<tr>
<td>Student Retention Policy</td>
<td>The policy by which the program faculty evaluate each student for academic, professional, and personal fitness to continue in a counseling program. In addition, the policy outlines procedures to be followed if a student does not meet program criteria</td>
</tr>
</tbody>
</table>
| Supervision               | A tutorial and mentoring form of instruction in which a supervisor monitors the
student’s activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

<table>
<thead>
<tr>
<th>Supervision Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual supervision</td>
<td>A tutorial and mentoring relationship between a member of the counseling profession and a counseling student</td>
</tr>
<tr>
<td>Group supervision</td>
<td>A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students</td>
</tr>
<tr>
<td>Triadic supervision</td>
<td>A tutorial and mentoring relationship between a supervisor and two counseling students</td>
</tr>
<tr>
<td>Site supervisor</td>
<td>A qualified individual within a setting who is responsible for supervising a student’s work at that setting</td>
</tr>
</tbody>
</table>
2 Doctoral Manual

2.1 Introduction

Professional preparation requires an appropriate balance of academic work and clinical training experience. Consequently, the doctoral student curriculum was structured to provide a balance between "theory and practice classes" and practical training. Still, many academic courses offer opportunities to apply clinical concepts in practical ways. For example, students studying psychological assessment may complete, score, and interpret their own results on assessment instruments.

Students move from simulation training to contact with clients from the community by participating in the doctoral practicum and internship courses. Doctoral students should select the most appropriate practicum and/or internship sites to accommodate their personal interests and accomplish their future professional goals. Thus, students should exercise extreme caution when selecting a potential training experience.

Doctoral students should be critically aware of the expected duties and responsibilities of the position, as well as opportunities for education and growth. The CEPAHE department must approve each potential doctoral-level practicum and/or internship site. For doctoral students, doctorate-level supervision is preferred. In any case, field supervisors must have a master's degree in counseling or a related field and at least two years of clinical experience.

2.2 Practicum Requirements

Doctoral students are required to enroll in and complete two 100-clock hour practicum classes (i.e., 200-clock hours total). For each practicum class, 40-clock hours will be counted as direct client contact; the remaining 60-clock hours will be counted as personal development hours.

2.3 Internship Requirements

For internship, doctoral students are required to enroll in and complete two 300-clock hour internship classes (i.e., 600-clock hours total). For each internship class, 120-clock hours will be counted as direct client contact; the remaining 180-clock hours will be counted as personal development hours.

2.4 Supervision Requirements

During the course of practicum and internship classes, doctoral students will participate in 1-clock hour of individual supervision and 1 ½ -clock hours of group supervision on average per week. Because doctoral students supervise master’s degree students, it is expected that these students reflect advanced clinical skills and mastery. Doctoral students are expected to be proficient in the following essential skills: 1) tracking; 2) process focused; and 3) deepening the counseling experience through questions, reflections, validations, etc.
During the practicum and internship experience, doctoral students should focus on meaningful and respectful counseling. Failure to meet these expectations may result in remediation until sufficient evidence is demonstrated that advanced skills are mastered. Tape scripts, observation, and/or direct supervision will be used to assess doctoral student progress and additional work may be required of students needing remediation.

### 2.5 General Responsibilities of the Practicum and Internship Student

- Obtain and submit proof of student liability insurance.
- Maintain highest ethical standards and adhere to the ACA ethical standards at all times. Ethical breaches may be grounds for dismissal from the counseling program.
- Comply with the Student Fitness and Performance in the College of Education and Human Development policy, available on the department website and the Manual of Operating Procedures.
- Improve performance in response to feedback from supervisors.
- Be consistent with customs in the school or agency in regard to grooming, punctuality, dependability, et cetera.
- Complete specified documentation, such as a log, case study, and counseling session summaries according to the time schedule on the appropriate course syllabus. All documentation should be typed and written in a professional and thoughtful manner.
- Treat all client-related material confidentially within appropriate legal and ethical guidelines.
- Demonstrate competence in the following areas:
  - Personal and small group counseling
  - Academic and vocational counseling
  - Consultation
  - Testing
  - Record keeping
  - Making referrals
  - Compliance with ethical and legal guidelines
  - Relating in a professional manner with clients, staff, fellow students, and supervisors
- Make and keep copies of all assignments, evaluations, practicum logs, et cetera that have been turned into the professor. Students are responsible for maintaining their own records. Faculty keeps student coursework for two years after which time it is destroyed.

*Please note: Specific responsibilities and expected competencies may vary by specialization. Students may contact the counseling program clinical supervisor for detailed information about specific responsibilities and expected competencies for each specialization.*
3 Site Supervisor Manual

This section of the Clinical Training Manual may be used as a guide for community providers engaged in practicum and/or internship activities at the Counseling, Educational Psychology, and Adult and Higher Education Department (CEPAHE) at the University of Texas at San Antonio (UTSA). In addition, this section was created to provide potential affiliated practicum and internship providers with an overview of the requirements and expectations of practicum and internship students.

UTSA offers two distinct counseling tracks within CEPAHE: School Counseling and Community Counseling. As the counseling profession continues to develop and mature, each of these disciplines has developed unique and separate credentialing processes. UTSA/CEPAHE students are strongly encouraged to gain supervised practicum/internship experiences in the profession or setting in which they wish to later work.

This manual outlines CEPAHE’s approach to applied professional training and the requirements of a successful practicum and internship experience. In the attachment section of this manual, readers will find all CEPAHE-approved practicum and internship documentation forms.

Please note: This summary of expectations, guidelines, and policies has been developed to provide structure for the practicum and internship experience and a basis upon which an adequate evaluation of the clinical experience may be made. CEPAHE reserves the right to change, without notice, statements, and requirements in this manual.

Program requirements and policies are in accordance with the accreditation standards of the Council for the Accreditation of Counseling and Related Programs (CACREP), ethical codes of the American Counseling Association, and rules and regulations of the Texas Board for Licensed Professional Counselors. This document also reflects the mission, goals, and objectives of the program. To help Site Supervisors clarify terms used here and during their supervision experience with counseling students, a glossary section is included in Section I of this manual.

3.1 Program Mission

The mission of the University of Texas at San Antonio's Counseling Program is to prepare multiculturally competent professional counselors and counselor educators for south Texas and beyond who demonstrate the necessary counseling knowledge, skills, identity and scholarship, and for those seeking advanced studies, supervision and teaching competencies to enrich the quality of all peoples' lives. The program emphasizes creativity and diversity, as well as developmental and relational processes.

3.2 Program Goals

The program emphasizes and models creativity and diversity while fostering developmental and relational processes through its relationship with the community, other university programs, and its students. Further, we strive to prepare student knowledge and commitment to the ethics of the profession and demonstration of application with multicultural and diverse populations.
3.3 Program Objectives

Graduates of the UTSA counseling program will have a basic knowledge foundation in the areas of legal, ethical, professional issues in counseling, social and cultural foundations, human growth and development, career development, helping relationships, group work, appraisal, and research and program evaluation. In accordance with UTSA counseling department’s mission and goals, graduates will also have a strong understanding of diversity issues and be able to address the needs of an increasingly diverse society.

3.3.1 Community Counseling Objectives

In addition to the basic objectives listed above, students completing the program with an emphasis in community counseling will demonstrate knowledge of:

- Foundations of Community Counseling including: roles, functions, credentialing, licensure and professional identity of community counselors;
- Policies, laws, legislation, reimbursement, right-to-practice and other issues relevant to community counselors in a culturally diverse society;
- Roles of the counselor in various community settings; organizational and legal dimensions of those settings; and general principles of community intervention, consultation, education and outreach;
- Principles for diagnosis and the use of current diagnostic tools;
- Principles and models of biopsychosocial assessment and case conceptualization in a culturally diverse society;
- Program development and delivery to diverse populations, including prevention, support groups, parent education, career/occupational information and counseling, and self-help;
- Effective strategies for promoting client understanding of and access to community resources;
- Application of appropriate individual, couple, family, group and systems modalities for initiating, maintaining, and terminating counseling services with diverse populations.

3.3.2 School Counseling Objectives

In addition to the basic objectives previously listed, students completing the program with an emphasis in school counseling will demonstrate:

- Ability to facilitate student development in the three broad areas described in the American School Counselor Association’s (ASCA) National Standards: academic development, career development, and personal/social development;
- Knowledge of the role and function of the professional school counselor;
• Leadership ability and advocacy skills in schools and communities to remove barriers to student learning;

• Ability to build collaborative partnerships with parents, agencies and community stakeholders for promoting access, equity and multiculturalism in all schools;

• Expertise in working individually with culturally diverse students on educational, career, social, emotional, or personal issues;

• Expertise in group work with culturally diverse students on educational, career, social, emotional, or personal issues that have an impact upon student achievement;

• Ability to consult with other professionals and administrators concerning the developmental needs of culturally diverse students;

• Skills in developing a data-driven counseling program to meet the unique needs of culturally diverse schools;

• Ability to conduct research in culturally diverse educational settings.

3.4 Program Commitment to Diversity

The Counselor Education Program recognizes the importance of addressing the needs of an increasingly diverse society. To that end, the department strives to increase the educational opportunities of diverse student populations and to create an atmosphere where the values and concerns of racial and ethnic minorities and diverse populations receive attention and respect. These issues are integrated into courses throughout the curriculum, as well as developed more fully through selected courses.

3.5 Contact Information

University of Texas at San Antonio-Downtown
501 West Durango Boulevard
San Antonio, Texas 78207
http://cepahe.utsa.edu/index.html

3.5.1 Practicum and Internship Coordinator

Robert Gee, Ed.D.
Assistant Clinical Professor
Director, Community Family Life Center
Durango Building, Room 3.304
Phone: (210) 458-2055
Fax: (210) 458-2605
robert.gee@utsa.edu

3.5.2 Department Chair
Please note: Questions regarding performance by individual students should be directed to the student’s practicum or internship instructor. Practicum and Internship instructors may be reached through the Department at (210) 458-2600.

3.6 Practicum and Internship Eligibility

3.6.1 Practicum Eligibility

Practicum application dates are posted on the application, the Department’s UTSA website and students’ UTSA Lonestar accounts. Practicum applications must be submitted by the deadline date. Because each practicum class may enroll only 10 students, students eligible for practicum are accepted on a “first come, first served” basis. Students are typically notified of their application status (i.e., by Lonestar account email) within one to two weeks after the application deadline.

Practicum applications are distributed in the Department’s office (i.e., DB 4.322), the CFLC (i.e., DB 3.304), and on the Department’s UTSA website (i.e., http://cephae.utsa.edu/) (i.e., please refer to Attachment 4.1 for a sample application).

In order to enroll in Practicum, students are required to:

1) Complete all background requirements;
2) Be in good academic standing;
3) Demonstrate readiness and fitness for practice (i.e., please refer to Attachment 4.3 and the Fitness to Practice Policy in the Student Manual);

4) Complete the following courses (i.e., 2007-2009 UTSA Graduate Catalog):

   a) COU 5103 *Introduction to School Counseling* (i.e., for students specializing in School Counseling)
      or
      COU 5203 *Introduction to Community Counseling* (i.e., for students specializing in Community Counseling)
   b) COU 5213 *Counseling Theories*
   c) COU 5223 *Psychological Assessment for Counselors*
   d) COU 5243 *Counseling Individuals with Behavioral & Emotional Disorders*
   e) COU 5283 *Counseling in Multicultural Setting*
   f) COU 5393 *Development of Counseling Skills*
   g) COU 6153 *Career Development & Choice*
   h) EDU 5003 *Research Methods in Education*
   i) EDP 5033 *Human Development Across the Life Span*

### 3.6.2 Internship Eligibility

In order to enroll in Internship(s), students are required to:

1) Complete requirements 1-4 listed above;
2) Obtain a “Satisfactory” grade in Practicum (i.e., Internship I COUN 552); and
3) Obtain a “Satisfactory” grade in Internship I (i.e., Internship II COUN 552).

### 3.7 Practicum and Internship Time Requirements

Professional preparation requires an appropriate mix of classroom work and "hands-on" experience. Thus, the Counseling Program’s curriculum has been developed to provide a balance between "theory and practice classes" and practical training. Many courses offer opportunities to apply concepts in practical ways. For example, students studying psychological assessment may complete, score, and interpret their own results on assessment instruments. The counseling skills course makes extensive use of simulation activities. Such activities as role-playing may be used in these and other courses.

Toward the end of the program, students move from simulation exercises to contact with clients from the community by participating in the master’s practicum and internship courses. Enrollment in these courses requires prerequisites and an application initiated by the student.

The Counseling Program time requirements follow the recommendations set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which requires a minimum of 700 hours in these courses.
Please note: Specific responsibilities and expected competencies may vary by specialization. Students may contact the Counseling Program’s Clinical Supervisor for detailed information about specific responsibilities and expected competencies for each specialization.

3.7.1 School Counseling Track

School counseling practicum and internship requirements will consist of a 100-hour practicum and three 200-hour internships, all of which should be completed in a school setting. A supporting project will be required for the internships. Please contact the Student Development Specialist for more information.

3.7.2 Community Counseling Track

Community counseling practicum and internship requirements will consist of a 100-hour practicum and two 300-hour internships, both of which will be completed in a community setting.

3.8 Site Supervisor Responsibilities

Minimum site supervisor qualifications include: 1) master’s degree in counseling or a closely related field; 2) appropriate mental health professional certifications and/or licenses; 3) minimum of two (2) years of post-degree professional experience; and 4) knowledge of the program’s expectations, requirements, and evaluation procedures.

For Students who are doctoral students, site supervision is usually performed by a doctoral level supervisor. For Students who are enrolled in the school counselor track, site supervision is required from a Texas Education Agency certified school counselor.

Site supervisors shall be responsible for providing each student/trainee with:

1) Clinical job description/duties;
2) Client assignments for counseling experiences;
3) Individual and group counseling activities;
4) Weekly supervision schedule (i.e., minimum of one hour, face-to-face);
5) Opportunities/encouragement for student/trainee professional development;
6) Interim report and final evaluation process; and
7) Consultation process with UTSA clinical supervisor(s).

3.9 University Supervisor(s) Responsibilities

UTSA’s clinical supervisor(s) shall be responsible for providing each student/trainee with information relating to the:

1) Consultation process with Students’ site supervisors;
2) Desirable practicum/internship experiences;
3) Site visits to student/trainee’s field placements communication with site supervisors;
4) Consultation with Students;
5) Weekly, University-based individual supervision sessions (i.e., one hour per week);
6) Weekly, University-based group supervision sessions (i.e., one hour and a half hours per week);
7) Final grade assignment; and
8) Fitness to Practice information.

3.10 Desirable Experiences in Community Counseling Practicum/Internship

Desirable experiences in community counseling practicum/internship include, but are not limited to:

1) Site orientation, including the agency/organization’s:
   a) organizational chart;
   b) administrative structure;
   c) physical facilities/offices;
   d) client population characteristics;
   e) mission, purpose, and service philosophy;
   f) staff qualifications and background;
   g) services offered;
   h) policies and procedures;
2) Documentation and record keeping procedures, including:
   a) intake evaluations;
   b) case notes;
   c) other professional correspondence/communications;
3) Counseling and therapy activities, including:
   a) clinical staff meetings;
   b) case conferences;
   c) individual counseling;
   d) group counseling;
   e) referral processes;
   f) consultation processes;
   g) establishing and maintaining a counseling relationship from initial intake to termination, referral, or follow-up;
4) Assessment and testing activities, including:
   a) instrument selection;
   b) administration;
   c) scoring;
   d) interpretation;
   e) report preparation
5) Consultation activities, including:
   a) awareness of specialties, skills, and services offered by other helping professionals in the community, agency/institution;
   b) community resource list management;
   c) referral processes;
   d) professional contact procedures;
6) Counseling-related research activities, including:
   a) research ethics;
   b) protection of human subjects;
   c) institution review board (IRB) purpose
   d) investigator responsibilities;
7) Professional activities, including:
a) in-service/training opportunities;
b) human relation skills;
c) appreciation of and ability to work with clients of different races, religious convictions, color, gender, sexual preference, and national origin;
d) adherence to ACA ethical standards and/or other appropriate accreditation standards; and
e) professional responsibility with regard to established laws, rules, and regulations.

3.11 Desirable Experiences in School Counseling Practicum/Internship

The internship runs the full span of the semester, and prior to beginning students will need to purchase insurance. At least 14 of the 16 weeks must be in a school that is open/active with a general population of students, and during this time students must receive weekly supervision from a state certified school counselor.

Sometimes a second school site is used to supplement training experiences in the primary school setting for as much as 30% of the internship hours, and such experiences usually span the entire 16 weeks of the internship. These would need to be arranged with your instructor on a one-on-one basis.

However, the school counseling internship class will not be allowed unless the supervising, state certified school counselor provides written assurance that the student will be actively involved in 8 of the 11 activities below for a minimum of 14 consecutive weeks in the same school.

Guidance Curriculum Component

1) Developmental group guidance (guiding/teaching of guidance content using guidance techniques)

Individual Planning Component

2) Helping groups of student apply:
   a) skills learned through a curriculum component
   b) test results information
   c) career information

3) Helping students develop educational plans

Responsive Services Component

4) Counseling individuals (youth)
5) Small group counseling (with students)
6) Consultation with teachers and/or parents regarding children with problems
7) Referring children’s families to services outside of the school

System Support Component

12) Interpreting test scores
13) Teacher in-service
14) Special-purpose testing
15) Program management/development

Students must be able to receive adequate exposure to, needed training in and supervision in at least 8 of these for a site to be considered eligible, and of these 8 at least one must be from each of the 4 program components, and the internship must include both group and individual counseling experiences. Note, groups should run the majority of the internship (e.g., 8-10 weeks).

3.12 Clinical Instruction Environment (Site) Requirements

A clinical instruction environment should be conducive to modeling, demonstration, and training. The clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment provides all of the following:

1) Settings for individual counseling which assure privacy and sufficient space for appropriate equipment (for example, TV or audio monitoring or taping);

2) Settings for small-group work which assure privacy and sufficient space for appropriate equipment;

3) Necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment*;

4) Settings with observational and/or other interactive supervision capabilities*; and

5) Procedures that ensure that the client’s confidentiality and legal rights are protected.

* Please note: Use of appropriate technology for taping and supervision is encouraged. Technologies and support are available in the UTSA Community Family Life Center on the UTSA Downtown Campus for student use (CACREP III. D. 1-5; F)

3.13 Evaluation of Students

3.13.1 Site Supervisor’s Interim and Final Evaluation

Students are evaluated by their site supervisor twice each semester -- at mid semester and the end of the semester. Supervisors are asked to use the “Site Supervisor’s Interim and Final Evaluation of Student Counselor’s Performance” instrument located in the Attachment section of this manual. These evaluations are to be mailed or emailed to the student’s Practicum or Internship Instructor.

3.13.2 Critical Feedback

A student’s ability to listen and accept critical feedback is paramount to their development as a counselor. It is important that each individual be able to seriously consider the feedback received from both classmates and professor(s). Because counseling is a relational endeavor, it would stand to reason that interpersonal relational issues that are unresolved
for counselors-in-training might emerge. In the counseling profession this is informally referred to as “blind spots.”

Critical feedback can offer a positive experience that facilitates insight and growth, although feedback is many times uncomfortable to hear and absorb. Problems tend to arise when students get defensive; they either shut down or question the authority of the evaluator. Most people, to some degree, have wounds surrounding evaluation. As site supervisor, you and the faculty and/or doctoral student supervisor will observe the student’s development closely. Please contact the faculty supervisor if you have any concerns about the student’s performance, ability to accept feedback and supervision, or any other issues. You may also contact Dr. Gee, UTSA Counseling Program Clinical Coordinator.

3.13.3 Student Evaluations of Site and Site Supervisor

Students in practicum and internship are required to evaluate both their site and their site supervisors. Please see the Attachments for these forms.

3.14 Ethical and Legal Responsibilities Of Practicum/Internship Students

Students are expected to abide by the ethical standards associated with their field of practice. Ethical standards developed by the American Counseling Association and the American School Counselor Association is available on-line (http://www.counseling.org and http://www.schoolcounselor.org, respectively). Students are to abide by all applicable Texas State Codes and Rules. In addition, students are to adhere to the University’s Student Code of Conduct and the Student Rights and Responsibilities section of UTSA’s Information Bulletin:

http://www.utsa.edu/infoguide/appendices/a.cfm#a
http://www.utsa.edu/infoguide/appendices/b.cfm#b

Students must give and have clients signed and informed consent document (limits of confidentiality, informing clients that they are an student counselor), get signed authorization to tape which may stay in the client’s case record on site.

3.15 Student Code of Conduct

The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty.

Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed below:
3.16  Scholastic Dishonesty

The integrity of a university degree depends on the integrity of the work done for that degree by each student. The University expects a student to maintain a high standard of individual honor in all scholastic work (see Rules and Regulations of the Board of Regents, Chapter VI, 3.(17)). If a student is accused of academic dishonesty, the faculty member may initiate disciplinary proceedings through the Department Chair, the Dean of the college, and the Student Judicial Affairs Coordinator. As well this type of behavior will likely initiate a Fitness to Practice Evaluation Meeting with a committee of program professors.

3.17  Fitness to Practice

Student admission to the program does not guarantee fitness to remain in the program; only students who meet program standards will be allowed to continue in the program. If areas are identified during practicum and internship which negatively affect students’ ability to practice, these areas should be discussed with the student and reported to their university instructor/supervisor. If the student’s behavior is judged unethical or egregious, the university supervisor should be notified immediately. Students are expected to take the time to review the Department’s policy regarding fitness to practice. You may review this policy, along with other useful information is located in the student manual http://cephae.utsa.edu.
4 Attachments
### 4.1 Student Application for Practicum/Internship – Community Counseling

*Instructions: Please attach your unofficial UTSA transcript (i.e. applications will not be accepted without unofficial UTSA transcript) and return to the CEPAHE Office (i.e. DB4.322) by *(Date)*. Applicants will be notified via e-mail of their application status and procedures for registration (i.e. for non-school practicum/internship settings, students are required to purchase professional malpractice insurance)*

#### PRACTICUM AND INTERNSHIP APPLICATION

<table>
<thead>
<tr>
<th>Applicant Information</th>
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<tbody>
<tr>
<td>Student Name:</td>
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<td>Address:</td>
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<td>City:</td>
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<td>County:</td>
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<td>Fax:</td>
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<tr>
<td>Banner ID (8 digits):</td>
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<tr>
<td>UTSA E-mail:</td>
</tr>
</tbody>
</table>

**Level of placement (please check all that apply):** Masters □ Doctoral □ practicum □ internship □

**Proposed practicum/internship site:**

#### Mandatory Pre-Requisites (i.e. before enrollment in Practicum)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Semester Completed</th>
<th>Grade Received</th>
</tr>
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<tbody>
<tr>
<td>COU 5203</td>
<td>Introduction to Community Counseling</td>
<td></td>
<td>A B C D F</td>
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<tr>
<td>COU 5213</td>
<td>Counseling Theories</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>EDU 5003</td>
<td>Research Methods in Education</td>
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<td>A B C D F</td>
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<tr>
<td>COU 5233</td>
<td>Group Theory and Process</td>
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<td>A B C D F</td>
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<tr>
<td>COU 5243</td>
<td>Counseling Individuals with Behavioral &amp; Emotional Disorders</td>
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<td>A B C D F</td>
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<tr>
<td>COU 5283</td>
<td>Counseling in Multicultural Setting</td>
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<tr>
<td>EDP 5033</td>
<td>Human Development Across the Life Span</td>
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<td>A B C D F</td>
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<tr>
<td>COU 5223</td>
<td>Psychological Assessment for Counselors</td>
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<td>A B C D F</td>
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<tr>
<td>COU 5393</td>
<td>Development of Counseling Skills</td>
<td></td>
<td>A B C D F</td>
</tr>
<tr>
<td>COU 6153</td>
<td>Career Development &amp; Choice</td>
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<td>A B C D F</td>
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</table>

#### Applicant Certification

I verify that the information provided is correct

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Printed</th>
<th>Date</th>
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For Office Use Only

<table>
<thead>
<tr>
<th>Application □</th>
<th>CBC □</th>
<th>Sent □</th>
<th>Initial □</th>
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</table>
4.2  Student Practicum and Internship Agreement – Community Counseling

Directions: Please complete this form and submit a copy to your University supervisor.

<table>
<thead>
<tr>
<th>STUDENT PRACTICUM AND INTERNSHIP AGREEMENT</th>
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<tbody>
<tr>
<td><strong>AGREEMENT</strong></td>
</tr>
<tr>
<td>1. I hereby attest that I have read and understood the ethical codes and standards associated with my course of study (i.e. American Counseling Association – Community Counseling; American School Counselor Association - School Counseling). I will practice counseling in accordance with these standards. I understand that any breach of these ethical codes or unethical behavior will result in an initiation of the Fitness to Practice process and removal from practicum and/or internship and a failing grade may result.</td>
</tr>
<tr>
<td>2. I agree to adhere to the administrative policies, rules, standards, and practices of my Practicum and/or Internship site. If said policies conflict with the University’s, professional ethical codes, or legal requirements, I will report these conflicts to my University supervisor.</td>
</tr>
<tr>
<td>3. I understand that it is my responsibility to keep my Practicum and/or Internship supervisor(s) informed regarding my Practicum and/or Internship experiences.</td>
</tr>
<tr>
<td>4. I understand that to earn a passing grade in Practicum and/or Internship, I must complete all course requirements and demonstrate the minimal level of counseling skills, knowledge and competence.</td>
</tr>
<tr>
<td>5. I agree not to divulge any information regarding client material, case information, identifying information, concerns, etc. to any party outside of my supervision and class meetings. Failure to adhere to Federal and/or State confidentiality guidelines/statues will constitute a breach of ethics and unprofessional conduct.</td>
</tr>
<tr>
<td>6. I agree to absolve UTSA/CEPAHE of any liability in the performance of my counseling practicum and/or internship activities for the current semester.</td>
</tr>
<tr>
<td>7. I hereby attest that I have read the Fitness to Practice Policy in the CEPAHE’s student manual.</td>
</tr>
<tr>
<td>8. I have provided verification of professional liability insurance to my University supervisor before seeing clients at my site.</td>
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**APPLICANT CERTIFICATION**

I verify that the information provided is correct

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Printed Name</th>
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Banner ID:
4.3 **Student Fitness and Performance**

This policy applies to all students enrolled in the Counseling Program in the College of Education and Human Development and/or who may be pursuing degrees in Counseling, Educational Psychology, and Adult and Higher Education.

**Student Fitness and Performance Policy Statement**

In order to complete counselor preparation programs and to be eligible to take certification or licensing examinations, students must:

- Maintain scholastic performance meeting or exceeding department standards;
- Demonstrate the acquisition of and ability to apply counseling skills necessary to work effectively with persons having diverse needs, as generally accepted by practitioners in counseling;
- Demonstrate emotional and mental fitness in their interactions with others; and conform with the codes of ethics of professional associations in counseling and of the State of Texas. Texas Administrative Code, Title 19, Part 7, Chapter 247, Code of Ethics and Standard Practices for Texas Educators; American Counseling Association Code of Ethics and Standards of Practice.

It is the duty of faculty members in the counseling program to evaluate all students according to these standards in all settings in which faculty members and students interact, in classes, in advising and counseling settings, in personal conversations, etc. It is expected of students that they respond to evaluations, formal or informal, in appropriate ways, in all cases, attempting to conform to standards as these are explained to them. Conformance with standards must be demonstrated by students throughout the period of time spent in the program; events of non-conformance must be followed by faculty judgments that satisfactory adjustments have been made.

Admission to the program does not guarantee fitness to remain in the program to completion. Only those students who meet program standards will be allowed to continue in the program. If and when a student is judged not to meet program standards sufficiently to be allowed to engage in counseling others, that student will be removed from continuation in the program. Please refer to the Graduate Counseling Student Manual, for a detailed outline of the due process procedures related to this policy.

**Standards**

- The scholastic standard is to maintain a cumulative GPA of 3.0 or better and present grades of C in no more than two courses (neither of which may be COU 5393, COU 5683, COU 5713, or COU5793), that are to be counted toward the degree.
- The standard related to skills acquisition and application will be applied by the instructors of COU 5393 or COU 5683 judging student performance in comparison with the student’s knowledge of procedures followed by practitioners.
- The standard related to a student’s emotional and mental fitness will be applied in all counseling courses as the student’s interactions among students, faculty members, and others are evaluated.
• The standard related to codes of ethics consists of those codes referenced in paragraph A.4 above and established by the State of Texas in its standards for school counselors and for licensed professional counselors.

Evaluation for Fitness

• Faculty members, staff, course instructors, program advisors, and field supervisors ("Evaluators") will evaluate students according to the standards outlined above. All faculty members may have some input into student performance or conduct.
• The progress of students will be specifically summarized by those Evaluators with whom they have interacted at the time of enrollment in COU 5213 (Professional Performance Fitness Evaluation: PPFE1 and PPFE2), Counseling Theories, and of enrollment in COU 5393, Development of Counseling Skills. Near the middle of the semester or term of enrollment in each of these courses, all students will be evaluated on a uniform checklist of standards.
• Individual students may be evaluated, using the same checklist (Professional Performance Fitness Evaluation: PPFE1 and PPFE2), at other times during their progress through the program if and when, in the opinion of one or more Evaluators, significant deviations from the standards have occurred.

Procedures after a Negative Evaluation

• After a negative evaluation by any Evaluator, the student involved will be informed of his or her evaluation by the Evaluator or by the student's assigned Program Advisor.
• If, at the time of an evaluation summary, it is the opinion of the Evaluator that a student is making unsatisfactory progress or is not meeting program standards related to fitness to practice, a committee will be formed and the student will be asked to meet with the committee to discuss the fitness to practice issue.
• If progress is still unsatisfactory at the time of a second evaluation (or a later evaluation, depending upon the severity of the non-conformance) the student may be advised by the committee to withdraw from the program.

Appeals and Procedures Subsequent to Request for Withdrawal

• Within 10 workdays of such a meeting, the committee must make a decision and report to the student, the Graduate Advisor of Record, and the Department Chair that the student should either be allowed to remain in the program with conditions/without conditions or be removed from the program, dropped from enrollment in current courses, and prevented from enrolling in subsequent courses.
• If the decision is to allow the student to remain in the program, the committee may place conditions on the student’s continuing in the program, may set time limits for meeting the conditions, or may make other recommendations.
• Within 10 workdays of receipt of this notification, the student must notify the Graduate Advisor of Record of his or her acceptance or appeal of the committee decisions.

If the student appeals the committee decisions, the Graduate Advisor of Record, after consulting with the committee and after meeting with the student, will determine whether the student will be allowed to remain in the program.
• Within 10 workdays after meeting with the committee, the Graduate Advisor of Record will schedule a meeting with the student but if he or she refuses or fails to attend such a meeting the Graduate Advisor of Record may proceed to make a decision.

• The student must be notified of the decision of the Graduate Advisor of Record in writing within 10 workdays following the meeting or attempted meeting with the student.

If the student is dissatisfied with the decision of the Graduate Advisor of Record, he or she may appeal to the Department Chair in writing. If the student is dissatisfied with the decision of the Department Chair, he or she may appeal to the Office of the Dean of the College of Education and Human Development by submitting written notice of such an appeal to the dean's office within 10 workdays of receiving the decision of the Graduate Advisor of Record. The dean will consider the matter, based on information submitted by the Graduate Advisor of Record; the dean may meet with the supervisory committee and/or with the student; a decision must be made and communicated to the student and the other parties that were involved in prior decisions within 10 workdays of the dean's receipt of notification of appeal.

Subsequent appeals must follow standard University of Texas at San Antonio procedures related to academic matters. The final decision will be either continuation in the program (with conditions) or dismissal from the program.

**Reinstatement**

A student who was dismissed from the program may not be considered for reinstatement or readmission until two calendar years have elapsed following dismissal from the program.
4.4 Site Supervisor’s Evaluation of Student – Community Counseling

Directions: Please indicate your level of agreement with each of the following statements regarding the student counselor’s capabilities and performance by circling one of the following numbers:

1-2 (i.e. poor or marginal performance);
3-4 (adequate or average performance);
5-6 (good to excellent overall performance);
NA/NO (not applicable or not observed)

Please note: Students will be graded on their performance at each evaluation point (i.e. midterm and final). Growth between these two evaluation points is given the most weight and determines up to 40% of their final grade. Please keep in mind that a frank evaluation at mid-semester may allow for growth to be reflected at the second evaluation point (e.g. students who receive scores of 1-2 on the mid-term evaluation and subsequently receiving scores of 5-6 on the final evaluation may represent significant performance growth by the student). University clinical supervisors are attempting to determine growth or regression amounts in the student/trainees’ counseling skills, knowledge, and abilities.

<table>
<thead>
<tr>
<th>SITE SUPERVISOR’S EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT INFORMATION</strong></td>
</tr>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>Level of placement</td>
</tr>
<tr>
<td>(Please check all that apply):</td>
</tr>
<tr>
<td>Masters Student</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>Doctoral Student</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>School Counseling</td>
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<tr>
<td>□</td>
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<tr>
<td>Community Counseling</td>
</tr>
<tr>
<td>□</td>
</tr>
<tr>
<td>Evaluation Period: From</td>
</tr>
<tr>
<td>to</td>
</tr>
<tr>
<td><strong>PRACTICUM/INTERNSHIP SITE INFORMATION</strong></td>
</tr>
<tr>
<td>Agency/Organization Name:</td>
</tr>
<tr>
<td>City:</td>
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<tr>
<td>County:</td>
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<td>State:</td>
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<td>Zip:</td>
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<td>Fax:</td>
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<tr>
<td>Website:</td>
</tr>
<tr>
<td>Specialization:</td>
</tr>
<tr>
<td>Site Supervisor Name:</td>
</tr>
<tr>
<td><strong>GENERAL SUPERVISION COMMENTS</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Statement</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>5.</td>
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</tbody>
</table>
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors.

<table>
<thead>
<tr>
<th>Evaluation Statement</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA</th>
<th>NO</th>
</tr>
</thead>
</table>

7. Completes case reports and records punctually and conscientiously.

8. Is dependable and efficient in time management.

### THE COUNSELING PROCESS

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Reaches the referral prior to the first interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>10.</td>
<td>Keeps appointments on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>11.</td>
<td>Begins the interview smoothly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>12.</td>
<td>Explains the nature and objectives of counseling when appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>13.</td>
<td>Is relaxed and comfortable in the interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>14.</td>
<td>Communicates interest in and acceptance of the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>15.</td>
<td>Facilitates client expression of concerns and feelings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>16.</td>
<td>Focuses on the content of the client’s problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>17.</td>
<td>Recognizes and resists manipulation by the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>18.</td>
<td>Recognizes and deals with positive affect of the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>19.</td>
<td>Recognizes and deals with negative affect of the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>20.</td>
<td>Is spontaneous in the interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>21.</td>
<td>Uses silence effectively in the interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>22.</td>
<td>Is aware of own feelings in the counseling session.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>23.</td>
<td>Communicates own feelings to the client when appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>24.</td>
<td>Recognizes and skillfully interprets the client’s covert messages.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>25.</td>
<td>Facilitates realistic goal setting with the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>26.</td>
<td>Encourages appropriate action-step training with the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>27.</td>
<td>Employs judgment in the timing and use of different techniques.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>28.</td>
<td>Explains, administers, and interprets tests correctly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>29.</td>
<td>Terminates the interview smoothly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>30.</td>
<td>Assists clients with personal problems in individual sessions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>31.</td>
<td>Conducts small group counseling sessions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>32.</td>
<td>Consults with other professionals and makes effective use of referral sources to help clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>33.</td>
<td>Demonstrates knowledge of and sensitivity to minority needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>NA</td>
</tr>
</tbody>
</table>
34. Presents in-service training and/or community education activities.

<table>
<thead>
<tr>
<th>Evaluation Statement</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. Focuses on specific behaviors and their consequences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36. Recognizes and pursues discrepancies and meaning of inconsistent information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37. Uses relevant case data in planning immediate and long-range goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38. Uses relevant case data in considering various strategies and their implications.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39. Bases decisions on theoretically sound and consistent rationale of human behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>40. Is perceptive in evaluating the effects of own counseling techniques.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>41. Demonstrates ethical behavior in the counseling activity and case management.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

**Subtotals**

**Total**

<table>
<thead>
<tr>
<th>Evaluation Scoring / Interpretation</th>
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<tbody>
<tr>
<td>0 – 42</td>
</tr>
<tr>
<td>43 – 84</td>
</tr>
<tr>
<td>85 – 126</td>
</tr>
<tr>
<td>127 – 168</td>
</tr>
<tr>
<td>169 – 210</td>
</tr>
<tr>
<td>211 – 252</td>
</tr>
</tbody>
</table>

**Additional Comments / Suggestions**

---

Page 50 of 132
<table>
<thead>
<tr>
<th>Site Supervisor Signature</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature</td>
<td>Printed Name</td>
<td>Date</td>
</tr>
</tbody>
</table>

Please note: I have discussed this evaluation with my site supervisor and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. A copy is to be retained by the evaluator and the original is to be given to the University Supervisor/Professor to be placed in my student practicum course file.
4.5 Student Evaluation of Supervisor – Community Counseling

Directions: Please indicate your level of agreement with each of the following statements regarding the site supervision that you have received by circling one of the following numbers:

- 1-2 (i.e. poor or marginal performance);
- 3-4 (adequate or average performance);
- 5-6 (good to excellent overall performance);
- NA/NO (not applicable or not observed)

Please note: Site supervision may be graded at/after midterm. This evaluation serves two purposes: 1) to provide feedback for improving supervision and 2) to encourage communication between the supervisor and the student/trainee. Please understand that the site supervisor may suggest/schedule a meeting to discuss the supervision received and/or desired.

### STUDENT EVALUATION OF SUPERVISOR

#### STUDENT INFORMATION

Student Name:

Banner ID:

Level of placement (Please check all that apply):

<table>
<thead>
<tr>
<th>Masters Student</th>
<th>Doctoral Student</th>
<th>School Counseling</th>
<th>Community Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Evaluation Period: From ___ to ___

#### PRACTICUM/INTERNSHIP SITE INFORMATION

Agency/Organization Name:

City: County: State:

Zip: Phone: Fax:

Website:

Specialization:

Site Supervisor Name:

#### GENERAL SUPERVISION COMMENTS

<table>
<thead>
<tr>
<th>Evaluation Statement</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gives time and energy in observing, tape processing and case conferences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Accepts and respects me as a person</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Recognizes and encourages further development of my strengths and capabilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Gives me useful feedback when I do something well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Provides me the freedom to develop flexible and effective counseling styles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Encourages and listens to my ideas and suggestions for developing my counseling skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Provides suggestions for developing my counseling skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Helps me understand the implications and dynamics of</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Evaluation Statement</td>
<td>Poor</td>
<td>Adequate</td>
<td>Good</td>
<td>NA/NO</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>9. Encourages me to use new and different techniques when appropriate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Is spontaneous and flexible in the supervisory sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Helps me define and achieve specific concrete goals for myself during the practicum experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Gives me useful feedback when I do something wrong</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Allows me to discuss problems I encounter in my practicum setting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Pays equal amount of attention to both me and my clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Focuses on both verbal and nonverbal behavior in me and in my clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Helps me define and maintain ethical behavior in counseling and case management</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Encourages me to engage in professional behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. Maintains confidentiality in material discussed in supervisory sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. Deals with both content and effect when supervising</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. Helps me organize relevant case data in planning goals and strategies with my client</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. Helps me formulate a theoretically sound rationale of human behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. Offers resource information when I request or need it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25. Allows and encourages me to evaluate myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26. Explains criteria for evaluation clearly and in behavioral terms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27. Applies her criteria fairly in evaluating my counseling performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

**Subtotals**

<table>
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<tr>
<th>Total</th>
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</table>

**ADDITIONAL COMMENTS AND/OR SUGGESTIONS**

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**SIGNATURES**
<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
</table>


4.6 Site Affiliation Application – Community Counseling

Thank you for your interest in becoming an Affiliated Practicum and Internship Site for the University of Texas at San Antonio’s (UTSA) Department of Counseling. Enclosed is information about the counseling program, as well as, relevant UTSA policies and procedures.

We are interested in providing UTSA counseling students with the best clinical training program possible. Consequently, we ally with the finest local, state, and national community service providers. Likewise, affiliated agencies and site supervisors must meet the highest standards of integrity and service. Some of these standards/guidelines are included below for your review.

If acceptable, please complete the attached application form and affiliation agreement. Please submit these documents, along with a current copy of the Site Supervisor’s resume/curriculum vita, and any brochures, flyers, or other agency information and forward to:

Robert Gee, Ed.D.
Clinical Assistant Professor
Director, Community Family Life Center
Department of Counseling, Educational Psychology, Adult & Higher Education
University of Texas at San Antonio
501 West Durango Blvd., DB3.304
San Antonio, TX 78207-4415

After these documents have been received, I may contact you, in order to discuss program specifics and other placement possibilities. Again, we appreciate your interest in becoming an affiliate of the UTSA Counseling program and look forward to working with you.

Sincerely,

RL Gee

Robert Gee, Ed.D.
(210) 458.2034 voice
(210) 458-2605 fax
(806) 790-4699 cell
Selection Criteria for Participating Agencies

Potential practicum and internship sites are selected on the basis of their service delivery, commitment, and ability to provide quality learning opportunities for the University of Texas at San Antonio’s (UTSA) counseling students. Current sites encompass a wide variety of agencies/organizations, reflecting a broad spectrum of human needs and services. Some examples include traditional counseling agencies, behavioral health services, local and state governmental offices, criminal justice settings, and private sector services. Students are placed with agencies/organizations in San Antonio and the surrounding communities and are required to attend practicum and/or internship classes on campus. Advanced students enjoy a wider selection of internship sites throughout the state and the southwest.

UTSA’s School and Community Counseling Program recognizes that there are many unmet needs and barriers that impede care for people with behavioral health concerns. Furthermore, we recognize that these concerns are common; regardless of background, stage of life, circumstance, or community. With this perspective, the Counseling Program invites and welcomes a broad array of agency/organizational affiliations whose common goal is the betterment of our communities.

All agencies/organizations must meet the following requirements:

1. The availability of necessary learning experiences;
2. Willingness of the agency’s executive and program staff to support Counseling Program’s educational goals;
3. Availability of appropriate supervision;
4. The primary mission/purpose of the organization, identified program or department must address human needs (e.g. policy, administration, evaluation, research, direct service delivery, etc.);
5. The agency/organization cannot engage in discriminatory practices (e.g. personnel hiring, acceptance of students or clientele, etc.);
6. The site supervisor’s willingness to participate in the Counseling Program’s activities (e.g. site/supervisor orientation, guest lecturers, meeting(s) with practicum/internship supervisor, etc.);
7. The agency/organization must support the student’s placement and allow the Site Supervisor sufficient time for student’s supervision. Minimum scheduled supervision time is one hour per week;
8. A reasonable stipend for the student’s services is encouraged. This stipend is particularly important for students who are engaged 19+ hours per week. This stipend varies by organization and is based on similar student internship programs, as well as, hours of service;
9. Site Supervisors must possess the following minimum qualifications: Master's Degree in a Mental Health discipline (i.e. from an accredited University, preferably
Counseling); valid professional license, and a minimum of two years postgraduate counseling experience. Doctoral students are usually supervised by a doctoral-level supervisor;

10. The agency/organization must have the administrative capacity to sustain necessary student activities (e.g. space, phone, privacy, support staff, etc.);

11. The agency/organization must ensure that appropriate measures and procedures are in place in order to protect the student’s safety. At a minimum, these procedures and measures include, but are not limited to, training and orientation regarding policies and procedures for: 1) organizational safety, 2) conducting appropriate home visits, 3) interacting with potentially difficult clients, 4) managing emergencies, and 5) appropriate screening of student assignments by the Site Supervisor(s);

12. The agency/organization must encompass a system of community accountability. This community accountability may be demonstrated by a representative board of directors; fiscal accountability via a budget review process; periodic review by an accrediting/licensing agency; and

13. The agency/organization must inform the student’s practicum or internship instructor of any changes in the student’s supervision. This communication should occur, as soon as possible, in order to ensure adequate and appropriate student supervision.

Initiative for establishing on-site practicum or internship in any given agency/organization may originate with either the University or the agency. Appropriate processing of this application will involve the agency/organization, including: 1) the agency/organization’s authorized authority, 2) the agency/organization’s Site Supervisor designate, 3) the Director of UTSA’s Family and Community Life Center, and 4) the student’s practicum or internship instructor. The review and affiliation process includes, at a minimum:

1. A thorough review of the applicant agency/organization (i.e. service description, client population(s) served, Site Supervisor credentials, etc.);

2. A conference (i.e. by telephone or in person) with the agency/organization’s administrator and/or Site Supervisor regarding expectations of all parties involved; and

3. A clear description of how the student’s educational requirements may be achieved via the application materials submitted by the agency/organization.
### UTSA COUNSELING PRACTICUM AND INTERNSHIP SITE AFFILIATION APPLICATION

#### Applicant Information

<table>
<thead>
<tr>
<th>Agency/Organization Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Address:</td>
<td></td>
</tr>
<tr>
<td>City:</td>
<td>County:</td>
</tr>
<tr>
<td>Zip:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Website:</td>
<td></td>
</tr>
<tr>
<td>Specialization:</td>
<td></td>
</tr>
<tr>
<td>Level of placement (please check all that apply): Masters</td>
<td>Doctoral</td>
</tr>
<tr>
<td>Will the Agency pay stipends? Yes</td>
<td>No</td>
</tr>
<tr>
<td>Students are required to audio/video tape 2 counseling sessions. Do you allow students to audio or videotape for the purpose of supervision? Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Agency/Organization Contact Person

<table>
<thead>
<tr>
<th>Executive Director Name:</th>
<th>Title:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Supervisor Name:</td>
<td>Title:</td>
<td>Phone:</td>
</tr>
</tbody>
</table>

#### Agency Services

1. Briefly provide an overall description of the agency (function, purpose, etc.):
### AGENCY SERVICES (CONTINUED)

2. Briefly describe the types of clients seen and services provided:

3. Briefly describe the treatment modalities available (individuals, groups; also any opportunities for administrative or research experiences):

4. Special instructions for students who apply:

### POTENTIAL SITE SUPERVISORS

**Please Note:** Minimum Site Supervisor Qualifications include: 1) master’s degree in counseling or a closely related field; 2) appropriate mental health professional certifications and/or licenses; 3) minimum of two (2) years of post-degree professional experience; and 4) knowledge of the program’s expectations, requirements, and evaluation procedures. For doctoral students, supervision is usually performed by a doctoral level supervisor. Below, please list the qualified Site Supervisors who will work with UTSA counseling students (i.e. please attach a resume or curriculum vita for each person listed):

<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees and Date Awarded</th>
<th>Employment Date</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
4.7 Site Affiliation Agreement – Community Counseling

Instructions: The UTSA Counseling Program has developed standardized agreement between the Counseling Program and the community agencies/organizations that will provide the training opportunities and supervision for the Masters and Doctoral Counseling Students.

Please have the board-authorized signatory authority sign this agreement and return this agreement, along with the agency/organization’s affiliation application.

This agreement will formally establish a working relationship between the agency/organization and The University of Texas at San Antonio’s Counseling Program. This agreement will remain in effect until it is canceled by written notice from either party.

This agreement is executed on _________________________, 20____, between The University of Texas at San Antonio for and in behalf on the Counseling Program (“School”) and ___________________________________ (“Facility”/name of agency).

Whereas, it is agreed by the parties that:

A. The purpose of the UTSA Counseling Program is to prepare qualified personnel for the professional practice in Counseling; and

B. It is of mutual interest and advantage that students and faculty of the School be given the opportunity to utilize the Facility for educational purposes.

The parties to this agreement agree as follow:

A. Students participating in the program shall meet pre-requisites as determined by the School;

B. The names of students and period of assignment for each student will be furnished to the Facility by the School;

C. The students will be in the Facility during the regular academic period, defined to be an academic semester and will receive scheduled on-site supervision at least weekly from a mutually-agreed upon professional staff member of the Facility, with regular consultation provided by the School;

D. The Facility agrees to accept a maximum number of ______ qualified student(s) from the School. The number of students and the distribution of students between the divisions or units of the Facility will be determined by the School and Facility at the beginning of each academic year. The Facility can also accept qualified applicants from other Schools or Colleges;

E. Students will be responsible for their own transportation, meals, laundry, and health care needs in the performance of this agreement. There will be no exchange of monies between the Facility and the School;
F. Students will be subject to the rules and regulations established by the Facility including maintaining the confidentiality of patient information;

G. The Facility agrees to provide the School the necessary facility space for student/supervisor conferences, education, and consultation areas, as available. The Facility also agrees to provide locker space and lounge areas for students, as available. The Facility agrees to allow students and faculty to utilize the Facilities’ (i.e. if applicable) dining facilities at the students’ and faculty’s expense;

H. The School agrees that members of the faculty may serve as consultants and on committees of the Facility, when requested by the Facility;

I. The specific areas of student assignment and students being assigned to the facility will be negotiated each academic semester;

J. In the event the Facility determines that the student’s performance is unsatisfactory, representatives from both the Facility and the School shall meet to thoroughly examine the student’s performance and agree upon a course of action. This course of action may involve a review of the student’s performance by an appropriate committee, or committees. If these parties are not able to reach agreement on a course of action satisfactory to the Facility, the School, and the student, the Facility can terminate the student’s placement;

K. Representatives from both the Facility and the School shall meet at least once each year to review the program progress appropriate program changes or continuation;

L. This program agreement is from year-to-year, unless cancelled by either party upon giving six month’s advance written notice to the other party;

M. It is mutually agreed that no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by The University of Texas at San Antonio and by on any basis prohibited by applicable laws, including, but not limited to, race, color, national origin, religion, sex, or handicap.

This agreement is subject to all terms and conditions of the Affiliation Agreement between and The University of Texas at San Antonio.

<table>
<thead>
<tr>
<th>UNIVERSITY REPRESENTATIVES</th>
<th>FACILITY REPRESENTATIVE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcheta Evans, Ph.D.</td>
<td>Date</td>
</tr>
<tr>
<td>Robert Gee, Ed.D.</td>
<td>Date</td>
</tr>
</tbody>
</table>
### 4.8 Student Activity Log

#### STUDENT ACTIVITY LOG

**STUDENT INFORMATION**

Student Name:  
Banner ID:  
Period: From ____________ to ____________

**PRACTICUM/INTERNSHIP SITE INFORMATION**

Agency/Organization Name:  
City: County: State:  
Zip: Phone: Fax:  
Website:  
Specialization:  
Site Supervisor Name:  

#### GENERAL ACTIVITY LOG

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Activity Hours</th>
<th>Supervision Hours</th>
<th>Total Weekly Hours</th>
<th>Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual Counseling</td>
<td>Group Counseling</td>
<td>Professional Activities</td>
<td>Site</td>
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<tr>
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</tbody>
</table>

**Column totals**

#### ACTIVITY SUMMARY

Total Direct Hours: Total Indirect Hours: Supervision Hours: Total Hours:  

#### SIGNATURES

Student Signature: Printed Name: Date:  
Site Supervisor Signature: Printed Name: Date:
4.9 School Counselor Job Description and Evaluation Form

This TEA Job Description and Counselor Evaluation were developed in cooperation with the Texas Counseling Association and Texas School Counselors Association and is the recommended evaluation form as directed by TEC §21.356. The recommended version includes a system for weighting the ratings. Weighting reflects the relative importance of each domain within an individual counselor's job assignment. A weight is assigned to each domain to reflect how much of a counselor's resources are expected to be appropriated to that domain. Rating reflects the evaluator's judgment about the quality of a counselor's performance on a standard. Details about the rating scale and the application of weights are presented later under "Directions for Completion of the Performance Evaluation Form." A district or campus may choose not to use the weighting system. For additional information, contact Charlie Chatman, TEA Guidance and Counseling at (512) 463-9498.

STUDENT SITE EVALUATION

Student Name: 
Banner ID: 
Evaluation Period: From ___________ to _______________

PRACTICUM/INTERNSHIP SITE INFORMATION

Agency/Organization Name: 
City: 
County: 
State: 
Zip: 
Phone: 
Fax: 
Site Supervisor Name: 
University Supervisor Name: 

DOMAIN I: PROGRAM MANAGEMENT

Standard 1: Plans a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, §33.005)

Standard 2: Implements a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, §33.005)

Standard 3: Evaluates and promotes continuous improvement of a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, §33.005)

Standard 4: Promotes the balanced provision of program content areas (self-confidence development; motivation to achieve; decision-making, goal-setting, planning, and problem-solving skills; interpersonal effectiveness, communication skills, cross-cultural effectiveness; and responsible behavior).

Standard 5: Manages program personnel and/or other program resources.

Standard 6: Collaborates with school personnel, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a developmental guidance and counseling program. (Texas Education Code, §33.005)

Standard 7: Advocates the school developmental guidance and counseling program and counselors’ ethical and professional standards with school personnel, parents, students, and the community.
### Domain II: Guidance

| Standard 1 | Plans structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students’ developmental needs. |
| Standard 2 | Conducts structured group lessons to deliver the Guidance Curriculum effectively. |
| Standard 3 | Involves students, teachers, parents and others to promote effective implementation of the Guidance Curriculum. |
| Standard 4 | Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student’s own educational development including provision of information regarding post-secondary opportunities. (Texas Education Code, §33.007) |
| Standard 5 | Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student’s own career development. (Texas Education Code, §33.007) |
| Standard 6 | Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage a student’s own personal and social development. (Texas Education Code, §33.006) |
| Standard 7 | Uses accepted theories and effective techniques of developmental guidance to promote the career, educational, personal, and social development of students. |

### Domain III: Counseling

| Standard 1 | Uses accepted theories and effective techniques to provide individual developmental, preventive, remedial, and/or crisis counseling. |
| Standard 2 | Uses accepted theories and effective techniques to provide group developmental, preventive, remedial, and/or crisis counseling. |

### Domain IV: Consultation

| Standard 1 | Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success. (Texas Education Code, Section 33.006) |
| Standard 2 | Consults with school personnel, parents, and other community members to promote understanding of student development, individual behavior, the student’s environment, and human relationships. |
| Standard 3 | Collaboratively provides professional expertise to advocate for individual students and specific groups of students. |

### Domain V: Coordination

| Standard 1 | Coordinates people and other resources in the school, home, and community to promote student success. |
| Standard 2 | Uses an effective process when referring students, parents, and/or others to special programs and services. |

### Domain VI: Student Assessment

<p>| Standard 1 | Adheres to legal, ethical, and professional standards related to assessment. |
| Standard 2 | With the assistance of school personnel, interprets standardized tests results and other assessment data to guide students in individual goal setting and planning. |
| Standard 3 | Enhances the work of school personnel and parents in guiding student goal setting and planning by promoting understanding of standardized test results and other assessment data. |</p>
<table>
<thead>
<tr>
<th>Domain VI: Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong> Adheres to legal, ethical, and professional standards related to assessment.</td>
</tr>
<tr>
<td><strong>Standard 2:</strong> With the assistance of school personnel, interprets standardized tests results and other assessment data to guide students in individual goal setting and planning.</td>
</tr>
<tr>
<td><strong>Standard 3:</strong> Enhances the work of school personnel and parents in guiding student goal setting and planning by promoting understanding of standardized test results and other assessment data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain VII: Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong> Demonstrates professionalism, including a commitment to professional development.</td>
</tr>
<tr>
<td><strong>Standard 2:</strong> Advocates for a school environment that acknowledges and respects diversity.</td>
</tr>
<tr>
<td><strong>Standard 3:</strong> Establishes and maintains professional relationships with administrators, teacher, other school personnel, parents, and community members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain VIII: Professional Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong> Adheres to legal standards including school board policies.</td>
</tr>
<tr>
<td><strong>Standard 2:</strong> Adheres to state, district, and campus standards, regulations, and procedures.</td>
</tr>
<tr>
<td><strong>Standard 3:</strong> Is committed to current professional standards of competence and practice. (Texas Administrative Code, Rule §239.15)</td>
</tr>
<tr>
<td><strong>Standard 4:</strong> Promotes and follows ethical standards for school counselors.</td>
</tr>
<tr>
<td><strong>Standard 5:</strong> Demonstrates professional and responsible work habits.</td>
</tr>
<tr>
<td><strong>Standard 6:</strong> Uses professional written and oral communication and interpersonal skills.</td>
</tr>
</tbody>
</table>

Directions for Completing the Performance Evaluation Form

| I. | Complete the background information on the first page of the Performance Evaluation Form |
| II. | Assign weights to each domain: The individual is to be evaluated in light of his/her responsibilities within the overall guidance program. Therefore, weights for each of the domains should be agreed upon by the counselor and the evaluator at the beginning of the evaluation period and recorded on the first page of the Performance Evaluation Form (as percentages appropriate to the counselor’s responsibilities). This page should be signed at the beginning of the evaluation period to confirm the weights and other information thereon. A district or campus may choose not to use the weighted system. |
| III. | Compute the average (mean) for each domain: Determine the domain average by adding the ratings of the standards in the domain and then dividing by the number of standards rated. If a standard is not applicable, “NO” is recorded on the form, and a value for that standard is not figured as part of the domain’s average. Spaces for comments, strengths, and areas to address are provided on the Performance Evaluation Form for each domain. It is not necessary for the evaluator to comment on each standard or domain; however, comments are encouraged for areas where exceptional strength is indicated or for areas that require improvement. |
### IV. Calculate the Summary Evaluation Score
To obtain the overall rating, multiply the domain average for each domain by its pre-determined weight (%) and then add these weighted domain values to arrive at a total of weighted values. Record this total of weighted domain values in the space for the “Summary Evaluation Score” on the last page (Summary Sheet) of the Performance Evaluation Form.

### V. Sign the Summary Sheet of the Performance Evaluation Form
Signatures of the evaluator and the counselor are required at the end of the Performance Evaluation Form to acknowledge that the evaluation has been discussed with and presented to the counselor. The counselor’s signature does not necessarily indicate agreement with the evaluator’s ratings.

---

### COUNSELOR PERFORMANCE EVALUATION FORM

#### STUDENT INFORMATION
- **Student Name:**
- **Level of placement (please check all that apply):** Masters □ Doctoral □ School □ Community □
- **Evaluation Period:** From _______________ to _______________
- **School and District:**
- **Years of Counseling Experience:**
  - Present counseling position: □
  - Total in other districts: □
- **Total in current district:** □
- **Other counseling experience:** □
- **Assignment:**
  - Elementary □ Middle/Junior High □ High □ Post-secondary □
- **Student Load Assignment:** □
- **Evaluator (name printed):** □
- **Title:** □

#### WEIGHTS
Percentage for each domain agreed upon by the counselor and evaluator at the beginning of the evaluation cycle:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Management</td>
<td>10%</td>
</tr>
<tr>
<td>Guidance</td>
<td>10%</td>
</tr>
<tr>
<td>Counseling</td>
<td>10%</td>
</tr>
<tr>
<td>Consultation</td>
<td>10%</td>
</tr>
<tr>
<td>Coordination</td>
<td>10%</td>
</tr>
<tr>
<td>Student Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Professional Behavior</td>
<td>10%</td>
</tr>
<tr>
<td>Professional Standards</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

#### PROFESSIONAL ACTIVITIES
This section is to be used by the counselor to update his/her professional file with current professional activities and organizational memberships.
SIGNATURES

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Printed Name</th>
<th>Date</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Evaluator Signature</th>
<th>Printed Name</th>
<th>Date</th>
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<tbody>
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</table>

RATING SCALE FOR EACH STANDARD

Directions: Please indicate your level of agreement with each of the following statements regarding the practicum/internship site’s capabilities/performance by circling one of the following numbers:

- 1 = Unsatisfactory
- 2 = Below expectation
- 3 = Meets standard
- 4 = Exceeds standard
- 5 = Clearly outstanding
- NA = not applicable

DOMAIN I: PROGRAM MANAGEMENT

<table>
<thead>
<tr>
<th>Standard 1:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, §33.005)</td>
<td>① ② ③ ④ ⑤ NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2:</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Implements a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)</td>
<td>① ② ③ ④ ⑤ NA</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Standard 3:</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Evaluates and promotes continuous improvement of a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)</td>
<td>① ② ③ ④ ⑤ NA</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Standard 4:</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Promotes the balanced provision of program content areas (self-confidence development; motivation to achieve; decision-making, goal-setting, planning, and problem-solving skills; interpersonal effectiveness, communication skills, cross-cultural effectiveness; and responsible behavior).</td>
<td>① ② ③ ④ ⑤ NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages program personnel and/or other program resources.</td>
<td>① ② ③ ④ ⑤ NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6:</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Collaborates with school personnel, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a developmental guidance and counseling program. (Texas Education Code, Section 33.005)</td>
<td>① ② ③ ④ ⑤ NA</td>
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</table>

<table>
<thead>
<tr>
<th>Standard 7:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocates the school developmental guidance and counseling program and counselors’ ethical and professional standards with school personnel, parents, students, and the community.</td>
<td>① ② ③ ④ ⑤ NA</td>
</tr>
</tbody>
</table>

TOTAL

DOMAIN AVERAGE

Comments:

Strengths:

Areas to Address:
### DOMAIN II: GUIDANCE

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Plans structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students’ developmental needs.</td>
<td>1 2 3 4 N A</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Conducts structured group lessons to deliver the Guidance Curriculum effectively.</td>
<td>1 2 3 4 N A</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Involves students, teachers, parents and others to promote effective implementation of the Guidance Curriculum.</td>
<td>1 2 3 4 N A</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student’s own educational development including provision of information regarding post-secondary opportunities. (Texas Education Code, §33.007)</td>
<td>1 2 3 4 N A</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student’s own career development. (Texas Education Code, §33.007)</td>
<td>1 2 3 4 N A</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage a student’s own personal and social development. (Texas Education Code, §33.006)</td>
<td>1 2 3 4 N A</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Uses accepted theories and effective techniques of developmental guidance to promote the career, educational, personal, and social development of students.</td>
<td>1 2 3 4 N A</td>
</tr>
</tbody>
</table>

**TOTAL**  
**DOMAIN AVERAGE**

**Comments:**

**Strengths:**

**Areas to Address:**

### DOMAIN III: COUNSELING

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Uses accepted theories and effective techniques to provide individual developmental, preventive, remedial, and/or crisis counseling.</td>
<td>1 2 3 4 N A</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Uses accepted theories and effective techniques to provide group developmental, preventive, remedial, and/or crisis counseling.</td>
<td>1 2 3 4 N A</td>
</tr>
</tbody>
</table>

**TOTAL**  
**DOMAIN AVERAGE**

**Comments:**

**Strengths:**

**Areas to Address:**
### Domain IV: Consultation

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1:</td>
<td>Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success. (Texas Education Code, Section 33.006)</td>
<td>1 2 3 4 5 N A</td>
</tr>
<tr>
<td>Standard 2:</td>
<td>Consults with school personnel, parents, and other community members to promote understanding of student development, individual behavior, the student’s environment, and human relationships.</td>
<td>1 2 3 4 5 N A</td>
</tr>
<tr>
<td>Standard 3:</td>
<td>Collaboratively provides professional expertise to advocate for individual students and specific groups of students.</td>
<td>1 2 3 4 5 N A</td>
</tr>
</tbody>
</table>

**Total Domain Average**

### Domain V: Coordination

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1:</td>
<td>Coordinates people and other resources in the school, home, and community to promote student success.</td>
<td>1 2 3 4 5 N A</td>
</tr>
<tr>
<td>Standard 2:</td>
<td>Uses an effective process when referring students, parents, and/or others to special programs and services.</td>
<td>1 2 3 4 5 N A</td>
</tr>
</tbody>
</table>

**Total Domain Average**

### Domain VI: Student Assessment

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1:</td>
<td>Adheres to legal, ethical, and professional standards related to assessment.</td>
<td>1 2 3 4 5 N A</td>
</tr>
<tr>
<td>Standard 2:</td>
<td>With the assistance of school personnel, interprets standardized tests results and other assessment data to guide students in individual goal setting and planning.</td>
<td>1 2 3 4 5 N A</td>
</tr>
<tr>
<td>Standard 3:</td>
<td>Enhances the work of school personnel and parents in guiding student goal setting and planning by promoting understanding of standardized test results and other assessment data.</td>
<td>1 2 3 4 5 N A</td>
</tr>
</tbody>
</table>

**Total**
### DOMAIN VII: PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1:</td>
<td>Demonstrates professionalism, including a commitment to professional development.</td>
<td>![Rating](1 2 3 4 N A)</td>
</tr>
<tr>
<td>Standard 2:</td>
<td>Advocates for a school environment that acknowledges and respects diversity.</td>
<td>![Rating](1 2 3 4 N A)</td>
</tr>
<tr>
<td>Standard 3:</td>
<td>Establishes and maintains professional relationships with administrators, teacher, other school personnel, parents, and community members.</td>
<td>![Rating](1 2 3 4 N A)</td>
</tr>
</tbody>
</table>

**TOTAL**

### DOMAIN VIII: PROFESSIONAL STANDARDS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1:</td>
<td>Adheres to legal standards including school board policies.</td>
<td>![Rating](1 2 3 4 N A)</td>
</tr>
<tr>
<td>Standard 2:</td>
<td>Adheres to state, district, and campus standards, regulations, and procedures.</td>
<td>![Rating](1 2 3 4 N A)</td>
</tr>
<tr>
<td>Standard 3:</td>
<td>Is committed to current professional standards of competence and practice. (Texas Administrative Code, Rule §239.15)</td>
<td>![Rating](1 2 3 4 N A)</td>
</tr>
<tr>
<td>Standard 4:</td>
<td>Promotes and follows ethical standards for school counselors.</td>
<td>![Rating](1 2 3 4 N A)</td>
</tr>
<tr>
<td>Standard 5:</td>
<td>Demonstrates professional and responsible work habits.</td>
<td>![Rating](1 2 3 4 N A)</td>
</tr>
<tr>
<td>Standard 6:</td>
<td>Uses professional written and oral communication and interpersonal skills.</td>
<td>![Rating](1 2 3 4 N A)</td>
</tr>
</tbody>
</table>

**TOTAL**
| Domain 1: Program Management | x | % | = |
| Domain 2: Guidance          | x | % | = |
| Domain 3: Counseling        | x | % | = |
| Domain 4: Consultation      | x | % | = |
| Domain 5: Coordination      | x | % | = |
| Domain 6: Student Assessment| x | % | = |
| Domain 7: Professional Behavior | x | % | = |
| Domain 8: Professional Standards | x | % | = |

Summary Evaluation Score (Total of Weighted Values) =

For this evaluation period, the overall evaluation of this counselor's performance is represented by the average score in the box below (Please copy the Summary Evaluation Score to the appropriate blank below):

Average Score ____ 4.5-5.00 = Performance is clearly outstanding
Average Score ____ 3.5-4.49 = Performance consistently exceeds standards
Average Score ____ 2.5-3.49 = Performance consistently meets standards
Average Score ____ 1.5-2.49 = Performance is below expectations; consultation is required, and improvement is needed in specified areas
Average Score ____ 1.0-1.49 = Performance is unsatisfactory, and little or no improvement has resulted from consultation

Signatures

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Supervisor Signature</td>
<td>Printed Name</td>
<td>Date</td>
</tr>
</tbody>
</table>

I have discussed this evaluation with the evaluator and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position a copy is to be retained by the evaluator and the original is to be placed in my personnel file.
4.10 **Student Site Evaluation – Community Counseling**

*Directions: Please indicate your level of agreement with each of the following statements regarding the practicum/internship site’s capabilities/performance by circling one of the following numbers:*

- 1-2 (i.e. poor or marginal performance);
- 3-4 (adequate or average performance);
- 5-6 (good to excellent overall performance);
- NA/NO (not applicable or not observed)

*Students/trainees should complete this form at the end of each practicum/internship experience and submit to their university supervisor.*

<table>
<thead>
<tr>
<th>ORGANIZATIONAL EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Statement</td>
</tr>
<tr>
<td>1. Amount of on-site supervision</td>
</tr>
<tr>
<td>2. Relevance of experience to career goals</td>
</tr>
<tr>
<td>3. Exposure to and communication of site goals</td>
</tr>
<tr>
<td>4. Exposure to and communication of site policies/regulations/procedures</td>
</tr>
<tr>
<td>5. Exposure to professional roles and functions within the setting</td>
</tr>
<tr>
<td>6. Exposure to information about community resources</td>
</tr>
<tr>
<td>7. Administrative support for the site counseling program</td>
</tr>
<tr>
<td>8. Appropriate supervisee office space and working conditions</td>
</tr>
<tr>
<td>9. Appropriate support by site of the supervisee</td>
</tr>
</tbody>
</table>
## Counseling Opportunities Evaluation

<table>
<thead>
<tr>
<th>Evaluation Statement</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Report writing/record keeping/counseling notes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Intake interviewing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Programming/planning activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Administration and interpretation of tests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Staff presentations/case conferences/staff development workshops</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Individual counseling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Group counseling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Family/couple counseling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. Psycho-educational activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. Consultation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. Support team, collaboration with other professionals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. Career counseling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. Program evaluation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Recommendation

23. I wholeheartedly recommend this site for future students

<table>
<thead>
<tr>
<th>Subtotals</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
</table>

## Additional Comments and/or Suggestions

- 
- 
- 
- 
- 
- 
- 

## Signatures

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
</table>
4.11 Tape Analysis Form – Community Counseling

**Directions:** Review your session’s audio/video tape and use the scale below to rate your competence in this session. Please indicate your level of agreement with each of the following statements by circling one of the following numbers:

- 1-2 (i.e. poor or marginal performance);
- 3-4 (adequate or average performance);
- 5-6 (good to excellent overall performance);
- NA/NO (not applicable or not observed)

<table>
<thead>
<tr>
<th>TAPE ANALYSIS FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT INFORMATION</strong></td>
</tr>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>Banner ID:</td>
</tr>
<tr>
<td>Tape Analysis/Transcript #:</td>
</tr>
</tbody>
</table>

| **PRACTICUM/INTERNSHIP SITE INFORMATION** |
| Agency/Organization Name: |
| City: | County: | State: |
| Zip: | Phone: | Fax: |
| Site Supervisor Name: |
| University Supervisor Name: |

<p>| <strong>SELF-EVALUATION</strong> |</p>
<table>
<thead>
<tr>
<th>Evaluation Statement</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Opening: Opened the session smoothly and effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2) Attending: Demonstrated interest, focused on the client, encouraged the client to speak through the use of verbal and nonverbal encouragers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3) Active Listening: Demonstrated the ability to follow the client with understanding in all aspects of communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4) Silence: Allowed appropriate silences and demonstrated the ability to listen during the session</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5) Non-verbals: Exhibited appropriate, effective use of body language, vocal tone, facial expressions, and eye contact to convey warmth, positive regard, and acceptance. Aware of client non-verbals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6) Reflecting Feeling: Demonstrated and communicated empathy by reflecting client emotions, explicit and implicit</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7) Reflecting Content: Demonstrated active listening via clarification, paraphrasing, and summarization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8) Probing/Questioning: Demonstrated the use of purposeful, open, and/or closed questions to keep the session on track and to encourage further communication and understanding of the client’s world</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9) Challenging/Confronting: Identified client discrepancies and inconsistencies and was able to probe further or confront when necessary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10) Immediacy: Appropriately used “I-you” statements and process-related questions to bring the present tense into the counseling session</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11) Case Conceptualization: Recognizing what is not being said, identifying patterns, and comfort with counseling as an overall process of helping</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12) Closing: Closed the session smoothly and set direction for the next session</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**ADDITIONAL QUESTIONS**

13) What did you do well in this session?

---

14) What do you wish you had done differently?

---

15) What are some reoccurring difficulties or patterns you are experiencing?

---

16) What specific parts of the tape/session would you like help on?

---

17) How did this session affect you? (e.g. your own personal issues or feelings came into the session)

---

18) Brainstorm avenues for further counseling with this client(s)?

---

**ADDITIONAL COMMENTS AND/OR SUGGESTIONS**

---

**SIGNATURES**

---
4.12 Tape Transcript Guidelines – Community Counseling

GUIDELINES FOR TAPESCRPT SELECTION

**STUDENT INFORMATION**

Student Name:

Banner ID:

Tape Analysis/Transcript #:

**PRACTICUM/INTERNSHIP SITE INFORMATION**

Agency/Organization Name:

Site Supervisor Name:

University Supervisor Name:

**SELF-EVALUATION**

1) Tapescripts should be 20 consecutive minutes of counselor-client interaction. Choose a section that includes a minimum of 10 counselor responses. Responses such as yes, hmm, I see, etc. do not count as a counselor response; a counted counselor response needs to be more substantial. The transcribed section of tape, including the 10 counselor (and client) responses, must be verbatim and consecutive in time sequence.

2) Follow the criteria for evaluation of counselor response, including:
   a) What was the intent of your (student counselor’s) response?
   b) What happened following your response?
   c) What could have been an alternative response? (Usually response identifies client’s feelings, thoughts, and/or behaviors.)

3) At the top of the tapescript, include the initials of the client, age, date, session number, theoretical model, and techniques employed. Start with the client’s statement and then follow with your (student counselor’s) response, which you evaluate with the following 3 questions. As you listen to your tapes, it may help you to record the counter number of the sections you wish to transcribe. This will assist you in quickly locating the section when you transcribe. Do not forget that you do not have to follow the exact 2-column format as below. You can list client response, then counselor response, then answer the three evaluation questions, and then proceed with the next client response down the paper. Be sure to start with the client response first and then your counselor response second.

<table>
<thead>
<tr>
<th>Verbatim Dialogue</th>
<th>Evaluation Criteria Must Include For Each Response!</th>
</tr>
</thead>
</table>
| CL: I’ve been having a little trouble with my new job. I’m not getting along well with the people there. CO: You’re feeling some concern about that. | 1) To show that I care.  
2) Good reflection of feeling, client continued on the issue of concern.  
3) You’re upset you’re not getting along with your co-workers. |
| CL: Yes. It does concern me. I was hoping to make some friends, but the two girls in my office don’t get along and I’m caught in the middle. CO: Are there people at work with whom you do get along? | 1) To gather information about setting, looking for positives.  
2) Could have been stated better, led client off concern.  
3) You generally get along well with people, but now you feel alone and trapped. |
| CL: Yes, there are some other people at work I get along really well with. CO: You feel good about these. | 1) To reflect positively about client’s ability to have relationships with co-workers.  
2) Client acknowledged relationships; Restated problem.  
3) You’re proud of your ability to make friends. |
4.13 Site Supervisor’s Evaluation of Student – Community Counseling

Directions: Please indicate your level of agreement with each of the following statements regarding the student counselor’s capabilities and performance by circling one of the following numbers:

1-2 (i.e. poor or marginal performance);
3-4 (adequate or average performance);
5-6 (good to excellent overall performance);
NA/NO (not applicable or not observed)

Please note: Students will be graded on their performance at each evaluation point (i.e. midterm and final). Growth between these two evaluation points is given the most weight and determines up to 40% of their final grade. Please keep in mind that a frank evaluation at mid-semester may allow for growth to be reflected at the second evaluation point (e.g. students who receive scores of 1-2 on the mid-term evaluation and subsequently receiving scores of 5-6 on the final evaluation may represent significant performance growth by the student). University clinical supervisors are attempting to determine growth or regression amounts in the student/trainees’ counseling skills, knowledge, and abilities.

<table>
<thead>
<tr>
<th>Evaluation Statement</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. Demonstrates a personal commitment to developing professional competencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>43. Invests time and energy in becoming a counselor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44. Accepts and uses constructive criticism to enhance self-development and counseling skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>45. Engages in open, comfortable, and clear communication with peers and supervisors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>46. Recognizes own competencies and skills and shares these with peers and supervisors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
47. Recognizes own deficiencies and actively works to overcome them with peers and supervisors.  

<table>
<thead>
<tr>
<th>Evaluation Statement</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>48. Completes case reports and records punctually and conscientiously.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>49. Is dependable and efficient in time management.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**The Counseling Process**

<table>
<thead>
<tr>
<th>50. Reaches the referral prior to the first interview.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>51. Keeps appointments on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>52. Begins the interview smoothly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>53. Explains the nature and objectives of counseling when appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>54. Is relaxed and comfortable in the interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>55. Communicates interest in and acceptance of the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>56. Facilitates client expression of concerns and feelings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>57. Focuses on the content of the client’s problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>58. Recognizes and resists manipulation by the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>59. Recognizes and deals with positive affect of the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>60. Recognizes and deals with negative affect of the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>61. Is spontaneous in the interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>62. Uses silence effectively in the interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>63. Is aware of own feelings in the counseling session.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>64. Communicates own feelings to the client when appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>65. Recognizes and skillfully interprets the client’s covert messages.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>66. Facilitates realistic goal setting with the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>67. Encourages appropriate action-step training with the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>68. Employs judgment in the timing and use of different techniques.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>69. Explains, administers, and interprets tests correctly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>70. Terminates the interview smoothly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>71. Assists clients with personal problems in individual sessions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>72. Conducts small group counseling sessions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>73. Consults with other professionals and makes effective use of referral sources to help clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
<tr>
<td>74. Demonstrates knowledge of and sensitivity to minority needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
<td>NO</td>
</tr>
</tbody>
</table>
75. Presents in-service training and/or community education activities.

<table>
<thead>
<tr>
<th>THE CONCEPTUALIZATION PROCESS</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>NA/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>76. Focuses on specific behaviors and their consequences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>77. Recognizes and pursues discrepancies and meaning of inconsistent information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>78. Uses relevant case data in planning immediate and long-range goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>79. Uses relevant case data in considering various strategies and their implications.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>80. Bases decisions on theoretically sound and consistent rationale of human behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>81. Is perceptive in evaluating the effects of own counseling techniques.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>82. Demonstrates ethical behavior in the counseling activity and case management.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Subtotals

<table>
<thead>
<tr>
<th>EVALUATION SCORING / INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 42: Very poor performance in target areas requiring serious, immediate attention; initiation a fitness to practice meeting</td>
</tr>
<tr>
<td>43 – 84: Poor to marginal performance in target areas requiring serious, immediate attention; initiation a fitness to practice meeting</td>
</tr>
<tr>
<td>85-126: Poor/marginal to adequate/average performance in target areas requiring immediate attention and remediation; may require initiation of a fitness to practice meeting</td>
</tr>
<tr>
<td>127-168: Adequate or average performance in target areas (i.e. most students initially expected to score within this range)</td>
</tr>
<tr>
<td>169 – 210: Average to good performance in target areas</td>
</tr>
<tr>
<td>211 – 252: Good to excellent performance in target areas</td>
</tr>
</tbody>
</table>

ADDITIONAL COMMENTS / SUGGESTIONS
<table>
<thead>
<tr>
<th>SIGNATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Supervisor Signature</td>
</tr>
<tr>
<td>Student Signature</td>
</tr>
</tbody>
</table>

*Please note: I have discussed this evaluation with my site supervisor and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. A copy is to be retained by the evaluator and the original is to be given to the University Supervisor/Professor to be placed in my student practicum course file.*
5 Clinical Syllabi

5.1 COU 7413 - Doctoral Internship 1

COURSE TITLE: (COU 7413) Doctoral Internship 1

LOCATION:

DAY/TIME:

INSTRUCTOR:

OFFICE LOCATION: Durango Building -
College of Education and Human Development
The University of Texas at San Antonio
501 West Durango Blvd.
San Antonio, Texas 78207

OFFICE HOURS:

CONTACT:

REQUIRED TEXTBOOK:

COURSE AND CACREP OBJECTIVES

Additionally and more specifically, this course is based upon the following 2001 CACREP standards for doctoral internship. In this course, students will be expected to demonstrate:

Learning and application experiences beyond the entry-level required of Master’s students in all of the following content areas (CACREP Doctoral Standards II.C & D):

1. theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;
2. theories and practices of counselor supervision;
3. instructional theory and methods relevant to counselor education;
4. pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning
5. models and methods of assessment and use of data;
6. ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics); and
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs;

It is expected that doctoral students will have experiences that are designed to demonstrate in their internship:

1. an area of professional counseling expertise;
2. collaborative relationships with program faculty in teaching, supervision, and service to the profession and the public;
3. enhanced technical competence.
COURSE REQUIREMENTS & METHODS OF EVALUATION

A. Professional Portfolio - Please see attached handout for a description of materials to include in your portfolio. Must include a professional development plan. 40 pts

B. Two tapescripts for class presentation – You will be randomly assigned a partner to work with on this presentation. Each of you will exchange your tapescripts for critique. After, the critique, you will present to the class on how you critiqued the tape and feedback needing to be offered to your partner. 20 pts

C. Site Evaluations – You must provide evaluations and time logs for each of your experiences from the site supervisors, practicum instructors, students, and supervisees. 30 pts

D. Current Topic Presentation on Counseling, Teaching, Supervision or Clinical Area – You will be required to present information on a current topic in the area of teaching, supervision or clinical practice for your peers. You will be required to lead a discussion and have relevant information to share to aid in the development of your classmates. This presentation will last for a minimum of one hour. 10 pts

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Portfolio</td>
<td>40 pts</td>
</tr>
<tr>
<td>Two Tapescript Presentations</td>
<td>20 pts</td>
</tr>
<tr>
<td>Site Evaluations of Clinical Work, Teaching, and Supervision</td>
<td>30 pts</td>
</tr>
<tr>
<td>Current Topic</td>
<td>10 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 pts</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE (BASED ON TOTAL POINTS EARNED)
A=90-100 Points
B=80-89 Points
C=70-79 Points
D=60-69 Points
F=<60 Points

METHODS OF INSTRUCTION

In this course, I will utilize a combination of didactic and experiential approaches. This course will focus on application of theory and advanced skills as they relate to your professional development in counselor education. In addition, in this course you will be asked to demonstrate advanced clinical skills. You have the choice to self-disclose as little or as much as you choose. Your active participation is critical to the success of the course and your professional development.

TIME REQUIREMENTS (CACREP III.B & C)

The following statements will guide the requirements of this course:

a) Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours over two semesters. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the doctoral internship instructor and student, based on experience and training. You will be given the opportunity to participate in additional supervised practica or internships that are appropriate to their career objectives.

b) During the internships, you must receive weekly individual and/or triadic supervision; this supervision is usually performed by your supervisor with a doctorate in counselor education or a related profession at your internship site. Group supervision is provided on a regular schedule with other students by the institution supervisor/instructor.
Following are the time specific requirements of this course:

Doctoral Internship courses will be composed of three areas with the following required experiences and hours:

1. 100 clinical hours of counseling (60 direct client contact hours and 40 preparatory/administrative).
2. 125 supervision hours,
3. 35 teaching hours, and
4. 40 hours will be jointly agreed upon by the student and the student's doctoral internship instructor.

Specific Hour Requirements for the Teaching Expectations

a) 20 Hours of direct teaching contact include:
   1. Supervised co-teaching with a faculty member in a designated academic course,
   2. One-on-one or small group student tutoring with students from the designated course,
   3. Supervised lecturing at the comprehensive examination review course, and
   4. Supervised doctoral student lead teaching/lecturing in the designated course, and,
   5. Of these twenty hours, the student will lead and lecture on a course topic at least twice during (minimum of 6 hours) and be evaluated anonymously by the class.

b) The other 15 hours for the teaching requirement may include:
   1. Additional classroom experiences related to co-teaching and lead teaching
   2. Providing student feedback on assignments
   3. Lecture and class preparation
   4. Meeting and supervision with the course instructor

Specific Hour Requirements for the Supervision Expectations

c) 75 Hours of direct supervision contact include:
   1. Individual and group supervision of master's counseling students.
   2. Emergency contact with supervisees, and unscheduled meetings.
   3. Site-based meetings when supervisee is present.

d) The other 50 hours for the supervision requirement may include:
   1. Supervision of supervision from course instructor
   2. Documentation
   3. Consultation and research on supervision
   4. Other hours as approved by supervisor and course instructor

Specific Hour Requirements for the Clinical Expectations

1. Selection of a site to enhance counseling expertise
2. Clinical site needs to include individual and group hours with the majority of the hours attained as individual hours.
3. Please refer to the information listed below for more specifics on site policy and procedures.

RESPONSIBILITIES OF THE FIELD/SITE SUPERVISOR:

1. Hold a Master's degree (doctorate preferred) in a mental health field with a minimum of two years counseling experience. In the case of a school placement, counselor certification by the Texas Education Agency is required.
2. Provide orientation to work setting and personnel.
3. Involve the student in all aspects of the counseling position.
4. Assign students/clients for counseling experiences on a weekly and timely basis. This should include individual and group counseling activities.
5. Schedule supervisory time each week (a minimum of one hour, face-to-face) to review student progress.
6. Encourage the student to attend professional conferences.
7. Complete interim report and final evaluation, which are shown to and signed by the student and then returned to the professor.
8. Consult with University supervisor at any time during the course of the semester as needed regarding students’ progress.

RESPONSIBILITIES OF THE PROFESSOR/UNIVERSITY SUPERVISOR:

1. Consult with the Field Supervisor on students’ progress.
2. Provide Field Supervisor with all pertinent information related to the student’s practicum experience.
3. Conduct on-site visit of student’s field placement and/or initiate contact with site supervisor.
4. Consult with the student.
5. Meet with the student in group and individual supervision sessions.
6. Assign a grade at completion of Practicum.
7. Provide any relevant information regarding a student’s fitness to practice to the Program Advisor, as delineated in 5.16, “Student Fitness and Performance in the College of Education and Human Development” available on UTSA’s WEB page, Manual of Operating Procedures, or at http://www.utsa.edu/hop/Chapter5/5-16.htm (page 6 of syllabus).

FEEDBACK

A student’s ability to listen and accept accurate and honest feedback is paramount to their development as a counselor. It is important that each individual be able to seriously consider the feedback received from both classmates and professor(s). Sometimes feedback, even constructive criticism, can feel hurtful. It in no way is intended to be hurtful. It is intended to help students identify areas of growth or issues to which it may be important to pay special attention. Because counseling is a relational endeavor, it would stand to reason that interpersonal relational issues that are unresolved for counselors-in-training might emerge. In the counseling profession this is informally referred to as “blind spots.” Using psychoanalytic language, awareness of transference and counter-transference issues will be important.

Feedback can offer a positive experience that facilitates insight and growth, although feedback is many times uncomfortable to hear and absorb. Problems tend to arise when students get defensive; they either shut down or question the authority of the evaluator. Most people, to some degree have wounds surrounding evaluation. I encourage you to keep a journal and explore your history with evaluation and different evaluators in your life (Valadez and Garcia, 1998; 1999). Your site supervisor and I will be looking at you through a different lens than that of your peers, friends and family. Please consider and attempt to understand the role and necessity of evaluation by your professor and supervisor.

Finally, you must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who are as a person. Reflectivity is a critical and integral part of becoming a professional counselor. A lack of reflectivity will impact your final grade and may impede you from progressing through your Internship experience.

INCLUSION

I wish to fully include persons with disabilities in this course. Please let me know, as early in the semester as is possible, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Please contact Disabilities Services at (http://www.utsa.edu/disability/students.htm) to alert their office so that they can share with me the services that I can use to assist you.
*STUDENT STANDARDS OF CONDUCT AND PERFORMANCE

(1) Students are expected to adhere to UTSA’s principles of academic integrity. See the student catalog for an explanation of issues related to and the consequences of plagiarism, cheating, and other acts of academic dishonesty (Grad Catalog, pp. 49-50). (2) Graduate students must demonstrate fitness to practice in the field of counseling. Please be aware that classroom behavior, discussion, professionalism, and coursework will be used to evaluate your fitness to practice. See www.utsa.edu/hop/chapter5/5-16.htm for information on fitness to practice. Be aware that acts of academic dishonesty or evidence of non-fitness to practice will be documented and maintained as part of students’ records. Be aware that your course paper may be scanned for text copied/plagiarized from online info, papers, and other resources.
5.2 COU 7513 Doctoral Internship 2

COURSE TITLE: (COU 7513-91 T) Doctoral Internship 2

LOCATION: 
DAY/TIME: 

INSTRUCTOR: 

OFFICE LOCATION: Durango Building 
College of Education and Human Development 
The University of Texas at San Antonio 
501 West Durango Blvd. 
San Antonio, Texas 78207 

OFFICE HOURS:  

CONTACT: 210.458.2600 (main); 

REQUIRED TEXTBOOK: 

COURSE AND CACREP OBJECTIVES 

Additionally and more specifically, this course is based upon the following 2001 CACREP standards for doctoral internship. In this course, students will be expected to demonstrate:

Learning and application experiences beyond the entry-level required of Master’s students in all of the following content areas (CACREP Doctoral Standards II.C & D):

1. theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation; 
2. theories and practices of counselor supervision; 
3. instructional theory and methods relevant to counselor education; 
4. pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning; 
5. models and methods of assessment and use of data; 
6. ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics); and 
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs;

It is expected that doctoral students will have experiences that are designed to demonstrate in their internship:

1. an area of professional counseling expertise; 
2. collaborative relationships with program faculty in teaching, supervision, and service to the profession and the public; 
3. enhanced technical competence.
COURSE REQUIREMENTS & METHODS OF EVALUATION

A. Professional Portfolio - Please see attached handout for a description of materials to include in your portfolio. Most of you completed this last semester. Please update as needed. Must include a professional development plan and a timeline. 10 pts

B. Three tapescripts for class presentation – You will be randomly assigned a partner to work with on this presentation. Each of you will exchange your tapescripts for critique. After, the critique, you will present to the class on how you critiqued the tape and feedback needing to be offered to your partner. 30 pts

C. Site Evaluations – You must provide evaluations and time logs for each of your experiences from the site supervisors, practicum instructors, students, and supervisees. 40 pts

D. Development of a Resource Directory- This directory will be related to your areas of professional interest and must include all pertinent information, i.e., name, address, contact information, clientele, cost, strengths & weaknesses, and referral names. 10 pts

E. Miscellaneous – It is expected in this final course of your doctoral program that you attend every class in its entirety. Of course there are circumstances in which your absence or full participation is prohibited; however, there are still consequences resulting from this absence. Your cohort is missing your active participation and feedback. Also, it is expected that you are prepared for the group supervision sessions by having reviewed all tapescripts, regardless of whether you are presenting and give critical feedback. 10 pts

<table>
<thead>
<tr>
<th>Professional Portfolio</th>
<th>10 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Tapescript Presentations</td>
<td>30 pts</td>
</tr>
<tr>
<td>Site Evaluations of Clinical Work, Teaching, and Supervision</td>
<td>40 pts</td>
</tr>
<tr>
<td>Resource Directory</td>
<td>10 pts</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>10 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 pts</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE (BASED ON TOTAL POINTS EARNED)
A=90-100 Points
B=80-89 Points
C=70-79 Points
D=60-69 Points
F=<60 Points

METHODS OF INSTRUCTION
In this course, I will utilize a combination of didactic and experiential approaches. This course will focus on application of theory and advanced skills as they relate to your professional development in counselor education. In addition, in this course you will be asked to demonstrate advanced clinical skills. You have the choice to self disclose as little or as much as you choose. Your active participation is critical to the success of the course and your professional development.

TIME REQUIREMENTS (CACREP III. B&C)
The following statements will guide the requirements of this course:

a) Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours over two semesters. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the doctoral internship instructor and student, based on experience and training. You will be given the opportunity to participate in additional supervised practica or
internships that are appropriate to their career objectives.

b) During the internships, you must receive weekly individual and/or triadic supervision; this supervision is usually performed by your supervisor with a doctorate in counselor education or a related profession at your internship site. Group supervision is provided on a regular schedule with other students by the institution supervisor/instructor.

Following are the time specific requirements of this course:

Doctoral Internship courses will be composed of three areas with the following required experiences and hours:

1. 100 clinical hours of counseling (60 direct client contact hours and 40 preparatory/administrative).
2. 125 supervision hours,
3. 35 teaching hours, and
4. 40 hours of two of the options presented below which will be jointly agreed upon by the student and the student's doctoral internship instructor.

Specific Hour Requirements for the Teaching Expectations

a) 20 Hours of direct teaching contact may include:
   1. Supervised co-teaching with a faculty member in a designated academic course,
   2. One-on-one or small group student tutoring with students from the designated course,
   3. Supervised lecturing at the comprehensive examination review course, and
   4. Supervised doctoral student lead teaching/lecturing in the designated course, and,
   5. Of these twenty hours, the student will lead and lecture on a course topic at least twice during the semester (minimum of 6 hours) and be evaluated anonymously by the class.

b) The other 15 hours for the teaching requirement may include:
   1. Additional classroom experiences related to co-teaching and lead teaching
   2. Providing student feedback on assignments
   3. Lecture and class preparation
   4. Meeting and supervision with the course instructor

Specific Hour Requirements for the Supervision Expectations

a) 75 Hours of direct supervision contact include:
   1. Individual and group supervision of master's counseling students.
   2. Emergency contact with supervisees, and unscheduled meetings.
   3. Site-based meetings when supervisee is present.

b) The other 50 hours for the supervision requirement may include:
   1. Supervision of supervision from course instructor
   2. Documentation and preparation
   3. Consultation and research on supervision
   4. Other hours as approved by supervisor and course instructor

Specific Hour Requirements for the Clinical Expectations

1. Selection of a site(s) to enhance counseling expertise
2. Clinical site needs to include individual and group hours with the majority of the hours attained as individual hours.
3. Please refer to the information listed below for more specifics on site policy and procedures.

Optional Contracted 40 Hour Requirement for the Doctoral Internship: (Please select two)

1) Administrative and Professional Leadership (20 hours)

For those doctoral students who are interested in getting into an administrative or professional leadership positions (whether this be at the university, hospital, community agency level, or professional organizational leadership position, i.e., officer/journal editor), this portion of the internship is to be used for building and developing this area of expertise. The student selecting this option would be able to choose their own administrative and/or leadership mentor in the area that they feel is most closely related to their interests. They would then meet with the mentor on a regular basis throughout the semester. Direct contact would include attending administrative meetings, interviewing key individuals, and direct processing of experiences with the mentor. Indirect contact would include researching issues relevant to the given administrative arena and administrative projects assigned by the mentor. This is an opportunity to “shadow” an administrative or professional leader in the student’s future field of interest. The student will be required to have the mentor complete an evaluation of this experience.

2) Course Creation (20 hours)

For those doctoral students who are interested in teaching upon completion of the program, this portion of the internship is to be used for building a counselor education curriculum portfolio. The student will utilize these hours to design courses they would like to teach. This will include creating syllabi and assignments, text selection, and all other necessary materials to implement the course(s). The student should consider interviewing instructors/professors who have taught the selected course, and may wish to sit in one or more sessions of the course if possible. The student must select and create a minimum of two courses. The final product is expected to be of high caliber, leaving no detail unturned, as if the student was going to implement the course immediately.

3) Consultation (20 hours)

For those doctoral students who are interested in providing consultation services upon completion of the program, this portion of the internship is to be used for building upon the introduction to consultation course through more advanced application. The student will be required to select an appropriate consultation project with a university or community-based consultee. The project should be based on the individual student’s own areas of expertise. The student will be required to work individually (may not work with other students as a team). It is expected that the student will keep in close contact with the consultee(s) throughout the semester and provide face-to-face meetings throughout the project. A contract must be completed in order to outline the responsibilities of each given party and must be approved by the internship instructor and/or dissertation chair. The student will be required to have the consultee(s) complete an evaluation of their work and to create a binder that outlines the consultation project.

4) Private Practice (20 hours)

As being a counselor educator often includes having a private practice, this portion of the internship is to be used for those doctoral students who wish to increase their knowledge and expertise in this area. Students have one of two options for completing these hours: 1) select one mentor to shadow who is currently in private practice or 2) select several individuals in private practice to interview. The goal of this portion of the internship is to gather as much information as possible regarding what is necessary to establish and keep a private practice up and running. The student will be expected to compile a portfolio with answers to areas such as marketing, accounting, rental space, referral process, insurance, etc. In addition, the student must create all of the necessary
forms for opening their practice. Please note that those students who currently or have had a private practice in the past will not be eligible to select this portion of the internship.

If none of these options are of any interest to you, you may increase the clinical portion for the additional 40 hours.

Thanks Gwen for your contribution of optional ideas!!

RESPONSIBILITIES OF THE FIELD/SITE SUPERVISOR:

1. Hold a Master’s degree (doctorate preferred) in a mental health field with a minimum of two years counseling experience. In the case of a school placement, counselor certification by the Texas Education Agency is required.
2. Provide orientation to work setting and personnel.
3. Involve the student in all aspects of the counseling position.
4. Assign students/clients for counseling experiences on a weekly and timely basis. This should include individual and group counseling activities.
5. Schedule supervisory time each week (a minimum of one hour, face-to-face) to review student progress.
6. Encourage the student to attend professional conferences.
7. Complete interim report and final evaluation, which are shown to and signed by the student and then returned to the professor.
8. Consult with University supervisor at any time during the course of the semester as needed regarding students’ progress.

RESPONSIBILITIES OF THE PROFESSOR/UNIVERSITY SUPERVISOR:

1. Consult with the Field Supervisor on students’ progress.
2. Provide Field Supervisor with all pertinent information related to the student’s practicum experience.
3. Conduct on-site visit of student’s field placement and/or initiate contact with site supervisor.
4. Consult with the student.
5. Meet with the student in group and individual supervision sessions.
6. Assign a grade at completion of Practicum
7. Provide any relevant information regarding a student’s fitness to practice to the Program Advisor, as delineated in 5.16, “Student Fitness and Performance in the College of Education and Human Development” available on UTSA’s WEB page, Manual of Operating Procedures, or at http://www.utsa.edu/hop/Chapter5/5-16.htm (page 6 of syllabus).

FEEDBACK

A student’s ability to listen and accept accurate and honest feedback is paramount to their development as a counselor. It is important that each individual be able to seriously consider the feedback received from both classmates and professor(s). Sometimes feedback, even constructive criticism, can feel hurtful. It in no way is intended to be hurtful. It is intended to help students identify areas of growth or issues to which it may be important to pay special attention. Because counseling is a relational endeavor, it would stand to reason that interpersonal relational issues that are unresolved for counselors-in-training might emerge. In the counseling profession this is informally referred to as “blind spots.” Using psychoanalytic language, awareness of transference and counter-transference issues will be important.

Feedback can offer a positive experience that facilitates insight and growth, although feedback is many times uncomfortable to hear and absorb. Problems tend to arise when students get defensive; they either shut down or question the authority of the evaluator. Most people, to some degree have wounds surrounding evaluation. I encourage you to keep a journal and explore your history with evaluation and different evaluators in your life (Valadez and Garcia, 1998; 1999). Your site supervisor
and I will be looking at you through a different lens than that of your peers, friends and family. Please consider and attempt to understand the role and necessity of evaluation by your professor and supervisor.

Finally, you must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who are as a person. Reflectivity is a critical and integral part of becoming a professional counselor. A lack of reflectivity will impact your final grade and may impede you from progressing through your Internship experience.

**INCLUSION**

I wish to fully include persons with disabilities in this course. Please let me know, as early in the semester as is possible, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Please contact Disabilities Services at (http://www.utsa.edu/disability/students.htm) to alert their office so that they can share with me the services that I can use to assist you.

**STUDENT STANDARDS OF CONDUCT AND PERFORMANCE**

(1) Students are expected to adhere to UTSA’s principles of academic integrity. See the student catalog for an explanation of issues related to and the consequences of plagiarism, cheating, and other acts of academic dishonesty (Grad Catalog, pp. 49-50). (2) Graduate students must demonstrate fitness to practice in the field of counseling. Please be aware that classroom behavior, discussion, professionalism, and coursework will be used to evaluate your fitness to practice. See www.utsa.edu/hop/chapter5/5-16.htm for information on fitness to practice. Be aware that acts of academic dishonesty or evidence of non-fitness to practice will be documented and maintained as part of students’ records. Be aware that your course paper may be scanned for text copied/plagiarized from online info, papers, and other resources.
5.3  COU 7593 Doctoral Practicum in Supervision – Sample

Prerequisite:  COU 7583

Course Description:

An advanced experiential course aimed at translating supervision theory into practice. Students will be required to supervise master’s level counselors-in-training. Current models of supervision and their application will be emphasized.

Required Text:


Course Objectives:

1. A theoretical foundation of the supervisory process in counseling (CACREP DS II.C.2 & 8)
2. Supervision of counseling practicum students and utilization of multimedia technology in counselor supervision (CACREP DS II.D.6)
3. Supervisory skills through instruction, consultation, and supervision

Methods of Instruction:

Lecture, PowerPoint presentations, discussion, experiential activities, small group supervision, supervised practical application.

Attendance Policy:

Class Meetings (Group Supervision)
Because we meet only eight times during the course of the semester, it is IMPERATIVE that you be present for all scheduled class meetings. These meetings are group supervision sessions and will be counted on your time sheet and are an important part of your and your fellow students’ learning experience. There will be a grade reduction of 5 points off your final grade for each missed class. Extreme emergencies (death in the family, hospitalization, etc.) will be handled on an individual basis (CACREP III G.3).

Inclusive Learning:

I wish to fully include persons with disabilities in this course. Please let me know, as early in the semester as is possible, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Please contact Disabilities Services to alert their office so that they can share with me the services that I can use to assist you. You should contact the Learning Disability Service at (210) 458-2945 (Downtown Campus; BV 1.302) or (210) 458-4157 (1604 Campus; MS 2.03.18) to verify and request accommodations.

Student Standards of Conduct and Performance:

1. Students are expected to adhere to UTSA’s principles of academic integrity. See the student catalog for an explanation of issues related to and the consequences of plagiarism, cheating, and other acts of academic dishonesty (Grad Catalog, pp. 49-50).
2. Graduate students must demonstrate fitness to practice in the field of counseling. Please be aware that classroom behavior, discussion, professionalism, and coursework will be used to evaluate your fitness to practice. See www.utsa.edu/hop/chapter5/5-16.htm for information on fitness to practice. Acts of academic dishonesty or evidence of non-fitness to practice will be documented and maintained as part of students’ records. Be aware that your course paper may be scanned for text copied/plagiarized from online info, papers, and other resources.
TENTATIVE Methods of Student Evaluation/Grading Formula:

1. Class attendance and attendance for all assigned supervision sessions with practicum instructor (10% of grade). You must also possess current student malpractice insurance (i.e., be able to produce a copy, demonstrate proof of insurance before you see supervisees).

2. Supervision of master’s level practicum students (COU 5683). Each student will have the opportunity to supervise two or three master’s level practicum counselors-in-training. You are responsible for conducting one hour weekly individual or triadic supervision sessions with your assigned students. All supervisory sessions will take place in the UTSA Community Family Life Clinic (CFLC). The supervisees will be receiving concurrent supervision from you and the practicum instructor; however, the practicum instructor will retain the ultimate responsibility for the supervisees.

   To assist in your supervision and evaluation of the practicum students, you will be asked to: 1) review one or two (depending on the practicum instructor) entire audio/video taped counseling sessions as well as 10-15 counseling summaries (depending on the practicum instructor). You will type your feedback on a separate sheet and return all client/student materials to the practicum instructor for additional evaluation, 2) keep supervision notes for each supervisee (example given in syllabus), 3) keep a log of supervision activities for each supervisee (form will be given in syllabus), 4) complete a site visit with the supervisee’s practicum site supervisor (further instructions will be given in class), and 5) complete an evaluation of the supervisee (instructions will be given by the practicum instructor). Supervision notes are to be kept confidential and those notes as well as your supervision logs are to be turned in on the final class session.

   Feedback will be solicited from the COU 5683 practicum instructor for your evaluation in this area (50% of grade).

3. Two supervisory videotape presentations. Each student is required to videotape two triadic or individual supervisory sessions to present (get signed consent, see form in syllabus). One will be for the supervision class for review and the other for instructor feedback. (20% of grade; 10% each).

4. Case presentation (complete for both class and instructor tapes):
   a. supervisee summary (previous experience, place in program, career goals, practicum setting, interests etc.)
   b. supervision goals
   c. supervisor impressions (your reflections as well as relationship dynamics, etc.)
   d. supervisee’s counseling and case conceptualization skills
   e. supervisee’s clinical strengths and areas for growth
   f. summary of supervision process, interventions used, progress
   g. conceptualize relationship related to supervision model(s) and/or supervision literature
   h. questions, concerns, areas for requested feedback from peers/instructor

5. Videotape (or DVD) presentation of a counseling technique or skill. One of the many roles in supervision is teaching, particularly the teaching and supervised practice of clinical counseling skills. Please select a particular theoretical approach or skill you would like to create a training tape on (approve the topic with instructor before 9/1/06). Be creative! Prepare a brief description of the theory and/or technique/skill and an outline of the video content to distribute to the class (1-2 pages). In your class presentation (30 minutes) 1) introduce the technique and show the tape, 2) provide some practice/experience with the technique for the class, and 3) critique the use of the technique and the best methods in which to instruct students in its use. (20 % of grade)

Final course grades will be determined as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10 points</td>
</tr>
<tr>
<td>Supervision of MA students</td>
<td>50 points</td>
</tr>
<tr>
<td>Video &amp; Class Presentation</td>
<td>20 points</td>
</tr>
<tr>
<td>2 supervision tapes (class/instructor)</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
Tentative Grading Scale

A  =  90 to 100
B  =  80 to 89
C  =  70 to 79
D  =  60 to 69
F  =  60 or below
5.4  COU 7313 Doctoral Practicum – Sample

Catalog Description:

(3-0) 3 hours credit. Prerequisite: Doctoral status. This practicum provides a counseling experience prior to the doctoral student entering his/her advanced internship. The course will offer opportunities for growth in skills, knowledge and personal development as a doctoral level practitioner.

Course Objective:

Practicum in Counseling is taken at the early phases of the doctoral training program. Practicum is an intensive field experience that should be similar to a professional counseling position but with closer supervision. The intent is that the arrangement will be mutually beneficial to the host institution and the student. In other words the student is to develop advanced clinical skills, competencies, administrative/leadership skills, and points of view needed by professionals in the field of counseling. Students will continue their learning in the areas of skills, knowledge, attitudes, and understanding of relationship issues; it is the role of the professor to provide professional socialization as well. Note: Private practice is not an acceptable placement. (CACREP III. A)

CACREP Objectives:

Additionally and more specifically, this course is based upon the following 2001 CACREP standards. In this course, students will be expected to:

1. Have mastered essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship (CACREP standard section IIK 5.b./ CC A.3., B.1.C.1.2.3.4.5.6.7.)
2. Apply ethical principles and standards of practice for professional counselors (CACREP standard section IIK 1.h./ CC A.3.4.)
3. Apply counseling theories and techniques in the delivery of counseling services (CACREP standard section IIK 3.b/ CC C.1.2.3.4.5.6.7.)
4. Expand skills in developing client interventions that are sensitive to diverse populations (CACREP standard section IIK 2.c./ CC A.5.)
5. Have developed an identity as a professional counselor as their primary orientation to practice (CACREP standard section IIK 1 a.b.c.d.e.f.g.h./ CC A.2.)
6. Develop and/or refine advanced counseling skills which should conceptually link counselor practice to teaching and supervision (CACREP standard section DS CES III.A).
7. Receive weekly individual and/or triadic supervision usually performed by a doctoral level supervisor in counselor education or a related field.(CACREP standard section DS CES III.B.).
8. Receive regular group supervision performed by a faculty member (CACREP standard section DS CES III.C.).


Required Text:

Creative Interventions in Grief and Loss Therapy: When the Music Stops, a Dream Dies (Hardcover)

Communication with the University Professor/Supervisor:

The most efficient manner to contact me is through email. This system may be used regularly to disseminate information and even stimulate discussion. Please make sure I have an up-to-date email address on file.
Office Hours:

I will be available by appointment only. You may feel free to drop by my office at any time; however, do not expect to be seen immediately unless you have a scheduled appointment. The most efficient manner to schedule an appointment is through email.

Emergencies:

Regarding absolutely any emergency or high-risk situation, contact your site supervisor and call me immediately to inform me. Your site supervisor should be the first contacted and their advice and direction will usually take precedence. Contact me if the site supervisor or other responsible site-personnel are unreachable. This is the primary purpose of me providing you with my cell phone number, 744-3015, for these types of emergencies or urgent situations. If you are concerned about a situation and wonder if you should call, do call.

Weather:

In cases when weather is inclement, please call (210) 458-SNOW for information regarding University closures.

Cell Phones and Eating:

PLEASE TURN OFF CELL PHONES and BEEPERS during class. Beverages are acceptable in class; however, please clean up when leaving.

Expectations Regarding Graduate School:

Everyone leads a very busy life; many of you have families, friends, and other responsibilities. However, the integrity and objectives of the course must be maintained. As professors and members of the counseling profession, it is our duty to maintain such standards. This course will demand your time and energy, probably in a manner different than previous courses. Make sure you have accommodated this time into your lifestyle this semester. Also, you might want to forewarn your friends and family about the possible stressors of the upcoming semester. It is good practice to be aware and considerate of your support system. Research has indicated that there is a correlation between low counselor burnout and high/healthy counselor social support system. As well, this course requires that you be introspective about your life and how you see yourself as an agent for healing and change.

Time Requirements:

Minimum of 100 clock hours during which time the student performs the work of a counselor/administrator and is being supervised. Forty (40) of these hours must be in direct counseling service to students/clients with the majority (20+) in individual counseling sessions; individual consultation is included in these hours. The remaining direct client contact hours (20) are the completed through a group modality. The remaining 60 hours will be administrative tasks (i.e., paperwork, budget development, staff meetings, treatment team meetings, training, program evaluation, continuing education, etc.). Class meetings and conferences at UTSA will not count on your log time sheet. However, group and individual supervision sessions with your site supervisor may be counted. In addition, up to 5 hours of attendance at professional workshops may be counted on your log sheet. Hours must be evenly accrued over the course of the semester. It is the student's responsibility to keep up with copies of the time sheet and evaluation forms in case they are applying for licensing. These forms will be needed to complete the application process for licensure. (CACREP III.G)

Attendance Policy:

Class Meetings (Group Supervision)
Because we meet only eight times during the course of the semester, it is IMPERATIVE that you be present for ALL class meetings. These are group supervision sessions and are an important part of you and your fellow students' learning experience. Coming into class late is not acceptable and may be counted as an absence. Consistent tardiness will negatively impact your grade, regardless of excuse. Extreme emergencies (death in family, hospitalization, etc.) will be handled on an individual basis.
Site Attendance

You are required to be at your site as per your agreement with the site. You MUST provide adequate notice if you will not be present.

Inclusive Learning:

If for some reason you are having difficulty achieving the requirements of this course due to any disability addressed by the Americans with Disabilities Act, these needs can be addressed. In order for me to be able to make reasonable accommodations, you must contact the Learning Disability Service at (210) 458-2945 (Downtown Campus; BV 1.302) or (210) 458-4157 (1604 Campus; MS 2.03.18) to verify and request accommodations. This process usually takes some time, so please do not wait until the end of the semester to take action. Inform me as soon as possible regarding these issues.

University Supervision:

You will sign up for one individual supervision meeting with me. The purpose of this meeting is to evaluate your individual progress and to go over counseling session summaries and tapescripts. These assignments must be handed in according to the syllabus to all me sufficient time to evaluate them before the scheduled meeting.

Audio/videotaping of Clients:

Students will be required to submit 2 audio or videotapes accompanied by a 20 transcript from each tape. Students must have signed informed consent and signed authorization to tape from the client or, in the case of a minor, signed by the custodial parent or legal guardian. Tapes of minors may be accessed by parents or legal guardians. Be sure to be clear about the site's requirements or policies about taping. If a sensitive issue arises you may ask the client if the tape should be stopped. (See specific instructions in Assignment Format Section.)

If you are at a site that prohibits taping, you will have to make arrangements to tape at another site. The Community Family Life Center can offer options.

Community Family Life Center (CFLC)

Students may also see clients through the CFLC. Because the CFLC is in the process of opening to clients, students have not yet been placed in the CFLC full time. The opportunities for seeing clients come through collaboration with the UTHSC and other approved agency or institutional referral sources and the LIBRE Research Project. Students will be informed about these opportunities in class and/or by personal email. There is a short training for students before seeing these clients. This opportunity allows students easy access to clients and facilities for taping. Students may also contact the CFLC for further information.

Students who will see clients in the CFLC can get an information packet from their practicum instructor. Students and instructors who need to do taping or schedule sessions for counseling or supervision should call the CFLC ahead of time for an appointment at 458-2055. Your practicum instructor has copies of the case record forms for you to review. The CFLC also has a resource room which contains computers and houses resource materials (books, journals, audio and videotapes) which may be checked out.

Responsibilities of the Practicum Student:

1. Each practicum student must obtain and submit proof of counseling student liability insurance (ACA sponsored) for their student file record for this course (https://www.txca.org/TCAForm/TCAForm.htm) (handout), (CACREP III. M)
2. Maintain highest ethical standards — Ethical breaches can be grounds for dismissal from UTSA's counseling program. Adhere to American Counseling Association (ACA) ethical standards at all times. As well, you MUST familiarize yourself with the NEW POLICY 5.16, "Student Fitness and Performance in the College of Education and Human Development" recently approved by UT System and is available on UTSA's WEB page, Manual of Operating Procedures, or at http://www.utsa.edu/hop/Chapter5/.
3. Improve performance in response to feedback from supervisors.
4. Be consistent with customs in the school or agency in regard to grooming, punctuality, dependability,
5. Complete specified documentation, such as the log, case study, counseling session summaries according to the time schedule on the syllabus. All documentation should be typed and written in a professional and thoughtful manner. Treat all client related material confidentially within appropriate legal and ethical guidelines.

6. Demonstrate competence in these areas —
   a. Personal and small group counseling
   b. Academic and vocational counseling
   c. Consultation
   d. Testing
   e. Record Keeping
   f. Referral Making
   g. Compliance with ethical and legal guidelines
   h. Relating in a professional manner with clients, staff, fellow students, and supervisors

Responsibilities of the Field/Site Supervisor:

1. Minimum of a Master’s degree in a mental health field with a minimum of two years counseling experience. The preference is someone with a Ph.D and licensed. In the case of a school placement, counselor certification by the Texas Education Agency is required. (CACREP III.C)
2. Provide orientation to work setting and personnel. (CACREP III. M)
3. Involve the student in all aspects of the counseling position, especially exposing the student to leadership and administrative tasks.
4. Assign students/clients for counseling experiences on a weekly and timely basis. This should include individual and group counseling activities.
5. Schedule supervisory time each week (a minimum of one hour) to review student progress. (CACREP III. G.2)
6. Encourage the student to attend professional conferences.
7. Complete interim report and final evaluation, which are shown to the student and then mailed to the professor.
8. Consult with University supervisor as needed regarding students’ progress.

Responsibilities of the Professor/University Supervisor:

1. Consult with the field supervisor on students’ progress.
2. Provide Field Supervisor with all pertinent information related to the student’s practicum experience.
3. Maintain communication with student’s site supervisor regarding any difficulties, if any exist and may conduct a site visit.
4. Consult with the student.
5. Meet with the student in group and individual supervision sessions.
6. Assign a grade at completion of Practicum
7. Provide any relevant information regarding a student’s fitness to practice to the Program Advisor, as delineated in 5.16, “Student Fitness and Performance in the College of Education and Human Development” available on UTSA’s WEB page, Manual of Operating Procedures, or at http://www.utsa.edu/hop/Chapter5/5-16.htm

Criteria in Evaluation of Student:

1. Written evaluations by Field Supervisor (See Site Supervisor’s Interim and Final Evaluation form).
2. Evaluation of documentary materials (Instructions for completion of documents follow):
3. Case study on an individual or a family counseling encounter
4. Counseling Summaries of 5 counseling sessions. All parts of all questions must be addressed to receive full credit.
5. TWO Tapescript Evaluations to be discussed during your individual supervision session or class discussions.
6. Professionalism of documentation turned in for credit (grammar, spelling, thoughtfulness, etc.).
7. Completion of Student Data Sheet, Site Supervisor’s Agreement, Student Evaluation of Supervisor, Student Evaluation of Site (included in Syllabus).
8. Time log signed (Syllabus) by student and field supervisor. Indicate date, minutes, and activity, as well as total client contact hours and grand total.
9. Evaluation (Syllabus) by the university supervisor regarding timeliness in completing assignments,
attendance, punctuality, growth during practicum experience, professional attitude and disposition.
10. Students in school placements use the Comprehensive Guidance Program Evaluation (Syllabus) and Job Description. Students in community agency settings use Community Site Supervisor’s Interim and Final Evaluation of Student Counselor’s Performance (Syllabus).

Critical Feedback:

A student’s ability to listen and accept critical feedback is paramount to their development as a counselor. Does this mean you have to believe hook, line, and sinker the feedback that is given?—No. However, it is important that each individual be able to seriously consider the feedback received from both classmates and professor(s). Sometimes feedback, even constructive criticism, can feel hurtful. It in no way is intended to be hurtful. It is intended to help students identify areas of growth or issues to which it may be important to pay special attention. Because counseling is a relational endeavor, it would stand to reason that interpersonal relational issues that are unresolved for counselors-in-training might emerge. In the counseling profession this is informally referred to as “blind spots.” Using psychoanalytic language, awareness of transference and counter-transference issues will be important.

Critical feedback can offer a positive experience that facilitates insight and growth, although feedback is many times uncomfortable to hear and absorb. Problems tend to arise when students get defensive; they either shut down or question the authority of the evaluator. Most people, to some degree have wounds surrounding evaluation. I encourage you to keep a journal and explore your history with evaluation and different evaluators in your life (Valadez and Garcia, 1998; 1999). Your site supervisor and I will be looking at you through a different lens than that of your peers, friends and family. Please consider and attempt to understand the role and necessity of evaluation by your professor and supervisor.

Personal Counseling:

There is a growing debate in the academic field concerning requiring advanced graduate students to engage in their own therapy as part of their requirements for graduation. On the one hand, it seems unethical to “order” someone to be in therapy so that they can graduate. On the other hand, most professionals will tell you that it is important to engage in a growth-enhancing therapeutic relationship to at the very least develop an awareness of the process from a client’s perspective. Keep in mind, in traditional psychoanalytic training analysts are required to at least have 200 hours of personal psychotherapy in order to advance through the program.

For the purposes of this class and the rest of your academic career, it is recommended, not required, that you seek out a growth-enhancing therapeutic relationship.

Academic Dishonesty:

Student Code of Conduct

The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty. It is recognized, however, that a large university will include a few students who do not understand, appreciate or practice these principles. Consequently, alleged cases of academic dishonesty involving UTSA students will inevitably occur.

Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed below.

Scholastic Dishonesty

The integrity of a university degree depends on the integrity of the work done for that degree by each student. The University expects a student to maintain a high standard of individual honor in all scholastic work (see Rules and Regulations of the Board of Regents, Chapter VI, 3.(17)).

If a student is accused of academic dishonesty, the faculty member may initiate disciplinary proceedings through the Department Chair, the Dean of the college, and the Student Judicial Affairs Coordinator. As
well this type of behavior will likely initiate a Fitness to Practice Evaluation Meeting with a committee of program professors.

**Fitness to Practice:**

Student admission to the program does not guarantee fitness to remain in the program; only students who meet program standards will be allowed to continue in the program. If areas are identified during practicum and internship which negatively affect students’ ability to practice, these areas should be discussed with the student by the site supervisor and reported to the university instructor/supervisor. If the student’s behavior is judged unethical or egregious, the university supervisor should be notified immediately.

You are expected to take the time to review the Department’s policy regarding fitness to practice. This policy, along with other useful information is located in your student manual [http://cepahe.utsa.edu](http://cepahe.utsa.edu) and in the Attachments of this manual.
5.5 COU 5683 Practicum in Community and School Counseling – Sample

Catalog Description:
Prerequisites COU 5203, 5213, 5223, 5233, and 5393, and 3 additional hours of coursework in counseling at UTSA. Students must apply for permission to enroll one semester in advance. Course offers the opportunity of supervised fieldwork in a counseling setting. Course may be repeated for credit to maximum of 9 hours.

Course Objective:
Practicum in Counseling is taken at the end of the training program. Practicum and internship requirements are considered to be the most critical experience elements in the program (CACREP standard section III). Practicum is an intensive field experience that should be similar to a professional counseling position but with closer supervision. The intent is that the arrangement will be mutually beneficial to the host institution and the student. In other words the student is to develop specific skills, competencies, and points of view needed by professionals in the field of counseling. Students will continue their learning in the areas of skills, knowledge, attitudes, and understanding of relationship issues; it is the role of the professor to provide professional socialization as well. Note: Private practice is not an acceptable placement.

CACREP Objectives:
Additionally and more specifically, this course is based upon the following 2001 CACREP standards. In this course, students will be expected to:

1. Demonstrate an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship (CACREP standard section IIK 5.b./ CC A.3., B.1.C.1.2.3.4.5.6.7.)
2. Apply ethical principles and standards of practice for professional counselors (CACREP standard section IIK 1.h./ CC A.3.4.)
3. Apply counseling theories and techniques in the delivery of counseling services (CACREP standard section IIK 3.b/ CC C.1.2.3.4.5.6.7.)
4. Expand skills in developing client interventions that are sensitive to diverse populations (CACREP standard section IIK 2.c./ CC A.5.)
5. Develop an identity as a professional counselor as their primary orientation to practice (CACREP standard section IIK 1 a.b.c.d.e.f.g.h./ CC A.2.)


Required Text:


Optional Text: none

Communication with the University Professor/Supervisor:
The most efficient manner to contact me is through email. I will use email to disseminate information regarding the course, class schedule, assignments, etc. Please ensure that I have your preferred email address.
Office Hours:

I will make myself available through appointments. Please keep in mind that appointment requests must be convenient for both of us. Students may feel free to drop by my office, but do not expect to be seen immediately without a scheduled appointment. The most efficient manner to schedule an appointment is through email.

Emergencies:

Regarding absolutely any emergency or high risk situation, contact your site supervisor and call me immediately to inform me. Your site supervisor should be the first contacted and their advice and direction will usually take precedence. Contact me if the site supervisor or other responsible site-personnel are unreachable. This is the primary purpose of me providing you with my cellular phone number, 632-0187, for these types of emergencies or urgent situations. If you are concerned about a situation and wonder if you should call, please call.

Weather:

In cases when weather is inclement, please call (210) 458-SNOW for information regarding University closures. Assignments originally due on a day of class that has been cancelled are automatically due the following day. It is your responsibility to turn in the assignment by the next day to me by 5 p.m.

Cell Phones and Eating:

PLEASE TURN OFF CELL PHONES and BEEPERS during class. Adequate breaks will be offered. Food and beverages are generally not allowed in classrooms.

Expectations Regarding Graduate School:

Everyone leads a very busy life; many have families, friends, and full or part-time jobs. As professors and members of the counseling profession, it is our duty to maintain the integrity and objectives of the course. This course will demand your time and energy, probably in a manner different than previous courses. Make sure you have accommodated this time into your lifestyle this semester. Also, you might want to forewarn your friends and family about the possible stressors of the upcoming semester. It is good practice to be aware and considerate of your support system. Research has indicated that there is a correlation with low counselor burnout and high/healthy counselor social support system. If you do not think you are able to devote the time it takes to be successful in this course, it is recommended that you consider taking it when you have more available resources. As well, this course requires that you be introspective about your life and how you see yourself as an agent for healing and change.

Insurance Requirements:

All students MUST have professional liability insurance before seeing clients.

Time Requirements

The hour requirements for practicum are based on the program in effect at the time you entered the Counseling Program:

Community Counseling

For those entering under the 36 hour Community Counseling program, the practicum requirements are

One 200 hour Practicum

For those entering under the 48 hour Community Counseling program (before Fall 2007), the practicum requirements are

One 100 hour Practicum
One 300 hour Internship

For those following CACREP or will enter Fall 2007, the requirement for Practicum are
One 100 hour Practicum

Two 300 hour Internships

During Practicum the student performs the work of a counselor and is being supervised. Forty (40) of these hours (or for the 200 hour practicum 40%) must be in direct counseling service to students/clients with the majority in individual counseling sessions or individual consultation contact and group counseling. The remaining hours are to include weekly on site supervision and a variety of professional activities (i.e., record keeping, supervision, information and referral, inservice and staff meetings, etc.) Hours must be evenly accrued over the course of the semester. Note: The LPC requires 300 hours, 120 of which must be direct client contact hours (CACREP III.G.1&2; H.1; CC.D.; SC.D.)

School Counseling Students

**TIME REQUIREMENTS**

The hour requirements for practicum are based on the program in effect at the time you entered the Counseling Program:

For those entering under the **36 hour School Counseling Program**, the practicum requirements are

One 200 hour Practicum

For those entering under the **48 hour School Counseling Program** (before Fall 2006), the practicum requirements are

One 200 hour Practicum

For Students admitted Fall 2006 or later, on "CACREP" Plan

(Note, under this program, students take one 100-hour Practicum and three 200 hour field-based internships)

One 100 hour Practicum

Minimum of 100 clock hours during which time the student performs the work of a counselor and is being supervised. At least 40 hours must be in direct counseling service: individual counseling (majority of the 25 hours), small groups, "Brief Family Consultation," and family counseling. The remaining 60 hours are in other professional tasks: staffing, training, continuing education, classroom guidance, consultation, group assessment, record keeping, professional development (up to 5 hours), and supervision. Hours must be evenly accrued over the course of the semester.

Three 200 hour Internships (240 must be direct contact with clients, CACREP Standards for School Counselors, D.)

Minimum of 200 clock hours during which time the student performs the work of a counselor and is being supervised. At least 75 hours must be in direct counseling service: individual counseling (majority of the 75 hours), "Brief Family Consultation", small groups, and family counseling. The remaining 125 hours are in other professional tasks: staffing, training, continuing education, classroom guidance, consultation, group assessment, record keeping, professional development (up to 15 hours), and supervision. Hours must be evenly accrued over the course of the semester. Note: The LPC requires 300 hours, 100 of which must be direct client contact hours.

The practicum runs the entire semester. At least 14 of the 16 weeks must be in a school that is open/active with a general population of students, and during this time you must receive weekly supervision from a state certified school counselor. **There are no summer practicum or field-based internship experiences in school counseling.** Hours must be evenly accrued over the course of the semester. Note: The LPC requires 300 hours, 120 of which must be direct client contact hours (CACREP III.G.1&2; H.1; CC.D.; SC.D.).

The school counseling practicum requires you to have a supervising, state certified school counselor with whom you will be actively involved in 8 of the 11 activities of the 4 components required for practicum which are listed below and included in your Practicum and Internship Manual. You will, whether in a school or other setting, need to be actively engaged in counselor training at least 12 weeks of the practicum

When a second site is used to supplement training experiences in the school, the maximum hours that a student can apply to practicum requirements is 30% of total practicum hours over that least 12 weeks.
Structure of the Practicum Experience:

During School-based Practicum you must be in a school (Fall or Spring) with a general population of students, and during this time you must receive weekly supervision from a state certified school counselor. The hours must be distributed evenly across at least 14 weeks of the semester and may not begin before the UTSA class begins nor be collected after the class ends. At least forty percent (40%) of the hours earned at the school must be in direct client contact (individual, group counseling. Usually this looks like 20 individual and 40 group) with students/clients. Twenty (20%) of the hours must be developmental guidance and 40% must be supportive and administrative duties of school counselors. See below:

(40% of hours, minimum) Direct Student/Client Contact Hours with youth in a school:
  Individual in the school (2+ cases must be ongoing)
  Group counseling (2+ groups must meet 8 times or more)
(20% of hours, minimum) Providing Other School Counselor Specific Services:
  Guidance in Classroom (Planned curricula)
  Other Responsive Services (e.g., consultation) and Individual Planning.
(40% of hrs. max) Indirect Hours (Planning, Note-Taking; and “System Support”) Comprehensive Guidance Program (school counseling practicum students)

Component Experiences Required During Practicum (d=direct client contact; g=guidance)

GUIDANCE CURRICULUM COMPONENT
  1. Developmental group guidance (providing guidance lessons using guidance techniques) g

INDIVIDUAL PLANNING COMPONENT (g when part of a systematic guidance plan)
  2. Helping groups of students apply:
     a. skills learned through a curriculum component g
     b. test results information d/g
     c. career information d/g
  3. Helping students developmental plans

RESPONSIVE SERVICES COMPONENT
  4. Counseling individuals (youth) d
  5. Small group counseling (with students) d
  6. Consultation with teachers and/or parents regarding children with problems
  7. Referring children’s families to services outside of the school

SYSTEM SUPPORT COMPONENT
  8. Coordinating testing
  9. Teacher in-service
  10. Special-purpose testing
  11. Assist with processing referrals

You must be able to receive adequate exposure to, needed training and supervision in at least 8 of these fro a site to be considered eligible; and, of these 8, at least one must be from each of the 4 program components, and the practicum must include both group and individual counseling experiences. Note, groups conducted should run throughout the majority of the practicum (e.g., 8-10 weeks).

Course Credit: 3 hours

To earn the 3 credit hours, students have course participation hours and clinical hours that are required: Course hours include

1. An average of 1 ½ hours of group supervision (class meeting with your instructor) (CACREP III, G.3)
2. The student is required to have one (1) hour of individual or triadic supervision per week on campus with the Practicum Instructor or the Doctoral Student Supervisor. This is not an average. Supervision is weekly (CACREP III.G.2)
3. Clinical hours include
   a. On site supervision and required client contact hours are required. This is what is recorded
on your log sheet. You are required to have 1 hour of on site supervision per week. The number of direct client contact hours is dependent upon the program under which you entered but can be figured at 40% of total hours.

ATTENDANCE POLICY

Class Meetings (Group Supervision)
Class attendance is a vital part of your and your fellow students’ learning experience. Attendance at class meetings (1 ½ hour group supervision) is mandatory. There will be a grade reduction of 5 points off of your final grade for each missed class past one. Coming into class late is not acceptable and may be counted as an absence. Consistent tardiness will negatively impact your grade, regardless of excuse. Extreme emergencies (death in family, hospitalization, etc.) will be handled on an individual basis (CACREP III.G.3). Missing supervision is equivalent to missing classes.

Site Attendance
You are required to be at your site as per your agreement with the site. You MUST provide adequate notice if you will not be present.

Inclusive Learning:
I wish to fully include persons with disabilities in this course. Please let me know, as early in the semester as is possible, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Please contact Disabilities Services to alert their office so that they can share with me the services that I can use to assist you. You should contact the Learning Disability Service at (210) 458-2945 (Downtown Campus; BV 1.302) or (210) 458-4157 (1604 Campus; MS 2.03.18) to verify and request accommodations.

University Supervision:
You will be supervised on campus for one (1) hour per week by me or a doctoral level student enrolled in the Practicum in Counseling Supervision.

Audio/videotaping of Clients:
Students will be required to submit 2 audio or videotapes accompanied by a 20 transcript from each tape. Students must have signed informed consent and signed authorization to tape from the client or, in the case of a minor, signed by the custodial parent or legal guardian. Tapes of minors may be accessed by parents or legal guardians. Be sure to be clear about the site’s requirements or policies about taping. If a sensitive issue arises you may ask the client if the tape should be stopped. (See specific instructions in Assignment Format Section.) If you are at a site that prohibits taping, you will have to make arrangements to tape at another site. The Community Family Life Center can offer options.

Community Family Life Center (CFLC)
Students may also see clients through the CFLC. Because the CFLC is in the process of opening to clients, students have not yet been placed in the CFLC full time. The opportunities for seeing clients come through collaboration with the UTHSC and other approved agency or institutional referral sources and the Libre Research Project. Students will be informed about these opportunities in class and/or by personal email. There is a short training for students before seeing these clients. This opportunity allows students easy access to clients and facilities for taping. Students may also contact the CFLC for further information.

Students who will see clients in the CFLC can get an information packet from their practicum instructor. Students and instructors who need to do taping or schedule sessions for counseling or supervision should call the CFLC ahead of time for an appointment at 458-2055. Your practicum instructor has copies of the case record forms for you to review. The CFLC also has a resource room which contains computers and houses resource materials (books, journals, audio and videotapes) which may be checked out.
Responsibilities of the Practicum Student:

1. Be familiar with the UTSA Practicum and Internship Manual which will have complete procedures and forms for Practicum and Internship.
2. Each practicum student must obtain and submit proof of counseling student liability insurance (ACA /TCA sponsored) for their student file record for this course (https://www.txca.org/TCAForm/TCAForm.htm).
3. Maintain highest ethical standards — Ethical breaches can be grounds for dismissal from UTSA’s counseling program. Adhere to American Counseling Association (ACA) ethical standards at all times. As well, you MUST familiarize yourself with the NEW POLICY 5.16, “Student Fitness and Performance in the College of Education and Human Development” recently approved by UT System and is available on UTSA’s WEB page, Manual of Operating Procedures, or at http://www.utsa.edu/hop/Chapter5/5-16.htm. Students should also have read the Texas State Board of Examiners of Professional Counselors, Title 22, Texas Administrative Code for explanations of mandated reporting (http://info.sos.state.tx.us).
4. Improve performance in response to feedback from supervisors.
5. Be consistent with customs in the school or agency in regard to grooming, punctuality, dependability, etc.
6. Complete specified documentation, such as the log, case study, counseling session summaries according to the time schedule on the syllabus. All documentation should be typed and written in a professional and thoughtful manner. Treat all client related material confidentially within appropriate legal and ethical guidelines. (See 3. above)
7. Demonstrate competence in these areas:
   a. Personal and small group counseling
   b. Academic and vocational counseling
   c. Consultation
   d. Testing
   e. Record Keeping
   f. Referral Making
   g. Compliance with ethical and legal guidelines
   h. Relating in a professional manner with clients, staff, fellow students, and supervisors
   i. Make and keep copies off all assignments, evaluations, practicum logs, etc. turned into the professor. You are responsible for maintaining all your records. Be sure to keep a copy of your Log.

Responsibilities of the Field/Site Supervisor:

1. Hold a Master’s degree in a mental health field with a minimum of two years counseling experience. In the case of a school placement, counselor certification by the Texas Education Agency is required.
2. Provide orientation to work setting and personnel.
3. Involve the student in all aspects of the counseling position.
4. Assign students/clients for counseling experiences on a weekly and timely basis. This should include individual and group counseling activities.
5. Schedule supervisory time each week (a minimum of one hour, face-to-face) to review student progress.
6. Encourage the student to attend professional conferences.
7. Complete interim report and final evaluation, which are shown to and signed by the student and then returned to the professor.
8. Consult with University supervisor at any time during the course of the semester as needed regarding students’ progress.

Responsibilities of the Professor/University Supervisor:

1. Consult with the Field Supervisor on students’ progress.
2. Provide Field Supervisor with all pertinent information related to the student’s practicum experience.
3. Conduct on-site visit of student’s field placement and/or initiate contact with site supervisor.
4. Consult with the student.
5. Meet with the student in group and individual supervision sessions.
6. Assign a grade at completion of Practicum
7. Provide any relevant information regarding a student’s fitness to practice to the Program Advisor, as delineated in 5.16, “Student Fitness and Performance in the College of Education and Human Development” available on UTSA’s WEB page, Manual of Operating Procedures, or at http://www.utsa.edu/hop/Chapter5/5-16.htm (page 6 of syllabus).

Criteria in Evaluation of Student:
1. Written evaluations by Field Supervisor. These are done for mid semester and finals. (See "Site Supervisor's Interim and Final Evaluation of Student Counselor’s Performance").
2. Evaluation of documentary materials.
3. Case write up and class presentation on an individual, couple, or family counseling encounter.
   a. Counseling Summaries of at least six (three before mid semester and three after) counseling sessions (all parts of all questions must be addressed in order to receive full credit).
   b. Tape script Evaluations to be discussed during individual supervision session.
   c. Professionalism of documentation turned in for credit (grammar, spelling, thoughtfulness, etc.).
4. Time log signed by student and field supervisor. Indicate date, minutes, and activity, as well as total client contact hours and grand total. Student has completed all required hours within the semester for which he/she is registered.
5. Evaluation by the University Supervisor regarding timeliness in completing assignments, attendance, punctuality, growth during practicum experience, professional attitude and disposition.
6. Signed and completed Student Agreement for Practicum. (Copy included in Syllabus)
7. Proof of liability insurance submitted to Instructor.
8. Student demonstrates knowledge and understanding of applicable Ethical and Legal Codes and Laws.

Critical Feedback:

A student’s ability to listen and accept critical feedback is paramount to their development as a counselor. It is important that each individual be able to seriously consider the feedback received from both classmates and professor(s). This feedback is intended to help students identify areas of growth or issues to which they may need to pay special attention. Because counseling is a relational endeavor, it would stand to reason that interpersonal relational issues that are unresolved for counselors-in-training might emerge. Using psychoanalytic language, awareness of transference and counter-transference issues is important. Critical feedback can offer a positive experience that facilitates insight and growth, although feedback is many times uncomfortable to hear and absorb.

Finally, you must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who are as a person. Reflectivity is a critical and integral part of becoming a professional counselor. A lack of reflectivity will impact your final grade and may impede you from progressing to Internship.

Academic Dishonesty:

Student Code of Conduct
The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty. It is recognized, however, that a large university will include a few students who do not understand, appreciate or practice these principles. Consequently, alleged cases of academic dishonesty involving UTSA students will inevitably occur.

Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed below.

Scholastic Dishonesty
The integrity of a university degree depends on the integrity of the work done for that degree by each student. The University expects a student to maintain a high standard of individual honor in all scholastic work (see Rules and Regulations of the Board of Regents, Chapter VI, 3.(17)).

If a student is accused of academic dishonesty, the faculty member may initiate disciplinary proceedings through the Department Chair, the Dean of the college, and the Student Judicial Affairs Coordinator. As well this type of behavior will likely initiate a Fitness to Practice Evaluation Meeting with a committee of program professors.

Fitness to Practice:

Most students understand that professors have a duty to the profession to gatekeep. In an oversimplified nutshell definition, gatekeeping means identifying problematic individuals that could potentially harm clients (Lumadue & Duffey, 1999). Let me first say that many people who are drawn to this profession carry an array of “emotional wounds” or may be what Rollo May described as “wounded healers.” What can become problematic is when those who have very severe wounds seek out a masters or doctoral program in an attempt to “heal thyself” and conveniently pick up a degree along the way. Believe me--this happens. Academic mental health programs are not intended to be a substitute for therapy or psychotropic treatment. With this said, academic counseling programs
can provide many opportunities of personal growth through introspection and experiential courses. This class is experiential in nature and it will require you to be introspective. It is important for you to be very self-reflective regarding where you are emotionally at this time in your life as well as examine your motivation to pursue a degree in counseling. Ask yourself, "Would a class or a program like this be beneficial for me at this time?" If you are currently or have recently been suffering from an unstable mental illness (i.e., psychotic episodes, schizophrenia, disassociative, bi-polar or personality disorder), in the midst of a deep depression, battling an addiction(s), have an active eating disorder, and/or struggling with sexual abuse issues it might be beneficial to have these issues professionally addressed. First and foremost you should take care of yourself.

You are expected to take the time to review the Department's policy regarding fitness to practice. This policy, along with other useful information is located in your student manual http://cepahe.utsa.edu.
5.6 COU 5683 Practicum in Community and School Counseling

Office: Downtown Office:
Cell: E-mail:

Office Hours:

COU 5683 Section 903 –

Catalog Description:

Prerequisites COU 5203, 5213, 5223, 5233, and 5393, and 3 additional hours of coursework in counseling at UTSA. Students must apply for permission to enroll one semester in advance. Course offers the opportunity of supervised fieldwork in a counseling setting. Course may be repeated for credit to maximum of 9 hours.

Course Objective:

Practicum in Counseling is taken at the end of the training program. Practicum and internship requirements are considered to be the most critical experience elements in the program (CACREP standard section III). Practicum is an intensive field experience that should be similar to a professional counseling position but with closer supervision. The intent is that the arrangement will be mutually beneficial to the host institution and the student. In other words the student is to develop specific skills, competencies, and points of view needed by professionals in the field of counseling. Students will continue their learning in the areas of skills, knowledge, attitudes, and understanding of relationship issues; it is the role of the professor to provide professional socialization as well. Note: Private practice is not an acceptable placement.

CACREP Objectives:

Additionally and more specifically, this course is based upon the following 2001 CACREP standards. In this course, students will be expected to:

1. Demonstrate an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship (CACREP standard section IIK 5.b./ CC A.3., B.1.C.1.2.3.4.5.6.7.)
2. Apply ethical principles and standards of practice for professional counselors (CACREP standard section IIK 1.h./ CC A.3.4.)
3. Apply counseling theories and techniques in the delivery of counseling services (CACREP standard section IIK 3.b/ CC C.1.2.3.4.5.6.7.)
4. Expand skills in developing client interventions that are sensitive to diverse populations (CACREP standard section IIK 2.c./ CC A.5.)
5. Develop an identity as a professional counselor as their primary orientation to practice (CACREP standard section IIK 1 a.b.c.d.e.f.g.h./ CC A.2.)
6. Understand the development, implementation and evaluation of a comprehensive school guidance program (CACREP SC C.1. a,c,d,e,f)
7. Design and implement effective individual, group, and classroom guidance activities that promote school success in academic, career and personal social development (CACREP SC C.2.a,b,c,d,e)
8. Apply theories and models of consultation to promote effective teamwork and collaboration with schools, parents, and the larger community enhancing students academic, personal social and career development (CACREP SC c.2.f.g, C.3.a,b,c,d)

**Required Text:**


Brunner-Routledge, *Practicum and Internship Manual.* UTSA Department of Counseling, Educational Psychology, and Adult Higher Education. [http://cepahe.utsa.edu](http://cepahe.utsa.edu)

**Optional Text:** none

**Communication with the University Professor/Supervisor:**

The most efficient manner to contact me is through email. I will use email to disseminate information regarding the course, class schedule, assignments, etc. Please ensure that I have your preferred email address.

**Office Hours:**

I will make myself available through appointments. Please keep in mind that appointment requests must be convenient for both of us. Students may feel free to drop by my office, but do not expect to be seen immediately without a scheduled appointment. The most efficient manner to schedule an appointment is through email.

**Emergencies:**

Regarding absolutely any emergency or high risk situation, contact your site supervisor and call me immediately to inform me. Your site supervisor should be the first contacted and their advice and direction will usually take precedence. Contact me if the site supervisor or other responsible site-personnel are unreachable. This is the primary purpose of me providing you with my cellular phone number, 412-4781, for these types of emergencies or urgent situations. If you are concerned about a situation and wonder if you should call, please call.

**Weather:**

In cases when weather is inclement, please call (210) 458-SNOW for information regarding University closures. Assignments originally due on a day of class that has been cancelled are automatically due the following day. It is your responsibility to turn in the assignment by the next day to me by 5 p.m.

**Cell Phones and Eating:**

PLEASE TURN OFF CELL PHONES and BEEPERS during class. Adequate breaks will be offered. Food and beverages are generally not allowed in classrooms.

**Expectations Regarding Graduate School:**

Everyone leads a very busy life; many have families, friends, and full or part-time jobs. As professors and members of the counseling profession, it is our duty to maintain the integrity and objectives of the course. This course will demand your time and energy, probably in a manner different than previous courses. Make sure you have accommodated this time into your lifestyle this semester. Also, you might want to forewarn your friends and family about the possible stressors of the upcoming semester. It is good practice to be aware and considerate of your support system. Research has indicated that there is a correlation with low counselor burnout and high/healthy counselor social support system. If you do not think you are able to devote the time it takes to be successful in this
course, it is recommended that you consider taking it when you have more available resources. As well, this course requires that you be introspective about your life and how you see yourself as an agent for healing and change.

**INSURANCE REQUIREMENTS:**

All students MUST have and show proof of professional liability insurance before seeing clients.

**TIME REQUIREMENTS**

The hour requirements for practicum are based on the program in effect at the time you entered the Counseling Program:

**Community Counseling**

Requirements for Practicum are

One 100 hour Practicum

Two 300 hour Internships

During Practicum the student performs the work of a counselor and is being supervised. Forty (40) of these hours for the 100 hour practicum must be in direct counseling service to students/clients with the majority in individual counseling sessions or individual consultation contact and group counseling. The remaining hours are to include weekly on-site supervision and a variety of professional activities (i.e., record keeping, supervision, information and referral, inservice and staff meetings, etc.) Hours must be evenly accrued over the course of the semester. (CACREP III.G.1&2;H.1; CC.D.; SC.D.)

**School Counseling Students**

**TIME REQUIREMENTS**

School counseling students are required to complete a 100-hour Practicum and three 200 hour field-based internships)

One 100 hour Practicum

Minimum of 100 (double hours for the 200 hour practicum) clock hours during which time the student performs the work of a counselor and is being supervised. At least 40 hours must be in direct service to clients: individual counseling, small groups, consultation, classroom guidance and family counseling. The remaining 60 hours are in other professional tasks: staffing, training, continuing education, group assessment, record keeping, professional development (up to 5 hours), and supervision. Hours must be evenly accrued over the course of the semester.

The practicum runs the entire semester. At least 14 of the 16 weeks must be in a school that is open/active with a general population of students, and during this time you must receive weekly supervision from a state certified school counselor. **There are no summer practicum or field-based internship experiences in school counseling.** Hours must be evenly accrued over the course of the semester.

The school counseling practicum requires you to have a supervising, state certified school counselor with whom you will be actively involved in 8 of the 11 activities of the 4 components required for practicum which are listed below and included in your Practicum and Internship Manual. You will, whether in a school or other setting, need to be actively engaged in counselor training at least 12 weeks of the practicum

When a second site is used to supplement training experiences in the school, the maximum hours that a student can apply to practicum requirements is 30% of total practicum hours over at least 12 weeks.
Structure of the Practicum Experience:

During School-based Practicum you must be in a school (Fall or Spring) with a general population of students, and during this time you must receive weekly supervision from a state certified school counselor. The hours must be distributed evenly across at least 14 weeks of the semester and may not begin before the UTSA class begins nor be collected after the class ends. See below:

(40% of hours, minimum) Direct Student/Client Contact Hours with youth in a school:
- Individual in the school (2+ cases must be ongoing)
- Group counseling (2+ groups must meet 8 times or more)
- Classroom Guidance
- Family Counseling
- Consultation

(60% of hrs. max) Indirect Hours
- Note-Taking
- System Support
- Supervision
- Staffing
- Training
- Program Planning

Comprehensive Guidance Program (school counseling practicum students)

Component Experiences Required During Practicum (d=direct client contact; g=guidance)

GUIDANCE CURRICULUM COMPONENT
1. Developmental group guidance (providing guidance lessons using guidance techniques) g

INDIVIDUAL PLANNING COMPONENT (g when part of a systematic guidance plan)
2. Helping groups of students apply:
   a. skills learned through a curriculum component g
   b. test results information d/g
   c. career information d/g
3. Helping students develop individual plans

RESPONSIVE SERVICES COMPONENT
4. Counseling individuals (youth) d
5. Small group counseling (with students) d
6. Consultation with teachers and/or parents regarding children with problems
7. Referring children’s families to services outside of the school

SYSTEM SUPPORT COMPONENT
8. Coordinating and collaborating with school and community personnel for student support services
9. Teacher in-service
10. Special-purpose testing
11. Identify and utilize school, district, and community resources

You must be able to receive adequate exposure to, needed training and supervision in at least 8 of these from a site to be considered eligible; and, of these 8, at least one must be from each of the 4 program components, and the practicum must include both group and individual counseling experiences. Note, students should be conducting and running groups throughout the majority of the practicum (e.g., 8-10 weeks).
Supervision

To earn the 3 credit hours, students have course participation hours and clinical hours that are required:

Course hours include

1. An average of 1 ½ hours of group supervision per week (class meeting with your instructor) (CACREP III, G.3)
2. The student is required to have one (1) hour of individual or triadic supervision per week on campus Practicum instructor or Doctoral student. This is not an average. Supervision is weekly (CACREP III.G.2)
3. Student is required to meet a minimum of one (1) hour weekly with their site supervisor.

ATTENDANCE POLICY

Class Meetings (Group Supervision)
Class attendance is a vital part of your and your fellow students’ learning experience. Attendance at class meetings (1 ½ hour group supervision) is mandatory. There will be a grade reduction of 5 points off of your final grade for each missed class past one. Coming into class late is not acceptable and may be counted as an absence. Consistent tardiness will negatively impact your grade, regardless of excuse. Extreme emergencies (death in family, hospitalization, etc.) will be handled on an individual basis (CACREP III.G.3)

Site Attendance
You are required to be at your site as per your agreement with the site. You MUST provide adequate notice if you will not be present.

Inclusive Learning:
I wish to fully include persons with disabilities in this course. Please let me know, as early in the semester as is possible, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Please contact Disabilities Services to alert their office so that they can share with me the services that I can use to assist you. You should contact the Learning Disability Service at (210) 458-2945 (Downtown Campus; BV 1.302) or (210) 458-4157 (1604 Campus; MS 2.03.18) to verify and request accommodations.

University Supervision:
You will be supervised on campus for one (1) hour per week by me or a doctoral level student enrolled in the Practicum in Counseling Supervision.

Audio/videotaping of Clients:
Students will be required to submit 2 audio or videotapes accompanied by a transcript from each tape. Students must have signed informed consent and signed authorization to tape from the client or, in the case of a minor, signed by the custodial parent or legal guardian. Tapes of minors may be accessed by parents or legal guardians. Be sure to be clear about the site’s requirements or policies about taping. If a sensitive issue arises you may ask the client if the tape should be stopped. (See specific instructions in Assignment Format Section.) If you are at a site that prohibits taping, you will have to make arrangements to tape at another site. The Community Family Life Center can offer options.

Responsibilities of the Practicum Student:

1. Be familiar with the UTSA Practicum and Internship Manual which will have complete procedures and forms for Practicum and Internship.
2. Each practicum student must obtain and submit proof of counseling student liability insurance (ACA /TCA sponsored) for their student file record for this course (https://www.txca.org/TCAForm/TCAForm.htm).
3. Maintain highest ethical standards — Ethical breaches can be grounds for dismissal.
from UTSA’s counseling program. Adhere to American Counseling Association (ACA) ethical standards at all times. As well, you MUST familiarize yourself with the NEW POLICY 5.16, “Student Fitness and Performance in the College of Education and Human Development” recently approved by UT System and is available on UTSA’s WEB page, Manual of Operating Procedures, or at http://www.utsa.edu/hop/Chapter5/. Students should also have read the Texas State Board of Examiners of Professional Counselors, Title 22, Texas Administrative Code for explanations of mandated reporting (http://info.sos.state.tx.us)

4. Improve performance in response to feedback from supervisors.
5. Be consistent with customs in the school or agency in regard to grooming, punctuality, dependability, etc.
6. Complete specified documentation, such as the log, case study, counseling session summaries according to the time schedule on the syllabus. All documentation should be typed and written in a professional and thoughtful manner. Treat all client related material confidentially within appropriate legal and ethical guidelines. (See 3. above)
7. Demonstrate competence in these areas:
   a. Personal and small group counseling
   b. Academic and vocational counseling
   c. Consultation
   d. Testing
   e. Record Keeping
   f. Referral Making
   g. Compliance with ethical and legal guidelines
   h. Relating in a professional manner with clients, staff, fellow students, and supervisors

8. Make and keep copies off all assignments, evaluations, practicum logs, etc. turned into the professor. You are responsible for maintaining all your records. Be sure to keep a copy of your Log.

Responsibilities of the Field/Site Supervisor:

1. Hold a Master’s degree in a mental health field with a minimum of two years counseling experience. In the case of a school placement, counselor certification by the Texas Education Agency is required.
2. Provide orientation to work setting and personnel.
3. Involve the student in all aspects of the counseling position.
4. Assign students/clients for counseling experiences on a weekly and timely basis. This should include individual and group counseling activities.
5. Schedule supervisory time each week (a minimum of one hour, face-to-face) to review student progress.
6. Encourage the student to attend professional conferences.
7. Complete interim report and final evaluation, which are shown to and signed by the student and then returned to the professor.
8. Consult with University supervisor at any time during the course of the semester as needed regarding students’ progress.

Responsibilities of the Professor/University Supervisor:

1. Consult with the Field Supervisor on students’ progress.
2. Provide Field Supervisor with all pertinent information related to the student’s practicum experience.
3. Conduct on-site visit of student’s field placement and/or initiate contact with site supervisor.
4. Consult with the student.
5. Meet with the student in group and individual supervision sessions.
6. Assign a grade at completion of Practicum
7. Provide any relevant information regarding a student’s fitness to practice to the Program Advisor, as delineated in 5.16, "Student Fitness and Performance in the College of Education and Human Development" available on UTSA's WEB page, Manual of Operating Procedures, or at http://www.utsa.edu/hop/Chapter5/ (page 6 of syllabus).

Criteria in Evaluation of Student:

1. Written evaluations by Field Supervisor. These are done for mid semester and finals. (See “Site Supervisor’s Interim and Final Evaluation of Student Counselor’s Performance”).
2. Evaluation of documentary materials.
   a. Case write up and class presentation on an individual, couple, or family counseling encounter.
   c. Counseling Summaries of at least six (three before mid semester and three after) counseling sessions (all parts of all questions must be addressed in order to receive full credit).
   d. Tapescript Evaluations to be discussed during individual supervision session.
   e. Professionalism of documentation turned in for credit (grammar, spelling, thoughtfulness, etc.).
4. Time log signed by student and field supervisor. Indicate date, minutes, and activity, as well as total client contact hours and grand total. Student has completed all required hours within the semester for which he/she is registered.
5. Evaluation by the University Supervisor regarding timeliness in completing assignments, attendance, punctuality, growth during practicum experience, professional attitude and disposition.
6. Signed and completed Student Agreement for Practicum. (Copy included in Syllabus)
7. Proof of liability insurance submitted to Instructor.
8. Student demonstrates knowledge and understanding of applicable Ethical and Legal Codes and Laws.

Critical Feedback:

A student’s ability to listen and accept critical feedback is paramount to their development as a counselor. It is important that each individual be able to seriously consider the feedback received from both classmates and professor(s). This feedback is intended to help students identify areas of growth or issues to which they may need to pay special attention. Because counseling is a relational endeavor, it would stand to reason that interpersonal relational issues that are unresolved for counselors-in-training might emerge. Using psychoanalytic language, awareness of transference and counter-transference issues is important. Critical feedback can offer a positive experience that facilitates insight and growth, although feedback is many times uncomfortable to hear and absorb.

Finally, you must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who are as a person. Reflectivity is a critical and integral part of becoming a professional counselor. A lack of reflectivity will impact your final grade and may impede you from progressing to Internship.

Academic Dishonesty:

Student Code of Conduct
The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty. It is recognized, however, that a large university will include a few students who do not understand, appreciate or
practice these principles. Consequently, alleged cases of academic dishonesty involving UTSA students will inevitably occur.

Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed below.

Scholastic Dishonesty
The integrity of a university degree depends on the integrity of the work done for that degree by each student. The University expects a student to maintain a high standard of individual honor in all scholastic work (see Rules and Regulations of the Board of Regents, Chapter VI, 3.(17)).

If a student is accused of academic dishonesty, the faculty member may initiate disciplinary proceedings through the Department Chair, the Dean of the college, and the Student Judicial Affairs Coordinator. As well this type of behavior will likely initiate a Fitness to Practice Evaluation Meeting with a committee of program professors.

Fitness to Practice:

Most students understand that professors have a duty to the profession to gatekeep. In an oversimplified nutshell definition, gatekeeping means identifying problematic individuals that could potentially harm clients (Lumadue & Duffey, 1999). Let me first say that many people who are drawn to this profession carry an array of “emotional wounds” or may be what Rollo May described as “wounded healers.” What can become problematic is when those who have very severe wounds seek out a masters or doctoral program in an attempt to “heal thyself” and conveniently pick up a degree along the way. Believe me--this happens. Academic mental health programs are not intended to be a substitute for therapy or psychotropic treatment. With this said, academic counseling programs can provide many opportunities of personal growth through introspection and experiential courses. This class is experiential in nature and it will require you to be introspective. It is important for you to be very self-reflective regarding where you are emotionally at this time in your life as well as examine your motivation to pursue a degree in counseling. Ask yourself, "Would a class or a program like this be beneficial for me at this time?" If you are currently or have recently been suffering from an unstable mental illness (i.e., psychotic episodes, schizophrenia, disasssociative, bi-polar or personality disorder), in the midst of a deep depression, battling an addiction(s), have an active eating disorder, and/or struggling with sexual abuse issues it might be beneficial to have these issues professionally addressed. First and foremost you should take care of yourself.

You are expected to take the time to review the Department’s policy regarding fitness to practice. This policy, along with other useful information is located in your student manual http://cepahe.utsa.edu.
5.7  COU 5713 Internship in Community Counseling

Syllabus
University of Texas at San Antonio
College of Education and Human Development
Department of Counseling, Educational Psychology, Adult & Higher Education
“Internship in Community Counseling”

Office:        CIS Office:        
Pager:          E-mail:           
               
Office Hours:  

COU 5693 Section 902 – Class meets in Room DB 3.216
COU 5713 Section 903 – Class meets in Room DB 3.216

Catalog Description:
Prerequisites COU 5203, 5213, 5223, 5233, and 5393, and 3 additional hours of coursework in counseling at UTSA. Students must apply for permission to enroll one semester in advance. Course offers the opportunity of supervised fieldwork in a counseling setting. Course may be repeated for credit to maximum of 9 hours.

Course Objective:
Internship in Counseling is taken at the end of the training program. Internship and internship requirements are considered to be the most critical experience elements in the program (CACREP standard section III). Internship is an intensive field experience that should be similar to a professional counseling position but with closer supervision. The intent is that the arrangement will be mutually beneficial to the host institution and the student. In other words the student is to develop specific skills, competencies, and points of view needed by professionals in the field of counseling. Students will continue their learning in the areas of skills, knowledge, attitudes, and understanding of relationship issues; it is the role of the professor to provide professional socialization as well. Note: Private practice is not an acceptable placement.

The course provides students with an opportunity for supervised counseling practice. The student is expected to demonstrate competence in these areas:

- Counseling skills (CACREP II.K.1.b.; II.K.5.a.,b./CC.A.2.; B.1./SC.A.3.; C.2.a.)
- Consulting and referral skills (CACREP II.K.5.a.,e./CC.A.2.; B.1./SC.A.3.; C.3.a.,b.)
- Assessment skills (CACREP II.K.7.b.,g.,h./CC.B.1.; C.4./SC.A.3.)
- Record keeping skills (CACREP II.K.1.b./CC.B.1./SC.A.3.)
- Professionalism to include attendance and punctuality (CACREP II.K.1.b.)
- Compliance with ethical and legal guidelines (CACREP II.K.1.h.; II.K.5.g.; II.K.7.i./CC.A.4./SC.A.10.)

CACREP Objectives:

Additionally and more specifically, this course is based upon the following 2001 CACREP standards. In this course, students will be expected to:

1. Demonstrate an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship (CACREP standard section IIK 5.b./ CC A.3., B.1.C.1.2.3.4.5.6.7.)
2. Apply ethical principles and standards of practice for professional counselors (CACREP standard section IIK 1.h./ CC A.3.4.)
3. Apply counseling theories and techniques in the delivery of counseling services (CACREP standard section IIK 3.b/ CC C.1.2.3.4.5.6.7.)
4. Expand skills in developing client interventions that are sensitive to diverse populations (CACREP standard section IIK 2.c./ CC A.5.)
5. Develop an identity as a professional counselor as their primary orientation to practice (CACREP standard section IIK 1 a.b.c.d.e.f.g.h./ CC A.2.)


Required Text:

Optional Text:


Communication with the University Professor/Supervisor:

The most efficient manner to contact me is through email (I suggest sending all messages to both addresses). You are also welcome to call me at the office, although it is quite common to get my voice-mail. Voice mail messages may not be received/ returned until the next business day. Should you have an emergency where you must contact me immediately you may contact me through my pager—all pages are treated as emergencies and therefore this mode of notification should only be used under such circumstances.

Office Hours:
I’m usually available during normal business hours Monday through Friday. However, students should schedule an appointment to ensure my availability. The most efficient manner to schedule an appointment is through email.

Emergencies:

Regarding absolutely any emergency or high-risk situation, contact your site supervisor and page me immediately to inform me of the situation. Your site supervisor should be the first contacted and their advice and direction will usually take precedence. Contact me if the site supervisor or other responsible site-personnel are unreachable. This is the primary purpose of me providing you with my pager number (506-2911), for these types of emergencies or urgent situations. If you are concerned about a situation and wonder if you should call, please call.

Weather:

In cases when weather is inclement, please call (210) 458-SNOW for information regarding University closures. Assignments originally due on a day of class that has been cancelled are automatically due the following day. It is your responsibility to turn in the assignment by the next day to me by 5 p.m.
Cell Phones and Eating:

PLEASE TURN OFF CELL PHONES and BEEPERS during class. Not negotiable. Adequate breaks will be offered. Food and beverages are generally not allowed in classrooms so please be aware of the rules.

Expectations Regarding Graduate School:

Everyone leads a very busy life; many have families, friends, and full or part-time jobs. However, the integrity and objectives of the course must be maintained. As professors and members of the counseling profession, it is our duty to maintain such standards. This course will demand your time and energy, probably in a manner different than previous courses. Make sure you have accommodated this time into your lifestyle this semester. Also, you might want to forewarn your friends and family about the possible stressors of the upcoming semester. It is good practice to be aware and considerate of your support system. Research has indicated that there is a correlation with low counselor burnout and high/healthy counselor social support system.

If you do not think you are able to devote the time it takes to be successful in this course, it is recommended that you consider taking it when you have more available resources. As well, this course requires that you be introspective about your life and how you see yourself as an agent for healing and change.

Time Requirements:

Minimum of 300 clock hours during which time the student performs the work of a counselor/administrator and is being supervised. At least 50% of the 120 direct contact hours must be individual counseling service to students/clients. The remaining direct client contact hours (60) can be completed through a group modality. The remaining 180 hours will be administrative tasks (i.e., paperwork, budget development, staff meetings, treatment team meetings, training, program evaluation, continuing education, etc.). Class meetings and conferences at UTSA will not count on your log time sheet. However, group and individual supervision sessions with your site supervisor may be counted. In addition, up to 5 hours of attendance at professional workshops may be counted on your log sheet. Hours must be evenly accrued over the course of the semester. It is the student’s responsibility to keep up with copies of the time sheet and evaluation forms in case they are applying for licensing. These forms will be needed to complete the application process for licensure. (CACREP III.H; CC D)

Community Course Credit: 3 hours

To earn the 3 credit hours, students have course participation hours and clinical hours that are required:

Course hours include

1. An average of 1 ½ hours of group supervision (class meeting with your instructor) (CACREP III, G.3)
2. The student is required to have one (1) hour of individual or triadic supervision per week on campus with the Internship Instructor or the Doctoral Student Supervisor. This is not an average. Supervision is weekly (CACREP III.G.2)

Clinical hours include

3. On site supervision and required client contact hours are required. This is what is recorded on your log sheet. You are required to have 1 hour of on site supervision per week. The number of direct client contact hours is dependent upon the program under which you entered but can be figured at 40% of total hours.

Audio/videotaping of Clients:

Students will be required to submit 2 audio or videotapes accompanied by a 20 transcript from each
tape. Students must have signed informed consent and signed authorization to tape from the client or, in the case of a minor, signed by the custodial parent or legal guardian. Tapes of minors may be accessed by parents or legal guardians. Be sure to be clear about the site’s requirements or policies about taping. If a sensitive issue arises you may ask the client if the tape should be stopped.

ATTENDANCE POLICY:

Class Meetings (Group Supervision) Because we meet roughly every other week during the course of the semester, it is **IMPERATIVE** that you be present for **ALL** class meetings. These class meetings are group supervision sessions and will be counted on your time sheet and are an important part of your and your fellow students’ learning experience. **There will be a grade reduction of 5 points off of your final grade for each missed class past one.** Coming into class late is not acceptable and may be counted as an absence. Consistent tardiness will negatively impact your grade, regardless of excuse. Extreme emergencies (death in family, hospitalization, etc.) will be handled on an individual basis (CACREP III.G.3)

Site Attendance
You are required to be at your site as per your agreement with the site. You **MUST** provide adequate notice if you will not be present.

Inclusive Learning: I wish to fully include persons with disabilities in this course. Please let me know, as early in the semester as is possible, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Please contact Disabilities Services to alert their office so that they can share with me the services that I can use to assist you. You should contact the Learning Disability Service at (210) 458-2945 (Downtown Campus; BV 1.302) or (210) 458-4157 (1604 Campus; MS 2.03.18) to verify and request accommodations.

Responsibilities of the Internship Student:

1. Each internship student must obtain and submit proof of counseling student liability insurance (ACA sponsored) for their student file record for this course. ACA offers excellent insurance benefits for students. (CACREP III.M)
2. **Maintain highest ethical standards** — Ethical breaches can be grounds for dismissal from UTSA’s counseling program. Adhere to American Counseling Association (ACA) ethical standards at all times. As well, you MUST familiarize yourself with the **NEW POLICY 5.16, “Student Fitness and Performance in the College of Education and Human Development”** recently approved by UT System and is available on UTSA’s WEB page, Manual of Operating Procedures, or at [http://www.utsa.edu/hop/Chapter5/](http://www.utsa.edu/hop/Chapter5/).
3. Improve performance in response to feedback from supervisors.
4. Be consistent with customs in the school or agency in regard to grooming, punctuality, dependability, etc.
5. Complete specified documentation, such as the audio/video tapescript, log, case study, counseling session summaries according to the time schedule on the syllabus. All documentation should be typed and written in a professional and thoughtful manner. Treat all client related material confidentially within appropriate legal and ethical guidelines. (CACREP III.H.5)
6. Demonstrate competence in these areas — (CACREP III. D; H & K)
   a) Personal and small group counseling
   b) Academic and vocational counseling
   c) Consultation
   d) Testing
   e) Record Keeping
   f) Referral Making
   g) Compliance with ethical and legal guidelines
   h) Relating in a professional manner with clients, staff, fellow students, and supervisors
   i) Assessment instruments
7. Students will complete an evaluation of the internship experience, site supervisor and internship site. (CACREP III.L)

Responsibilities of the Site Supervisor:

1. Minimum of a Master’s degree in a mental health field with a minimum of two years counseling experience. The preference is someone with a Ph.D and licensed. In the case of a school placement, counselor certification by the Texas Education Agency is required. (CACREP III.C)
2. Provide orientation to work setting and personnel. (CACREP III. D)
3. Involve the student in all aspects of the counseling position, especially exposing the student to leadership and administrative tasks.
4. Assign students/clients for counseling experiences on a weekly and timely basis. This should include individual and group counseling activities.
5. Schedule supervisory time each week (a minimum of one hour) to review student progress. (CACREP III. H.2)
6. Encourage the student to attend professional conferences.
7. Complete interim report and final evaluation, which are shown to the student and then mailed to the professor.
8. Consult with University supervisor as needed regarding students’ progress.
9. Provide space for the intern to conduct counseling activities in a space which assures privacy and sufficient space for appropriate equipment. (CACREP III.D.1)

Responsibilities of the Professor/University Supervisor:

1. Consult with the field supervisor on students’ progress.
2. Provide Field Supervisor with all pertinent information related to the student’s internship experience.
3. Maintain communication with student’s site supervisor regarding any difficulties, if any exist and may conduct a site visit.
4. Consult with students.
5. Assign a grade at completion of Internship
6. Provide any relevant information regarding a student’s fitness to practice to the Program Advisor, as delineated in 5.16, "Student Fitness and Performance in the College of Education and Human Development" available on UTSA’s WEB page, Manual of Operating Procedures, or at http://www.utsa.edu/hop/Chapter5/5-16.htm (page 6 of syllabus).
7. Will meet for group supervision with students an average of one and one half hours per week. (CACREP III. H.3)

Criteria in Evaluation of Student:

1. Written evaluations by Field Supervisor (Syllabus).
2. Evaluation of documentary materials.
   a. Case write up and class presentation on an individual, couple, or family-counseling encounter.
   b. Counseling Summaries of ten counseling sessions (all parts of all questions must be addressed in order to receive full credit).
   c. Tapescript Evaluations.
3. Professionalism of documentation turned in for credit (grammar, spelling, thoughtfulness, etc.).
4. Time log signed by student and field supervisor. Indicate date, minutes, and activity, as well as total client contact hours and grand total.
5. Evaluation by the University Supervisor regarding timeliness in completing assignments, attendance, punctuality, growth during Internship experience, professional attitude and
disposition.

6. Students in school placements use Professional School Counselor Performance Evaluation Form and Job Description. Students in community agency settings use Community Site Supervisor’s Interim and Final Evaluation of Student Counselor’s Performance.

Critical Feedback:

A student’s ability to listen and accept critical feedback is paramount to their development as a counselor. It is important that each individual be able to seriously consider the feedback received from both classmates and professor(s). Sometimes feedback, even constructive criticism, can feel hurtful. It in no way is intended to be hurtful. It is intended to help students identify areas of growth or issues to which it may be important to pay special attention. Because counseling is a relational endeavor, it would stand to reason that interpersonal relational issues that are unresolved for counselors-in-training might emerge. In the counseling profession this is informally referred to as “blind spots.” Using psychoanalytic language, awareness of transference and counter-transference issues will be important.

Critical feedback can offer a positive experience that facilitates insight and growth, although feedback is many times uncomfortable to hear and absorb. Problems tend to arise when students get defensive; they either shut down or question the authority of the evaluator. Most people, to some degree have wounds surrounding evaluation. Your site supervisor and I will be looking at you through a different lens than that of your peers, friends and family. Please consider and attempt to understand the role and necessity of evaluation by your professor and supervisor.

Finally, you must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who are as a person. Reflectivity is a critical and integral part of becoming a professional counselor. A lack of reflectivity will impact your final grade and may impede you from progressing to Internship.

APA Style:

As students in graduate school, most of your paper requirements are required to be in the APA style. The main reason for this is so that papers and presentations can be standardized. Not all student assignments in this Internship course will lend themselves to this format. Regardless, students are encouraged to become familiar with the APA Manual. It is suggested that you follow APA format for your case study assignment, but not required. Regardless, both content and format are important.

The top 7 APA style requirements that are worthy of attention are:

1. Citations (both within the text and in your reference page)
2. Cover sheets
3. If you are going to use a running head please use it correctly
4. Page numbers
5. Margins (Do not turn in a paper with two-inch left, top, bottom and right margins. I too was a graduate student at one point.)
6. Font size
7. Using quotes and documenting them correctly

Academic Dishonesty:

Student Code of Conduct
The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty. It is recognized, however, that a large university will include a few students who do not understand, appreciate or practice these principles. Consequently, alleged cases of academic dishonesty involving UTSA students
will inevitably occur.

Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed below.

Scholastic Dishonesty
The integrity of a university degree depends on the integrity of the work done for that degree by each student. The University expects a student to maintain a high standard of individual honor in all scholastic work (see Rules and Regulations of the Board of Regents, Chapter VI, 3.(17)). If a student is accused of academic dishonesty, the faculty member may initiate disciplinary proceedings through the Department Chair, the Dean of the college, and the Student Judicial Affairs Coordinator. As well this type of behavior will likely initiate a Fitness to Practice Evaluation Meeting with a committee of program professors.

Fitness to Practice:
Most students understand that professors have a duty to the profession to gatekeep. In an oversimplified nutshell definition, gatekeeping means identifying problematic individuals that could potentially harm clients (Lumadue & Duffey, 1999). Let me first say that many people who are drawn to this profession carry an array of “emotional wounds” or may be what Rollo May described as “wounded healers.” What can become problematic is when those who have very severe wounds seek out a masters or doctoral program in an attempt to “heal thyself” and conveniently pick up a degree along the way. Believe me--this happens. Academic mental health programs are not intended to be a substitute for therapy or psychotropic treatment. With this said, academic counseling programs can provide many opportunities of personal growth through introspection and experiential courses. This class is experiential in nature and it will require you to be introspective. It is important for you to be very self-reflective regarding where you are emotionally at this time in your life as well as examine your motivation to pursue a degree in counseling. Ask yourself, “Would a class or a program like this be beneficial for me at this time?” If you are currently or have recently been suffering from an unstable mental illness (i.e., psychotic episodes, schizophrenia, disassociative, bi-polar or personality disorder), in the midst of a deep depression, battling an addiction(s), have an active eating disorder, and/or struggling with sexual abuse issues it might be beneficial to have these issues professionally addressed. First and foremost you should take care of yourself.

You are expected to take the time to review the Department’s policy regarding fitness to practice. This policy, along with other useful information is located in your student manual http://cepahe.utsa.edu

Additional Useful Information

Texas State Board of Examiners of Professional Counselors
Texas Department of Health
1100 West 49th Street
Austin, Texas 78756-3183, USA

E-mail: lpctdh.state.tx.us
Telephone: (512) 834-6658
Fax: (512) 834-6789
Website: http://www.tdh.state.tx.us/hcqs/plc/lpc.htm

Texas State Board of Examiners of Marriage and Family Therapists
Texas Department of Health
1100 West 49th Street
Austin, Texas 78756-3183
Please note: you can download application forms from the respective website addresses.

Application for temporary license:

If you do plan to apply for a temporary license, I would suggest that you file your papers immediately after graduating. Your transcript needs to show that you have completed your master’s degree. Remember, any hours that you accrue between the end of your Internship/internship and the day that your temporary license is approved will not be counted toward the 3000 hours needed for licensure.

Remember that if you complete more than the 600 hours required for Practicum and Internship, your excess hours may be counted toward your 3000 hours. This allows you to do additional work at your site and know that it will likely be counted up to that 400 hours maximum, but ultimately it is an LPC Board decision.

** Licensure procedures changed dramatically Sept 1, 2005 so please be in contact with the LPC Board site for the most current information. **
5.8 COU 5793 Internship in School Counseling

Office: Downtown Campus:
Cell: E-mail:
Home: 

Office Hours:

COU 5793 Section 903 –

Catalog Description:
Prerequisites COU 5683. Extensive supervised fieldwork in a UTSA-approved school counseling setting. Course may be repeated for credit for a maximum of 9 hours. Student must apply to enroll one semester in advance.

Purpose:
Internship in School Counseling is taken at the end of the training program. Internship is an intensive field experience that should be similar to a regular school counseling position but with closer supervision. The intent is that the arrangement will be mutually beneficial to the host school and the student.

Course Objective:
Internship in School Counseling is taken at the end of the training program. Internship requirements are considered to be the most critical experience elements in the program (CACREP standard section III). School Counseling Internship is an intensive School based experience that should be similar to a professional School counseling position, but with closer supervision. The intent is that the arrangement will be mutually beneficial to the host school and the student. In other words the student is to develop specific skills, competencies, and points of view needed by professionals in the field of School counseling. Students will continue their learning in the areas of skills, knowledge, attitudes, and understanding of relationship issues; it is the role of the professor to provide professional socialization as well. Note: Private practice is not an acceptable placement.

The course provides students with an opportunity for supervised counseling practice. The student is expected to demonstrate competence in these areas:

- Counseling skills (CACREP II.K.1.b.; II.K.5.a.,b./CC.A.2.; B.1./SC.A.3.; C.1.a,b,c,d,e,f,g.; C.2.a,b,c,d,e,f,g,h)
- Consulting and referral skills (CACREP II.K.5.a.,e./CC.A.2.; B.1./SC.A.3.; C.3.a,b,c,d.)
- Assessment skills (CACREP II.K.7.b.,g.,h./CC.B.1.; C.4./SC.A.3.)
- Record keeping skills (CACREP II.K.1.b./CC.B.1./SC.A.3.)
- Professionalism to include attendance and punctuality (CACREP II.K.1.b.)
- Compliance with ethical and legal guidelines (CACREP II.K.1.h.; II.K.5.g.; II.K.7.l./CC.A.4./SC.A.10.)

CACREP Objectives:
Additionally and more specifically, this course is based upon the following 2001 CACREP standards. In this course, students will be expected to:

1. Demonstrate an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling
goals, design intervention strategies, evaluate student outcome, and successfully terminate the counselor-student relationship (CACREP standard section II K 5.b/ CC A.3., B.1.C.1.2.3.4.5.6.7.) (SC C.2.a,b,c,d,e,f,g,h)

2. Apply ethical principles and standards of practice for professional school counselors (CACREP standard section II K 1.h./ CC A.3.4.) (SC A.2,3,8,10)

3. Apply counseling theories and techniques in the delivery of School counseling services (CACREP standard section II K 3.b/ CC C.1.2.3.4.5.6.7.) (SC A.9 B.1,2,3,4,7 C.1.a,b,c,e,g)

4. Expand skills in developing client interventions that are sensitive to diverse populations (CACREP standard section II K 2.c./ CC A.5.) (SC B.1,3,4,5; C.2.a,b,c)

5. Develop an identity as a professional school counselor as their primary orientation to practice (CACREP standard section II K 1 a.b.c.d.e.f.g.h./ CC A.2.) (SC A.3,4,5; C.a,b,c,d,e,f)


Recommended Textbooks:


Texas Education Agency. A model developmental guidance and counseling program for Texas public schools: A guide for program development, Pre-K - 12th grade.

Texas Counseling Association (2004). Texas evaluation model for professional school counselors (2nd Ed) (TEMPSC-II).

Communication with the University Professor/Supervisor:

The most efficient manner to contact me is through email. I will use email to disseminate information regarding the course, class schedule, assignments, etc. Please ensure that I have your preferred email address.

Office Hours:

I will be available during posted office hours on Wednesdays ONLY. Students may feel free to drop by my office, but do not expect to be seen immediately without a scheduled appointment if it is outside posted office hours. The most efficient manner to schedule an appointment is through email.

Emergencies:

Regarding absolutely any emergency or high risk situation, contact your site supervisor and call me immediately to inform me. Your site supervisor should be the first contacted and their advice and direction will usually take precedence. Contact me if the site supervisor or other responsible site personnel are unreachable. This is the primary purpose of me providing you with my home phone number, XXXX, for these types of emergencies or urgent situations. If you are concerned about a situation and wonder if you should call, please call.

Weather:

In cases when weather is inclement, please call (210) 458-SNOW for information regarding University closures. Assignments originally due on a day of class that has been cancelled are automatically due the following day. It is your responsibility to turn in the assignment by the next day to me by 5 p.m.
Cell Phones and Eating:

PLEASE TURN OFF CELL PHONES and BEEPERS during class. Not negotiable. Adequate breaks will be offered. Food and beverages are generally not allowed in classrooms.

Expectations Regarding Graduate School:

Everyone leads a very busy life; many have families, friends, and full or part-time jobs. As professors and members of the counseling profession, it is our duty to maintain the integrity and objectives of the course. This course will demand your time and energy, probably in a manner different than previous courses. Make sure you have accommodated this time into your lifestyle this semester. Also, you might want to forewarn your friends and family about the possible stressors of the upcoming semester. It is good practice to be aware and considerate of your support system. Research has indicated that there is a correlation with low counselor burnout and high/healthy counselor social support system. If you do not think you are able to devote the time it takes to be successful in this course, it is recommended that you consider taking it when you have more available resources. As well, this course requires that you be introspective about your life and how you see yourself as an agent for healing and change.

INSURANCE REQUIREMENTS:

All students must have professional liability insurance before seeing clients.

SITE REQUIREMENTS

School counseling students are expected to do their internship at a school setting under the supervision of a TEA certified school counselor. Students usually use time before and after school, during lunch, in the evenings (for example, working with parents) and during planning periods to get the necessary direct contact hours (80-100 hours) they need for the 200 hour school counseling internship course requirements. (Students who elect to follow the CACREP requirements or who enter the program in Fall, 2007, will meet the hours detailed below.) Your direct client contact hours must be different from what you usually do at work.

In addition, you are required to submit to your instructor, audio or videotapes of a specific number of counseling sessions. It is your responsibility to assure that you have access and permission to tape. If you cannot get permission from your school notify your instructor immediately. You may have to get an additional site or, if available with the UTSA Community Family Life Center (CFLC), arrange to see clients there. PLEASE---DO NOT WAIT TO MAKE THESE ARRANGEMENTS. There are many students and instructors using the CFLC and also competing for off campus sites.

TIME REQUIREMENTS

Minimum of 200 clock hours during which time the student performs the work of a school counselor and is being supervised. At least 80 hours must be in direct counseling service: individual counseling (majority of the 80 hours), “Brief Family Consultation”, small groups, and family counseling. The remaining 120 hours are in other professional tasks: staffing, training, continuing education, classroom guidance, consultation, group assessment, record keeping, professional development (up to 15 hours), and supervision. Hours must be evenly accrued over the course of the semester. Note: The LPC requires 300 hours, 100 of which must be direct client contact hours.

Internship runs the entire semester. At least 14 of the 16 weeks must be in a school that is open/active with a general population of students, and during this time you must receive weekly supervision from a state certified school counselor. There are no summer internship experiences in school counseling. Hours must be evenly accrued over the course of the semester. Note: The LPC requires 300 hours, 120 of which must be direct client contact hours (CACREP III.G.1&2; H.1; CC.D.; SC.D.).
The school counseling internship requires you to have a supervising, state certified school counselor with whom you will be actively involved in 8 of the 11 activities of the 4 components required for internship which are listed below and included in your Internship Manual. You will need to be actively engaged in counselor training at least 12 weeks of the internship.

When a second site is used to supplement training experiences in the school, the maximum hours that a student can apply to internship requirements is 30% of total internship hours over at least 12 weeks.

Structure of the Internship Experience:

During School-based Internship you must be in a school (Fall or Spring) with a general population of students, and during this time you must receive weekly supervision from a state certified school counselor. The hours must be distributed evenly across at least 14 weeks of the semester and may not begin before the UTSA class begins nor be collected after the class ends. At least forty percent (40%; 80 hrs.) of the hours earned at the school must be in direct client contact (individual, group counseling). Usually this looks like 40 individual and 40 group with students. Forty (20%; 40 hrs; half prep work and half direct.) of the hours must be developmental guidance and 40% must be supportive and administrative duties of school counselors. See below:

(40% of hours, minimum) **Direct Student Contact Hours** with youth in a school:
- Individual in the school (2+ cases must be ongoing)
- Group counseling (2+ groups must meet 8 times or more)

(20% of hours, minimum) **Providing Other School Counselor Specific Services:**
- Guidance in Classroom (Planned curricula)
- Other Responsive Services (e.g., consultation) and Individual Planning.

(40% of hrs. max) **Indirect Hours** (Planning, Note-Taking; and ”System Support”)

**Course Credit: 3 hours**

To earn the 3 credit hours, students have course participation hours and clinical hours that are required:

Course hours include

1. An average of 1 ½ hours of group supervision (class meeting with your instructor) (CACREP III, G.3)
2. The student is required to have one (1) hour of individual or triadic supervision per week on campus with the Internship Instructor or the Doctoral Student Supervisor. This is not an average. Supervision is weekly (CACREP III.G.2)

Clinical hours include

3. Supervision by a state certified school counselor and completion of the required client contact hours. This is what is recorded on your log sheet. You are required to have 1 hour of on site supervision per week. The number of direct client contact hours is dependent upon the program under which you entered but can be figured at 40% of total hours.
4. Involvement in 8 of the 11 components and experiences listed below and in your practicum manual.

**Comprehensive Guidance Program**

**Component Experiences Required During Practicum** (d=direct client contact; g=guidance)

**GUIDANCE CURRICULUM COMPONENT**

1. Developmental group guidance (providing guidance lessons using guidance techniques) g

**INDIVIDUAL PLANNING COMPONENE** (g when part of a systematic guidance plan)

2. Helping groups of students apply:
   a. skills learned through a curriculum component g
b. test results information  d/g
   c. career information  d/g
3. Helping students developmental plans

RESPONSIVE SERVICES COMPONENT
4. Counseling individuals (youth)  d
5. Small group counseling (with students)  d
6. Consultation with teachers and/or parents regarding children with problems
7. Referring children’s families to services outside of the school

SYSTEM SUPPORT COMPONENT
8. Test interpretation
9. Teacher in-service
10. Special-purpose testing

You must be able to receive adequate exposure to, needed training and supervision in at least 8 of these from a site to be considered eligible; and, of these 8, at least one must be from each of the 4 program components, and the internship must include both group and individual counseling experiences. Note, groups conducted should run throughout the majority of the internship (e.g., 8-10 weeks).

ATTENDANCE POLICY

Class Meetings (Group Supervision):
Class attendance is a vital part of your and your fellow students’ learning experience. Attendance at class meetings (1 ½ hour group supervision) is mandatory. There will be a grade reduction of 5 points off of your final grade for each missed class past one. Coming into class late is not acceptable and may be counted as an absence. Consistent tardiness will negatively impact your grade, regardless of excuse. Extreme emergencies (death in family, hospitalization, etc.) will be handled on an individual basis (CACREP III.G.3)

Site Attendance:
You are required to be at your site as per your agreement with the site. You MUST provide adequate notice if you will not be present.

Inclusive Learning:
I wish to fully include persons with disabilities in this course. Please let me know, as early in the semester as is possible, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Please contact Disabilities Services to alert their office so that they can share with me the services that I can use to assist you. You should contact the Learning Disability Service at (210) 458-2945 (Downtown Campus; BV 1.302) or (210) 458-4157 (1604 Campus; MS 2.03.18) to verify and request accommodations.

University Supervision:
You will be supervised on campus for one (1) hour per week by me or a doctoral level student enrolled in the Practicum in Counseling Supervision

Fitness to Practice:
Admission to the program does not guarantee fitness to remain in the program; only students who meet program standards will be allowed to continue in the program. Although you were evaluated on your fitness to remain in the program formally in COU 5103/5203 Introduction to Community/School Counseling and in COU 5393 Counseling Skills, you are continually evaluated for fitness to continue in the program. If areas are identified which prohibit your ability to practice, these areas will be discussed with you, documented, and when necessary, a plan of action will be devised. The only exception to this process would occur if your behavior is judged to be unethical or egregious, in which case you are subject to immediate dismissal from the program without a plan of action (Graduate Counseling Program Manual)
You are expected to take the time to review the Department’s policy regarding fitness to practice. Please refer to the Manual of Operating Procedures for a detailed outline of the due process procedures related to this policy (http://www.utsa.edu/hop/chapter4/5-16.cfm Student Fitness and Performance in the College of Education and Human Development). You may also refer to the Department website to view the Professional Performance Fitness Evaluation form http://cepahe.utsa.edu.