UT San Antonio™
The University of Texas at San Antonio

Practicum and Internship Professional Practice

Program Handbook

2026-2027



Department of Counseling

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Table of Contents

Table of Contents 1
Welcome 1
Purpose of This Handbook 2
Department of Counseling Overview 3
Fieldwork Overview 4
CACREP Entry-level Fieldwork Definitions 4
How This Handbook Is Organized 5
General Department Resources 6
Section I: Clinical Mental Health Counseling 6
Overview of Clinical Mental Health Counseling Fieldwork 7
Information for CMHC Students 7
Preparing for Placement 7
CMHC Practicum and Internship Structure 8
Overview of CMHC Fieldwork Requirements 9
Direct and Indirect Service Hours 9
Telemental Health Policy 10
CMHC Student Expectations 10
Information for CMHC Site Supervisors 13
Site Supervisor Qualifications 13
Nature of Clinical Supervision 14
CMHC Site Supervisor Responsibilities 14
Multicultural and Ethical Foundations of Supervision 16
Supervision Fees 17
When Concerns Arise 17
Information for CMHC Course Instructors and Faculty 17
Instructor Communication with Site Supervisors 19
CMHC Assessment and Documentation 19
Assessment During Fieldwork 19
Types of Assessments During CMHC Fieldwork 20

Key Performance Indicators and Assessment Points 20
Skills Acquisition 21
Developmental Assessment 21
CMHC Internship Portfolio 22
Supervision and Feedback 22
Documentation Expectations 22
Recording and Tapescript Requirements 23
CMHC Resources and Forms 23
Section II: School Counseling 24
Overview of School Counseling Fieldwork 25
Information for School Counseling Students 25
Preparing for School Counseling Placement 25
School Counseling Practicum and Internship Structure 26
Overview of School Counseling Fieldwork Requirements 26
School Counseling Direct and Indirect Service 27
Comprehensive School Counseling Program Components 28
School Counseling Student Responsibilities 28
Information for School Counseling Site Supervisors 29
Information for School Counseling Course Instructors and Faculty 30
School Counseling Assessment and Documentation 30
Assessment During Fieldwork 31
Key Performance Indicators and Assessment Points 31
Skills Acquisition 32
Developmental Assessment 32
School Counseling Portfolio 32
Supervision and Feedback 33
Documentation Expectations 33
Recording, Observation, or Alternative Review Requirements 34
School Counseling Resources and Forms 34
Section III: PITCH Expanded Providers Plus Program 35
Overview of PEP+ 36

PEP+ Training Tracks 36
Clinical Mental Health Counseling Track 36
School Counseling Track 36
Social Work Track 37
Clinical Psychology Track 37
Information for PEP+ Students 37
Information for PEP+ Site Supervisors 38
Information for PEP+ Instructors and Faculty 38
PEP+ Assessment and Documentation 39
Section IV: Bilingual Counseling Certificate 39
Overview of the Bilingual Counseling Certificate 40
Certificate Coursework and Internship 40
Information for Bilingual Counseling Certificate Students 41
Information for Bilingual Counseling Certificate Site Supervisors 42
Information for Bilingual Counseling Certificate Instructors and Faculty 42
Bilingual Counseling Certificate Assessment and Documentation 43
Section V: Neurofeedback Training Program 43
Overview of the Neurofeedback Training Program 44
Information for Neurofeedback Students 44
Information for Neurofeedback Site Supervisors 44
Information for Neurofeedback Instructors and Faculty 45
Neurofeedback Assessment and Documentation 45
Section VI: Doctoral Program 46
Overview of Doctoral-Level Fieldwork and Training 47
Information for Doctoral Students 47
Doctoral Practicum and Internship Structure 48
Practicum in Counseling Supervision 48
Internship in Counseling 49
Doctoral Internship I and II 49
Overview of Doctoral Fieldwork Requirements 50
Doctoral Internship Hour Considerations 51

Information for Site Supervisors or Supervisors of Doctoral Experiences 51
Information for Doctoral Course Instructors and Faculty 52
Doctoral Assessment and Documentation 53
Assessment During Doctoral Fieldwork 53
Doctoral Fitness to Practice and KPIs 53
Doctoral Clinical Hours Documentation 54
Doctoral Program Resources and Forms 54
Section VII: Shared Fieldwork Policies and Procedures 55
Shared Professional Expectations 56
Fieldwork Supervision Requirements 56
Supervision Agreements and Program-Site Consultation 57
Attendance and Professional Reliability 58
Military-Affiliated Student Support and Fieldwork Planning 58
Communication Among Students, Sites, and Course Instructors 58
Employment and Dual-Role Relationship at Fieldwork Sites 59
International Student Fieldwork and Employment Authorization 59
Primary and Secondary Fieldwork Sites 60
Site-Related Concerns Involving Students 61
Student Concerns with a Site or Site Supervisor 61
Transitioning to a New Site 62
Dismissal from a Fieldwork Site 62
Concerns About Affiliated Sites 63
Fitness to Practice 63
Site Supervisor Involvement in Fitness to Practice 64
Professional Dispositions 64
Remediation and Retention 65
Fitness to Practice Evaluation Form 65
Incomplete Grades in Practicum and Internship 66
Student Support 67
Shared Fieldwork Policy Resources 67
Section VIII: Licensure, Certification, and Credentialing 68

Clinical Mental Health Counseling 69
LPC- Associate Process 69
School Counseling 70
National Credentialing 70
Program-Specific Guidance 71
Licensure and Credentialing Resources 71
Clinical Mental Health Counseling 71
School Counseling 72
National Credentialing 72
Appendix: Quick Links and Forms 72
Department and Program Resources 73
Program-Specific Resources 73
Placement, Orientation, and Affiliated Sites 73
International Student Resources 74
Practicum and Internship Checklists 74
Clinical Training Forms 74
Assessment and Fitness to Practice 75
Licensure, Certification, and Credentialing 75
Professional Standards and Organizations 76

Welcome

The University of Texas at San Antonio Department of Counseling warmly welcomes students, affiliated sites, site supervisors, course instructors, university faculty, and program partners who contribute to the fieldwork training process. Practicum and internship are central components of counselor preparation and provide students with meaningful opportunities to apply classroom learning in supervised professional settings.

CACREP frames fieldwork as part of professional practice, which includes supervised practicum and internship experiences. Within these experiences, students apply counseling theory, develop counseling skills, and gain opportunities to work with diverse clients. Fieldwork refers to the supervised practicum and internship experiences, related supervision, documentation, assessment, and professional responsibilities that support student development and preparation for professional counseling roles (CACREP, 2024, Section 4).

We are grateful for the shared commitment that makes these training experiences possible. We appreciate students for the dedication, professionalism, and openness they bring to their development as counselors and school counselors. We also sincerely thank affiliated sites and site supervisors for their partnership, mentorship, and investment in the preparation of future counseling professionals. The guidance and support provided through this collaboration is essential to student learning, ethical practice, and high-quality client care.

This handbook is designed to support a shared understanding of fieldwork expectations, supervision, assessment, documentation, and professional responsibilities. Through collaboration among students, site supervisors, affiliated sites, course instructors, university faculty, and program partners, UT San Antonio seeks to foster training experiences that support professional growth, client and student welfare, and the preparation of competent, ethical, and culturally responsive counseling professionals.

The Department of Counseling values the time, commitment, and professional care of all individuals involved in fieldwork training. This shared investment contributes directly to the preparation of competent, ethical, and culturally responsive counselors and school counselors and reflects UT San Antonio's commitment to students and the communities they serve.

Purpose of This Handbook

This handbook provides clear, practical guidance for students completing practicum and internship and for the affiliated sites, site supervisors, course instructors, and university faculty who support the fieldwork training process. It is intended to serve as a central fieldwork resource for information that is generally stable across academic years and to help readers quickly locate information relevant to their role.

This handbook outlines fieldwork expectations for practicum and internship, program-specific requirements, roles and responsibilities, supervision and assessment expectations, documentation procedures, professional and ethical standards, and policies related to student progress, support, and accountability.

The Department of Counseling includes multiple counseling programs and specialized training opportunities. Because fieldwork expectations may differ by program, this handbook is organized into program-specific sections for Clinical Mental Health Counseling, School Counseling, PITCH Expanded Providers Plus (PEP+) program, Neurofeedback Training Program, Bilingual Counseling Certificate, and doctoral-level training. Requirements that apply broadly across programs are included in the shared policies and procedures section.

To help maintain accuracy over time, some materials are not fully reproduced in this handbook. Active links are embedded throughout the document to direct readers to current UT San Antonio webpages, forms, affiliated site lists, onboarding checklists, orientation materials, and related resources that may change over time. Additional links and resources are provided in the Appendix for quick reference.

Students, site supervisors, course instructors, and faculty should use this handbook alongside current program materials and departmental resources to ensure they are following the most current procedures and using the most up-to-date forms.

Department of Counseling Overview

The Department of Counseling at UT San Antonio prepares ethically grounded, community-informed, and professionally competent clinical mental health counselors, school counselors, counselor educators, supervisors, and researchers with a strong professional counselor identity to serve in a global society. The department includes CACREP-accredited counseling programs that reflect the profession's standards for excellence in counselor education, fieldwork training, and supervision.

The department's work is grounded in core values that include professional ethics and innovation, strength-based and wellness-focused practice, community-informed advocacy, trauma-informed practice, relational learning and creativity, collaboration and mentorship, and a holistic, systemic perspective. These values shape counselor preparation, fieldwork training, and professional practice across the program.

In keeping with these values, the Department of Counseling prepares students to develop a strong professional identity, conceptualize client and student concerns from a strength-based and contextual perspective, respond to evolving community needs through advocacy and best practices, demonstrate ethical and relational competence, and critically analyze and apply research to counseling practice, counselor education, and supervision.

For questions related to clinical fieldwork processes, readers may contact the Clinical Coordinator, Dr. Priscilla Prasath, at priscilla.prasath@utsa.edu

Fieldwork Overview

Fieldwork refers to supervised practicum and internship experiences in which students apply counseling knowledge, theory, and skills in professional settings. Fieldwork allows students to work with clients, students, families, groups, or systems; receive supervision; engage in feedback and assessment; and develop the professional judgment needed for competent practice.

Fieldwork in the Department of Counseling is guided by current departmental expectations, the 2024 CACREP Standards, the ACA Code of Ethics, and, when applicable, the ASCA Ethical Standards for School Counselors. These frameworks support ethical practice, student development, client and student welfare, supervision, documentation, assessment, and professional accountability.

The Department of Counseling maintains program-specific placement resources, including affiliated fieldwork sites that have been reviewed and approved through departmental processes, to support the quality, quantity, and variety of fieldwork opportunities available to students. Students should consult the placement resources and requirements identified within their specific program section when preparing for practicum or internship.

Practicum serves as the introductory fieldwork experience. Internship builds on that foundation through increased responsibility, broader experience, and continued integration of theory, skills, supervision, and professional judgment. Although the overall goals of fieldwork are shared across programs, specific placement settings, site expectations, supervision requirements, assessment procedures, and certification or credentialing considerations may differ by program.

CACREP Entry-level Fieldwork Definitions

The following definitions apply to entry-level practicum and internship experiences and are based on the 2024 CACREP Standards:

> **Practicum** is a distinctly defined, supervised entry-level fieldwork experience in which students develop basic counseling skills and integrate professional knowledge. Practicum is completed prior to internship.
>
> **Internship** is a distinctly defined, supervised entry-level fieldwork experience completed after practicum in which students refine and enhance counseling or student development knowledge and skills and integrate professional knowledge and skills.
>
> **Direct service** involves the supervised use of counseling, consultation, or related professional skills with actual clients for the purpose of fostering change. Direct service may include assessment, counseling, psychoeducational activities, and consultation.

Observation, record keeping, administrative duties, clinical or administrative supervision, and role plays are not considered direct service.

Individual supervision involves one counseling student and a member of the counseling profession. Triadic supervision involves two counseling students and a member of the counseling profession. Group supervision involves more than two counseling students and a member of the counseling profession (CACREP, 2024, Section 4.G.1; Glossary).

How This Handbook Is Organized

This handbook is organized to help readers find information quickly and avoid repeating the same policies in multiple places.

Program-specific information is included in Sections I–VI. Each program section includes information for students, site supervisors, and course instructors or faculty, along with program-specific fieldwork expectations, assessment procedures, documentation requirements, and required forms when applicable.

Shared policies and procedures are included in Section VII. These policies apply broadly across fieldwork experiences unless a program-specific section states otherwise. Shared policies include attendance, communication, employment and dual-role relationships, international student fieldwork and employment authorization, site-related concerns, site transitions, dismissal from a fieldwork site, Fitness to Practice, professional dispositions, remediation, and student support.

Licensure, certification, and credentialing information is included in Section VIII. Because these requirements may change over time, readers should consult the official state, national, and program-specific resources linked in that section and in the Appendix.

Students should begin with the section for their program and then review the shared policies and licensure or certification information relevant to their fieldwork experience.

Site supervisors should review the section for the program of the student they supervise, along with shared policies related to communication, evaluation, documentation, and concerns.

Course instructors and university faculty should review the relevant program section, assessment and documentation expectations, and shared policies related to student support, site concerns, remediation, and Fitness to Practice.

General Department Resources

- Department of Counseling
- Counseling Programs
- Student Forms and Resources

- Contact Your Advisor
- Contact the Department of Counseling

Section I: Clinical Mental Health Counseling

Overview of Clinical Mental Health Counseling Fieldwork

Clinical Mental Health Counseling fieldwork includes practicum and internship experiences in approved clinical settings. These experiences allow students to apply counseling knowledge and skills with actual clients while receiving supervision, feedback, and evaluation.

CMHC fieldwork is developmental. Students begin with foundational counseling practice in practicum and move toward increased clinical responsibility during internship. Fieldwork supports the development of clinical skills, ethical judgment, documentation practices, professional identity, and readiness for post-graduate clinical work.

Information for CMHC Students

Preparing for Placement

Before beginning practicum or internship, CMHC students are expected to review current departmental requirements, identify a placement setting that aligns with program expectations, and complete all steps required for fieldwork readiness. Current placement information and related materials are maintained through the Department of Counseling's Student Forms and Resources page.

CMHC students must complete the required **practicum orientation two semesters** prior to practicum. This orientation prepares students for fieldwork expectations, documentation practices, and placement procedures. Current orientation materials are available through Orientation for Practicum and Internship.

Before beginning placement, CMHC students should:

- Review current practicum or internship requirements and course expectations.
- Attend the **required practicum orientation at least two semesters prior to practicum.**
- Consult the current CMHC affiliated site list and placement resources.
- Confirm that the proposed site and supervision arrangement meet departmental expectations.
- Use the Counseling Practicum/Internship Site Application Workshop to prepare application materials and understand the placement process.
- Complete all required forms, agreements, and onboarding materials before beginning clinical work.
- **International students** should review the **International Student Fieldwork and Employment Authorization** policy in Section VII and consult International Student and

Scholar Services when authorization may be required for a practicum or internship placement.

CMHC students are expected to arrange placements through approved affiliated sites. Students may not begin seeing clients at a site until the site has been approved through the department's current process.

If a student is interested in a site that is not currently affiliated with the department, prospective sites or site supervisors may seek affiliation through the department's current process using the Application to Become an Affiliated Clinical Training Site. Students may not begin seeing clients at a site until the site has been approved.

CMHC Practicum and Internship Structure

Practicum and internship are the two supervised fieldwork experiences that make up CMHC clinical training. CACREP requires entry-level students to complete supervised practicum and internship experiences that include direct service, individual and/or triadic supervision, group supervision, and formative and summative evaluation (CACREP, 2024, Sections 4.F, 4.Q–X).

Practicum is the introductory clinical field experience. Practicum consists of a minimum of **100 total hours**, including at least **40 hours of direct service** with actual clients, completed over a full academic term of **at least eight weeks**. During practicum, students receive i**ndividual and/or triadic supervision on a regular schedule averaging one hour per week and group supervision averaging 1.5 hours per week** (CACREP, 2024, Sections 4.Q–T).

Internship is the advanced clinical training experience that follows successful completion of practicum. CACREP requires internship to include **600 total hours**, with at least **240 direct service hours** with actual clients in roles and settings relevant to CMHC practice. For CMHC students, internship is typically completed through **two sequential 300-hour internship courses**, with each course requiring at least **120 direct service hours**. During each internship course, students receive **individual and/or triadic supervision on a regular schedule averaging one hour per week and group supervision averaging 1.5 hours per week** (CACREP, 2024, Sections 4.U–X).

We no longer accept 600-hour internships.

The CMHC program requires the 600-hour internship requirement to be completed across two sequential 300-hour internship courses. Students may not satisfy the internship requirement through a single 600-hour internship course.

Overview of CMHC Fieldwork Requirements

Requirement	**Practicum**	**Internship 300 Hours (300 hrs. per course; 600 hrs. total required)**
Total Hours	Minimum 100 hours	Minimum 300 hours
Direct Service	Minimum 40 hours	Minimum 120 hours
Indirect Service	Minimum 60 hours	Minimum 180 hours
Duration	Full academic term (min. 8 weeks)	Post-practicum completion- Full academic term (min. 8 weeks)
Weekly Site Supervision: Individual or Triadic ONLY	Average 1 hour per week	Average 1 hour per week
Weekly Group Supervision: Not Provided by the Site Supervisor Typically Met by University Courses	Average 1 ½ hours per week	Average 1 ½ hours per week

These requirements ensure students receive developmentally appropriate clinical training experiences aligned with CACREP standards.

Direct and Indirect Service Hours

Across practicum and internship, CMHC students complete both **direct** and **indirect** service hours.

Direct service hours involve synchronous interaction with actual clients and may include:

- Individual counseling sessions
- Couple or family counseling
- Group counseling or psychoeducational groups
- Intake and assessment sessions
- Crisis intervention
- Approved telehealth counseling

During either practicum or internship, students must **lead or co-lead a counseling or psychoeducational group** as part of their fieldwork experience (CACREP, 2024, Section 4.E).

- The UT San Antonio Department of Counseling requires CMHC students to complete a **minimum of 10 hours of group counseling or psychoeducational group experience**. Students are expected to complete the required group hours during practicum. If a student is unable to complete the required group hours during practicum, approval must be

obtained to complete the remaining hours during internship. If the practicum site requires more than 10 group hours, the student must meet the higher site requirement.

Indirect service hours include activities that support client care and professional growth, such as:

- Documentation and treatment planning
- Case consultation
- Supervision sessions
- Staff meetings
- Information and referral activities
- Session preparation
- Professional development
- Trainings
- Community events/workshops

Telemental Health Policy

CMHC fieldwork may include both in-person and telehealth service delivery when permitted by the site and consistent with departmental expectations. Students must complete approved telemental health training before conducting virtual counseling sessions.

Students are expected to complete **at least 25% of direct service hours in perso**n, including a minimum of **10 in-person direct hours during practicum** and **30 in-person direct hours during internship.**

When students conduct telehealth sessions outside of the office setting, **a licensed professional must be available by phone for real-time consultation or supervision**. Clinical sites may also require additional training or orientation related to telehealth platforms, procedures, and documentation.

All telemental health services must be provided in accordance with current site requirements, applicable law, the ACA Code of Ethics, and departmental expectations related to confidentiality, informed consent, supervision, documentation, and client welfare (ACA, 2014, Sections F.1.c, F.2.c, F.5.c, H.1–H.5).

CMHC Student Expectations

Students are expected to demonstrate professionalism, ethical conduct, and active engagement throughout practicum and internship. Clinical training is not limited to completing hours; it also includes consistent attention to client welfare, ethical decision-making, professional behavior, responsiveness to supervision, and accountability in practice. These expectations are consistent

with the Department of Counseling's current clinical training requirements, the ACA Code of Ethics, and the program's Fitness to Practice Policy.

CMHC students are expected to:

- **Follow ethical, legal, site, course, and departmental expectations.** Students must follow the ACA Code of Ethics, applicable laws, site policies and procedures, course expectations, and Department of Counseling requirements throughout practicum and internship. Students and supervisees have the same obligation to clients as professional counselors and are responsible for understanding and following ethical standards related to their course of study and fieldwork experience (ACA, 2014, F.5.a).
- **Report conflicts between site expectations and professional or university standards.** Students are expected to follow the administrative policies, rules, standards, schedules, and practices of their practicum or internship site. If a site policy or expectation appears to conflict with university requirements, professional ethical standards, or legal obligations, students should notify their course instructor or university supervisor.
- **Maintain professional liability insurance.** Students must maintain individual professional counseling liability insurance throughout practicum and internship and submit proof of coverage to the course instructor **on the first day of class and before providing counseling services**. CACREP requires students to be covered by individual professional counseling liability insurance while enrolled in practicum and internship (CACREP, 2024, Section 4.B).
- **Disclose trainee status and obtain appropriate consent.** Before providing counseling services, students must inform clients of their counselor-in-training status, explain how supervision affects confidentiality, and obtain required consent for counseling, supervision, recording, observation, or use of clinical information in the training process (ACA, 2014, F.1.c, F.5.c).
- **Protect client privacy and confidentiality.** Students must not share identifying client information outside approved supervision, class, or training contexts. Client information should be handled according to site policy, ethical standards, and applicable privacy laws. Students are also expected to protect confidential information, explain limits of confidentiality, securely handle records, and obtain permission before recording or allowing observation (ACA, 2014, B.1.c–d, B.6.c–d).
- **Complete required documentation accurately and on time.** Students are responsible for tracking clinical hours, completing site and course documentation, submitting required forms, and maintaining accurate records related to client care and fieldwork progress. Counselors are ethically responsible for creating and maintaining documentation necessary for professional services (ACA, 2014, A.1.b, B.6.a).
- **Participate actively in site-based and university-based supervision.** Students are expected to arrive prepared, discuss cases openly and honestly, seek consultation when

needed, reflect on their clinical work, and integrate supervisory feedback into practice. Supervision supports client welfare, supervisee performance, and professional development (ACA, 2014, F.1.a, F.5.a).

- **Respond professionally to feedback and evaluation.** Students are expected to receive feedback openly, integrate supervisory and instructor feedback into practice, and participate constructively in midterm, final, and ongoing evaluation processes. CACREP requires formative and summative evaluation of student counseling performance and ability to integrate and apply knowledge (CACREP, 2024, Section 4.F; ACA, 2014, F.6.a).
- **Maintain regular attendance and professional reliability.** Students are expected to attend class, supervision meetings, and all scheduled practicum or internship activities. Students must notify their site supervisor at least 24 hours in advance of an absence when possible. In cases of illness or emergency, students should notify the site supervisor as soon as possible. Missed site hours must be made up within three weeks of the absence and documented in the student's hour log with the site supervisor's signature. More than two absences or repeated tardiness may result in review by clinical faculty, a remediation plan, or possible dismissal from the clinical experience or program.
- **Engage in appropriate direct and indirect fieldwork activities.** Students should participate in counseling sessions, supervision, documentation, case consultation, staff meetings, trainings, community workshops, professional development, and other approved activities that support development in the counselor role. CACREP expects students to become familiar with a variety of professional activities and resources during practicum and internship (CACREP, 2024, Section 4.D).
- **Follow site procedures for crisis, safety, documentation, and client care.** Students are responsible for understanding site emergency procedures and contacting the site supervisor and course instructor when clinical, ethical, safety, or crisis concerns arise.
- **Notify site supervisors and instructors of concerns in a timely manner.** Students should communicate promptly about concerns related to client welfare, supervision, site expectations, documentation, attendance, ethical issues, or placement difficulties.
- **Monitor personal impairment and seek support when needed.** Students are expected to attend to their own wellness, monitor personal or professional impairment, and seek appropriate support so client welfare and professional responsibilities are not compromised (ACA, 2014, F.5.b).
- **Demonstrate openness to professional growth.** Students are expected to show self-awareness, cultural responsiveness, appropriate boundaries, accountability, openness to feedback, and willingness to grow throughout the fieldwork experience.
- **Complete required evaluations of fieldwork experiences.** Students may be required to evaluate their site, site supervisor, clinical experience, or university supervisor as part of program improvement and accreditation processes. CACREP requires students to have

regular and systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors (CACREP, 2024, Section 4.M).

- **Review shared policies in Section VII of this handbook.** Students are responsible for understanding shared policies related to attendance, communication, site concerns, Fitness to Practice, professional dispositions, remediation, and student support.

Student performance is evaluated developmentally throughout the program. Expectations related to ethical conduct, professionalism, documentation, attendance, skill development, responsiveness to supervision, and openness to feedback are part of the broader framework used to assess readiness for fieldwork and continued progression in the program. Students should review the Student Practicum and Internship Agreement, Fitness to Practice Policy, and current materials available through the Student Forms and Resources page.

Information for CMHC Site Supervisors

Site Supervisor Qualifications

To ensure students receive high-quality supervision and professional mentorship, the UT San Antonio CMHC program requires site supervisors to meet specific qualifications consistent with CACREP standards.

Site supervisors are expected to:

- Hold a **minimum of a master's degree in counseling or a related profession**.
- **Maintain active licensure or certification** appropriate to the services provided at the site and consistent with state regulations, which may include LPC-S, LPC, LPC-Associate, Licensed Psychologist, LCSW, or LMFT.
- Have a **minimum of two years of post-master's professional experience** relevant to clinical mental health counseling.
- Have relevant **training for in-person and/or distance counseling supervision.**
- Have relevant **training in the technology utilized for supervision.**
- **Understand the program's fieldwork expectations, requirements, and evaluation procedures.**
- **Be affiliated with the placement site** in a role that allows consistent supervision and oversight of the student's clinical work. In some cases, supervision may be provided by a contracted supervisor formally affiliated with the site. External supervision arrangements must meet program requirements and receive university approval.

Site supervisors are encouraged, but not required, to pursue additional training and professional development in supervision beyond the qualifications listed above. This may include formal coursework, continuing education, or documented supervision experience. Such preparation can

further strengthen supervisors' ability to provide effective mentorship, guidance, and evaluation of counseling students.

These qualifications help ensure supervision is provided by experienced professionals who can support student development while maintaining appropriate standards of care (CACREP, 2024, Section 4.P).

Nature of Clinical Supervision

Clinical supervision is a structured and collaborative process that supports student development while protecting client welfare.

Supervision serves several functions:

- **Educational**: supervisors provide instruction, feedback, and guidance to develop students' counseling skills, strengthen case conceptualization, and integrate theoretical knowledge into practice, supporting the acquisition of clinical competence.
- **Supportive**: supervision creates space for reflection, discussion of challenges, and exploration of professional identity. Through supportive supervision, students build confidence and develop professional self-awareness.
- **Evaluative**: supervisors assess student performance and readiness for increasing levels of responsibility, helping ensure students meet professional standards before progressing in their training (ACA Code of Ethics, F.6.b.).
- **Protective**: supervisors monitor client welfare and intervene when necessary to ensure services remain ethical and effective.

The supervisory relationship is developmental. Supervisors tailor feedback and guidance to the student's level of training and support gradual progression toward greater competence and autonomy.

CMHC Site Supervisor Responsibilities

The current Site Supervisor Agreement similarly asks supervisors to document degree, field of study, certification or licensure, and years of post-graduate experience, and it requests that a copy of the supervisor's résumé be attached to the agreement.

Site supervisors are expected to provide regular, developmentally appropriate supervision that supports student growth and protects client welfare. Under CACREP, programs must provide a fieldwork handbook to students and site supervisors, establish written supervision agreements, orient site supervisors to program requirements, engage in consultation with the site supervisor during fieldwork, and provide professional development opportunities for site supervisors.

CMHC site supervisors are expected to:

- **Provide orientation to the clinical setting.** Site supervisors should orient students to site policies, documentation procedures, supervision expectations, confidentiality practices, emergency or crisis protocols, and procedures for client care. This helps students understand how to function professionally, ethically, and safely within the placement setting (ACA, 2014, F.1.c, F.4.a–b).
- **Provide individual and/or triadic supervision averaging one hour per week.** Site-based supervision used to satisfy the weekly fieldwork supervision requirement must be individual or triadic. Triadic supervision consists of one supervisor meeting with two supervisees. Affiliated site supervisors may not provide group supervision in place of the required individual or triadic site supervision. Required group supervision is provided through the university practicum or internship course by qualified counselor education faculty or an appropriately supervised doctoral student (CACREP, 2024, Sections 4.S–T and 4.W–X).
- **Remain available for consultation when clinical, ethical, safety, or crisis concerns arise.** Students should know how to contact the site supervisor or another designated licensed professional when immediate consultation is needed, particularly in situations involving client risk, ethical questions, or urgent clinical decision-making.
- **Monitor student clinical work through appropriate supervision methods.** This may include case discussion, documentation review, live supervision, audio/video review, or other approved methods consistent with ethical, legal, site, and program requirements. Monitoring student work allows supervisors to provide meaningful feedback and ensure services are appropriate to the student's level of training (CACREP, 2024, Section 4.C).
- **Provide clinical activities appropriate to the student's level of training and competence.** Site supervisors help ensure students are not assigned responsibilities beyond their current developmental level and receive appropriate support as they gradually assume increased clinical responsibility.
- **Support diverse learning experiences.** Students should have opportunities to engage in counseling and related professional activities such as individual counseling, group facilitation, intake, assessment, case consultation, interdisciplinary collaboration, trainings, and community-based activities when appropriate. These experiences help students develop a broader understanding of the counselor role.
- **Provide students with appropriate workspace and resources when available.** Sites should support students' participation in professional counseling activities by providing reasonable access to workspace, necessary equipment, administrative procedures, and site resources needed to complete approved fieldwork activities.
- **Provide ongoing feedback that is specific, supportive, and developmentally appropriate.** Feedback should help students understand their strengths, areas for

continued growth, and next steps for improving clinical skills, professional behavior, and responsiveness to supervision.

- **Complete formal student evaluations at designated points in the semester.** These evaluations provide structured feedback on student performance, progress, and readiness for increased responsibility. They also help the program monitor student development and fieldwork performance (CACREP, 2024, Section 4.F).
- **Communicate with course instructors regarding student progress or concerns.** Timely communication helps ensure coordinated support across site and university settings. Site supervisors should consult with course instructors when questions or concerns arise related to student performance, professionalism, ethics, safety, or client welfare.
- **Model ethical, professional, and culturally responsive practice.** Site supervisors support student growth by demonstrating appropriate boundaries, ethical decision-making, cultural humility, professionalism, and respect for clients, students, families, colleagues, and communities.
- **Participate in gatekeeping and remediation processes when concerns arise.** Site supervisors play an important role in identifying concerns related to student competence, professionalism, ethics, or client welfare and collaborating with faculty when additional support or formal review is needed (ACA, 2014, F.6.b).
- Participate in student support, remediation, and Fitness to Practice processes when concerns arise, as described in Section VII.
- **Review UT San Antonio site supervisor training and supporting materials.** These resources include information related to practicum and internship requirements, gatekeeping, HIPAA and FERPA in supervision, best practices in supervision, and digital supervision. Reviewing these materials supports consistency, communication, and shared understanding across fieldwork experiences.

Multicultural and Ethical Foundations of Supervision

Clinical supervision in the UT San Antonio CMHC program is grounded in a strong commitment to ethical practice and cultural responsiveness. Supervisors play a vital role in helping students develop the awareness, knowledge, and skills necessary to work effectively with diverse populations.

Supervisors integrate ethical and multicultural considerations into supervision by:

- **Modeling ethical decision-making**, including confidentiality, professional boundaries, scope of competence, and informed consent. Through observation and discussion, students learn ethical principles guiding clinical practice.

- **Supporting culturally responsive counseling**, encouraging students to explore how culture, identity, and social context influence client experiences and the counseling relationship. This includes helping students recognize the impact of systemic factors on mental health.
- **Facilitating reflective dialogue**, creating a supervision environment where students feel comfortable discussing cultural differences, personal biases, and areas of uncertainty. Reflection supports the development of cultural humility and professional self-awareness.
- **Addressing ethical dilemmas collaboratively**, guiding students in using ethical decision-making frameworks when complex situations arise. Supervisors help students evaluate options while prioritizing client welfare and professional responsibility.

Through intentional attention to ethical and multicultural factors, supervision supports the development of counselors who are both clinically competent and responsive to the diverse communities they serve (ACA Code of Ethics, Section F.11.).

Supervision Fees

Supervision required as part of practicum or internship must be provided at **no cost to the student**. Affiliated clinical sites may not charge students for supervision while students are completing required fieldwork hours. Sites that charge for supervision may be reviewed by the program and may be removed from the approved affiliated site list.

When Concerns Arise

If concerns arise related to student performance, professional conduct, ethics, safety, client welfare, or site expectations, the student or site supervisor should communicate promptly with the course instructor or university supervisor. Minor logistical concerns, such as scheduling or communication difficulties, may first be addressed informally when appropriate.

Concerns that cannot be resolved informally, or that involve student performance, professionalism, ethics, safety, or client welfare, are addressed according to the Responding to Student Performance Concerns procedures in Section VII. The university supervisor may request written documentation and consult with the Clinical Experience Committee when additional review or support is needed.

Information for CMHC Course Instructors and Faculty

CMHC course instructors and university faculty provide academic oversight for practicum and internship. Their role is to support student learning, coordinate with site supervisors, monitor student progress, and respond to concerns when needed. Through shared communication and coordinated oversight, faculty and site supervisors work together to provide a comprehensive training experience that supports both student growth and client care.

CMHC course instructors and faculty are expected to:

- **Establish and support formal supervision agreements.** Faculty help ensure that supervision agreements outline roles, expectations, emergency procedures, and communication processes between the site and the university. These agreements support clarity and consistency throughout the fieldwork experience (CACREP, 2024, Section 4.H).
- **Provide university-based group supervision as part of practicum and internship courses.** Group supervision gives students opportunities for case consultation, peer discussion, feedback, and integration of theory, skills, ethics, documentation, and professional judgment. This university-based supervision complements site-based supervision and supports student development (CACREP, 2024, Section 4.T).
- **Maintain regular communication with site supervisors.** Faculty communicate with site supervisors to support alignment of expectations, monitor student progress, and offer consultation when questions or concerns arise. Communication may include email, phone, virtual meetings, in-person check-ins, or site visits when appropriate (CACREP, 2024, Section 4.J).
- **Review student progress, evaluations, documentation, and course requirements.** Faculty monitor student development across site-based and university-based learning experiences, review required evaluations and documentation, and support decision-making related to student readiness and continued progress.
- **Consult with site supervisors when concerns arise.** Faculty are available to discuss supervision practices, student performance, ethical concerns, documentation issues, client welfare, or other fieldwork-related concerns.
- **Support remediation planning when needed.** When student performance concerns arise, faculty may collaborate with students, site supervisors, and appropriate departmental committees to develop structured support or remediation plans.
- **Participate in site visits or check-ins when appropriate.** Site visits or check-ins may occur in person or virtually and can be used to strengthen communication, clarify expectations, discuss supervision processes, and support the partnership between the university and clinical sites.
- **Provide professional development opportunities or resources for site supervisors as available.** Faculty and the program may provide training materials, consultation, or professional development resources to support effective supervision and ongoing collaboration with the program (CACREP, 2024, Section 4.K).
- **Help ensure fieldwork expectations align with departmental and accreditation standards.** Faculty support consistency between course expectations, site expectations, CACREP standards, ethical requirements, and departmental policies.
- **Refer concerns to the Clinical Experience Committee or Fitness to Practice process when appropriate.** When concerns cannot be resolved through routine feedback or

consultation, faculty may refer the matter for additional review, support, remediation, or formal Fitness to Practice procedures.

Instructor Communication with Site Supervisors

To support consistent coordination between the university and affiliated fieldwork sites, CMHC course instructors are required to communicate with each student's site supervisor at least three times during the semester. These contacts allow the instructor and site supervisor to clarify expectations, monitor student development, address concerns, and support client welfare.

Required communication occurs at the following points:

- **Beginning of the semester:** The course instructor introduces themselves, confirms the student's placement and supervision arrangement, reviews fieldwork expectations, and clarifies communication procedures.
- **Midterm:** The course instructor consults with the site supervisor regarding the student's progress, strengths, areas for growth, and any concerns requiring additional support or follow-up.
- **End of the semester:** The course instructor completes a final check-in with the site supervisor to discuss the student's overall performance, professional development, and fieldwork experience.

Additional communication may occur throughout the semester whenever questions or concerns arise related to student performance, supervision, ethics, documentation, safety, client welfare, or site expectations. Each required contact must be documented by the course instructor using the Documentation of Contact with Affiliated Site Supervisor Form. This documentation supports continuity, accountability, and communication between the Department of Counseling and affiliated fieldwork sites.

CMHC Assessment and Documentation

Assessment During Fieldwork

Assessment during CMHC fieldwork includes site supervisor evaluation, instructor evaluation, and program-level assessment. These assessments support student development, monitor readiness for increased responsibility, and help ensure client welfare. Some assessments, such as site supervisor midterm and final evaluations, occur within practicum and internship. Other assessments, such as Key Performance Indicators (KPIs), skills acquisition, professional dispositions, and program objectives, are part of the department's broader developmental assessment system and may be assessed at designated points across the program.

Types of Assessments During CMHC Fieldwork

Assessment Type	Purpose	Who Typically Completes It
Site supervisor evaluation	Assesses overall fieldwork performance, professionalism, counseling skills, case conceptualization, ethical practice, and site-based functioning.	Site supervisor
Key Performance Indicators (KPIs)	Assesses student knowledge and skills connected to CACREP curriculum areas, program objectives, and specialization expectations.	Instructor
Individual skills acquisition	Assesses individual counseling skills development and readiness for clinical practice.	Instructor; site supervisor may be consulted
Group skills acquisition	Assesses group counseling skills development.	Instructor; site supervisor may be consulted
Professional dispositions	Assesses professional behaviors, attitudes, ethics, self-awareness, communication, openness to feedback, cultural responsiveness, and work habits.	Instructor; site supervisor may be consulted
CMHC internship portfolio	Documents of student learning, reflection, clinical development, professional accomplishments, and evidence of growth across internship experiences.	Student; reviewed by instructor
Program objectives	Assesses broader student progress toward department and program outcomes.	Instructor

These assessments are used for both individual student evaluation and program evaluation. Some assessments occur on a regular schedule, while others may occur outside the regular schedule if significant concerns arise. This is referred to as off-time assessment and may occur when a student demonstrates concerns related to fieldwork, professionalism, skills, ethics, or Fitness to Practice.

Key Performance Indicators and Assessment Points

KPI Area	Courses Where KPI is Assessed	Benchmark
Professional Counseling Orientation and Ethical Practice	COU 5113; COU 5103/5203	3
Social and Cultural Identities and Experiences	COU 5283; COU 5713/5723 for CMHC	3
Lifespan Development	COU 6523; EDP 5033	3
Career Development	COU 6153; COU 5223	3

Counseling Practice and Relationships	COU 5213; COU 5713/5723 for CMHC	3
Group Counseling and Group Work	COU 5233; COU 5683	3
Assessment and Diagnostic Processes	COU 5223; COU 6883	3
Research and Program Evaluation	EDU 5003; COU 5203 for CMHC	3
CMHC Specialty KPI	COU 5243; COU 5713/5723	3

The CMHC specialty KPI assesses students' ability to apply evidence-based, culturally sustainable interventions and advocacy strategies to prevent and treat a broad range of mental health concerns through assessment, diagnosis, and treatment planning.

Students' KPI performance is reviewed by faculty. If a student earns ratings below the benchmark in more than one course in a semester or in two courses across consecutive semesters, the student's performance may be discussed by faculty and may result in referral for remediation and retention. **If a student earns a rating of 1 or 2**, indicating below developmental expectations for any KPI, faculty may also **review the concern for possible remediation and retention.**

Skills Acquisition

Individual and group counseling skills are assessed developmentally across the program. Students receive formative feedback during courses and summative feedback through assignments and assessments. For individual and group skills assessments, s**tudents are expected to score a 3 or higher on at least 80% of assessed skills.** These assessments support student readiness for practicum, continuation in internship when applicable, and department program evaluation.

Site supervisors may be consulted when student skills, dispositions, or professional behavior are observed in placement settings. Midterm and final site supervisor evaluations also serve as important data points in assessing student progress in fieldwork.

Developmental Assessment

Students are assessed developmentally; meaning expectations are based on the student's point in the program and expected level of growth. Developmental ratings include Not Observed/Unable to Assess, Does Not Meet Developmental Expectations, Below Developmental Expectations, and Meets Developmental Expectations. The developmental rubric identifies scores of **3 and 4 as meeting developmental expectations.**

CMHC Internship Portfolio

CMHC students are required to complete a **Basic Portfolio** and **Advanced Portfolio** during Internship I and Internship II. The portfolio documents students' work, learning, reflection, and achievements during their graduate counseling program and fieldwork experiences. Portfolio requirements are completed across **COU 5713 Clinical Mental Health Internship I** and **COU 5723 Clinical Mental Health Internship II**. Students should consult the current CMHC Program Handbook and course syllabi for portfolio guidelines, required domains, checklist, rubric, and submission expectations.

The CMHC handbook's Appendix A also describes the portfolio as an educational tool for documenting experiences, learning, reflection, and growth, as well as a professional resource students may use beyond the program.

Supervision and Feedback

CMHC students receive both site-based and university-based supervision. Site supervisors provide individual and/or triadic supervision, support day-to-day clinical development, review student work, and complete formal evaluations. Course instructors provide group supervision, review student progress, and consult with site supervisors as needed.

Ongoing feedback is expected throughout the placement. Formal evaluation typically occurs at midterm and final points in practicum and internship.

Documentation Expectations

CMHC students are expected to complete and submit required academic and site documentation in a timely, accurate, and professional manner. Documentation may include:

- Clinical hour logs
- Supervision-related documentation
- Midterm and final evaluations
- Treatment planning and client-care documents required by the site or course
- Recordings and recording consent documentation
- Additional forms required for placement, assessment, or remediation

Students must maintain confidentiality in all documentation and avoid including unnecessary client-identifying information in training materials.

Recording and Tapescript Requirements

Clinical sites are expected to support students in recording client sessions for supervision and evaluation when permitted by site policy and client consent. CACREP requires s**upervision of practicum and internship students to include secure audio or video recordings and/or live**

supervision of student interactions with clients, in compliance with applicable privacy requirements (CACREP, 2024, Section 4.C).

Students are expected to produce de-identified transcripts or recordings of client sessions as part of the supervision and evaluation process. Unless an approved alternative is required because a site does not permit client recording, **CMHC students must complete a minimum of two recorded counseling sessions per semester during practicum and internship** for supervision and evaluation. If a site does not allow recordings to leave the facility, this should be discussed proactively with the Clinical Experience Committee Chair so an appropriate plan can be developed.

When a site does not permit client recordings, students may be required to complete two mock role-play tapescript assignments using a peer, friend, or family member as the mock client, while also participating in one live supervision of a client session at the site. Written client consent is required for live supervision. When direct faculty observation is not possible due to site restrictions or distance, the site supervisor may complete the observation using the appropriate rubric and provide the assessment to the course instructor.

CMHC Resources and Forms

- FAQs M.S. in Clinical Mental Health Counseling
- Master of Science in Clinical Mental Health Counseling Handbook
- Student Forms and Resources
- Affiliated Site List- Clinical Mental Health
- Application to Become an Affiliated Clinical Training Site
- Orientation for Practicum and Internship
- Checklist for Practicum
- Checklist for CMHC Internship
- Site Supervisors Additional Information & Training Opportunities
- Student Practicum and Internship Agreement
- Documentation of Clinical Hours
- Site Supervisor Agreement
- Site Supervisor's Evaluation of Student
- Authorization for Audio/Videotaping & Observation
- Audio or Video Recording Policy
- Documentation of Contact with Affiliated Site Supervisor Form
- Student Data Form
- Informed Consent for Counseling
- Informed Consent for Counseling- Spanish

Section II: School Counseling

Overview of School Counseling Fieldwork

The Master of Education in School Counseling prepares students to function as professional school counselors in public and private school settings. The program is designed to support student development in the knowledge, skills, and professional identity needed to organize, implement, and evaluate comprehensive school counseling programs in K–12 schools. Students pursuing school counseling should also follow current School Counseling Certification Program requirements and official state certification resources.

In addition to the Department of Counseling program objectives, School Counseling students are expected to develop competencies for working with K–12 students individually and in groups to support educational, career, personal, and social development. Students also develop consultation and coordination skills for working with parents, educators, other professionals, and community stakeholders. The program emphasizes the role and function of the professional school counselor, including standards and behaviors described in *The Texas Model for Comprehensive School Counseling Programs*, as well as the use of research and assessment data to organize, plan, implement, and evaluate comprehensive school counseling programs.

Information for School Counseling Students

Preparing for School Counseling Placement

School Counseling students transition from classroom-based simulation and skills practice into school-based fieldwork through practicum and internship. Enrollment in practicum and internship requires completion of required prerequisites and an application process initiated by the student. Students should review application deadlines, placement procedures, and required materials through current Department of Counseling resources and MyUTSA email communication.

Students should carefully consider the fit between the placement site and their professional goals. Before beginning fieldwork, students should understand the expected duties, responsibilities, learning opportunities, and supervision structure at the site. School Counseling practicum and internship placements must be approved by the department, and school-based supervisors must be Texas Education Agency-certified professional school counselors. The School Counseling handbook states that supervisors must be on-site and that no exceptions are made to this requirement.

Before beginning placement, School Counseling student should:

- Review current School Counseling practicum and internship requirements.

- Complete the required application process by the posted deadline.
- Confirm that the placement site meets program and certification expectations.
- Confirm that the site supervisor is an on-site TEA-certified professional school counselor with three years of experience as a school counselor.
- Complete any required background checks required by the district, campus, or placement site.
- Obtain professional liability insurance and submit proof of coverage to the course instructor **on the first day of class and before beginning fieldwork services**.
- Complete all required forms, agreements, and onboarding materials before beginning fieldwork.
- Review shared policies in Section VII of this handbook.

School Counseling Practicum and Internship Structure

School Counseling practicum and internship requirements include a combined minimum of **700 fieldwork hours**, consisting of a **100-hour practicum** and **600 internship hours**. School Counseling internship may be completed through either **three 200-hour internships** or **two 300-hour internships**, depending on program structure and course planning. All internships must be completed in a school setting and supervised by an on-site TEA-certified professional school counselor.

Practicum is the introductory fieldwork experience in which School Counseling students begin applying counseling knowledge and skills in supervised school or approved fieldwork settings. Practicum consists of **100 total hours**, including at least **40 direct service hours** and **60 indirect service hours**. During practicum, students receive individual and/or triadic supervision averaging one hour per week and group supervision averaging 1.5 hours per week. Practicum also includes evaluation of student counseling performance and secure audio or video recordings and/or live supervision of student interactions with clients, consistent with CACREP requirements and applicable site, consent, confidentiality, and privacy requirements (CACREP, 2024, Sections 4.C and 4.F).

Internship is the advanced school counseling fieldwork experience that follows practicum. School Counseling students complete **600 internship hours**. These hours may be structured as either **two 300-hour internships** or **three 200-hour internships**. For a 300-hour internship course, students complete at least **120 direct service hours** and **180 indirect service hours**. For a 200-hour internship course, students complete at least **80 direct service hours** and **120 indirect service hours**. Students may not roll hours over from one internship course to another, and students must successfully complete Internship I before progressing to Internship II.

Overview of School Counseling Fieldwork Requirements

Requirement	**Practicum**	**Internship 200- Hour Option**	**Internship 300- Hour Option**
Total Hours	Minimum 100 hours	Minimum 200 hours	Minimum 300 hours
Direct Service	Minimum 40 hours	Minimum 80 hours	Minimum 120 hours
Indirect Service	Minimum 60 hours	Minimum 120 hours	Minimum 180 hours
Placement setting	Approved school or fieldwork setting	TEA approved School	TEA approved School
Weekly Site Supervision: Individual or Triadic ONLY	Average 1 hour per week	Average 1 hour per week	Average 1 hour per week
Weekly Group Supervision: Not Provided by the Site Supervisor Typically Met by University Courses	Average 1 ½ hours per week	Average 1 ½ hours per week	Average 1 ½ hours per week
Site Supervisor	TEA- certified school counselor	On-site TEA-certified school counselor with a minimum of three years of experience	On-site TEA-certified school counselor with a minimum of three years of experience

School Counseling Direct and Indirect Service

School Counseling hour documentation may include direct service categories such as class or group guidance, individual counseling, group counseling, and consultation. Indirect service categories may include program management, professional activities, coordination or referral, in-service meetings, site supervision, and university supervision.

Direct service activities may include:

- Classroom or group guidance
- Individual counseling
- Group counseling
- Consultation with students, families, educators, or other professionals
- During either practicum or internship, School Counseling students must lead or co-lead a counseling or psychoeducational group as part of their fieldwork experience.

Indirect service activities may include:

- Program management

- Professional activities
- Coordination and referral
- In-service meetings
- Site supervision
- University supervision
- Documentation and preparation
- Coordination activities that support student services

School Counseling students are expected to develop competence in school counseling program management, guidance, counseling, consultation, coordination and referral, student assessment interpretation, professional behaviors, and professional standards.

Comprehensive School Counseling Program Components

As part of the School Counseling internship, students continue developing a comprehensive developmental guidance and counseling program. The clinical training manual identifies four major components of this work:

- **Guidance Curriculum**, including areas such as self-confidence development, motivation to achieve, decision-making, goal setting, planning, problem-solving, interpersonal effectiveness, communication skills, cross-cultural effectiveness, and responsible behavior.
- **Responsive Services**, including concerns related to academics, school adjustment, relationships, abuse, grief and loss, substance use, family issues, harassment, stress, and suicide prevention.
- **Individual Planning**, including educational, career, and personal-social planning.
- **System Support**, including program development, parent education, teacher and administrator consultation, staff development, school improvement planning, professional development, research, community outreach, and public relations.

The relative emphasis of each component **may vary by district, campus, educational level, and the developmental needs of the students served**.

School Counseling Student Responsibilities

School Counseling students are expected to:

- Complete required criminal background checks as required by the practicum or internship site.
- Obtain professional liability insurance and submit proof of coverage to the course instructor on the first day of class and before beginning fieldwork services.

- Maintain high ethical standards and follow applicable ACA, ASCA, Texas Educators' Code of Ethics, district, campus, and university expectations.
- Comply with the Department of Counseling Fitness to Practice policy.
- Improve performance in response to feedback from supervisors and instructors.
- Follow school or district expectations related to grooming, punctuality, dependability, communication, and professional behavior.
- Complete required documentation, such as logs, case studies, counseling session summaries, and course assignments, according to the course syllabus.
- Write documentation in a professional, thoughtful, and timely manner.
- Participate in student support, remediation, and Fitness to Practice processes when concerns arise, as described in Section VII.
- Treat all student/client-related material confidentially and in accordance with legal and ethical guidelines.
- Demonstrate competence in school counseling program management, guidance, counseling, consultation, coordination and referral, student assessment interpretation, professional behaviors, and professional standards.
- Maintain copies of assignments, evaluations, fieldwork logs, and other materials submitted to the instructor or program.

Information for School Counseling Site Supervisors

- School Counseling site supervisors support student learning in school-based settings and help students develop professional competence in the school counselor role.
- School Counseling site supervisors must be **on-site TEA-certified school counselors**. The clinical training manual also states that School Counseling site supervisors must have a minimum of **three years of experience**.
- In addition to School Counseling program and Texas Education Agency requirements, site supervisors **must meet applicable CACREP fieldwork supervisor qualifications**. These include a minimum of a master's degree, preferably in counseling or a related profession; appropriate active certification and/or licensure in the geographic location of the placement; relevant post-master's professional experience; relevant training for in-person and/or distance counseling supervision; relevant training in the technology utilized for supervision; and knowledge of the program's expectations, requirements, and student evaluation procedures.
- School Counseling site supervisors are expected to:
    - Orient students to the school setting, including campus policies, district procedures, documentation expectations, confidentiality practices, emergency procedures, and supervision expectations.

- Provide current service record and resume to the student or university supervisor.
- Provide a description of the student's fieldwork duties and school counseling responsibilities.
- Provide appropriate assignments and opportunities for school counseling experiences.
- Support individual and group counseling activities without financial cost to the student.
- Provide individual or triadic supervision averaging one hour per week. Site supervisors may not provide group supervision in place of the required individual or triadic site supervision. Required group supervision is provided through the university practicum or internship course.
- Support student participation in professional development opportunities when appropriate.
- Complete interim and final evaluation processes.
- Consult with UT San Antonio instructors regarding student progress, concerns, and fieldwork expectations.

Information for School Counseling Course Instructors and Faculty

School Counseling course instructors and university faculty provide academic oversight for the school counseling practicum and internship. Their role is to support student learning, coordinate with school-based supervisors, monitor student progress, and respond to concerns when needed.

School Counseling course instructors and faculty are expected to:

- Provide university-based group supervision averaging 1.5 hours per week.
- Consult with school-based site supervisors regarding student progress and site expectations.
- Communicate with site supervisors throughout the semester.
- Complete and document the required beginning-of-semester, midterm, and end-of-semester contacts with each affiliated site supervisor, as described in Section VII.
- Provide consultation to students regarding fieldwork experiences.
- Review student documentation, evaluations, and course requirements.
- Participate in site visits or check-ins when appropriate.
- Support remediation or Fitness to Practice procedures when concerns arise.
- Assign final grades based on course requirements, evaluations, documentation, and student performance.

School Counseling Assessment and Documentation

Assessment During Fieldwork

School Counseling students are assessed through site supervisor evaluation, instructor evaluation, course assignments, fieldwork documentation, and program assessment measures. Assessment supports student development, monitors readiness for professional practice, and helps ensure student/client welfare in school settings.

School Counseling assessment may include:

Assessment Area	Purpose	Who Typically Completes It
Site supervisor evaluation	Assesses fieldwork performance, professionalism, school counseling skills, consultation, documentation, ethics, and school-based functioning.	Site supervisor
Key Performance Indicators (KPIs)	Assesses student knowledge and skills connected to CACREP curriculum areas, program objectives, and School Counseling specialty expectations.	Instructor
Skills acquisition	Assesses the development of counseling and group counseling skills.	Instructor; site supervisor may be consulted
Professional dispositions	Assesses professional responsibility, ethics, communication, self-awareness, cultural responsiveness, advocacy orientation, and work habits.	Instructor; site supervisor may be consulted
School counseling portfolio	Document learning, reflection, and evidence of competence across internship experiences.	Instructor
Program objectives	Assesses broader progress toward program and school counseling outcomes.	Instructor

Key Performance Indicators and Assessment Points

The School Counseling handbook identifies core master's-level KPIs and a School Counseling specialty KPI. KPIs are assessed in designated courses, and the **benchmark is 3**. The School Counseling specialty KPI focuses on implementing comprehensive PK–12 school counseling models that integrate evidence-based, culturally sustaining interventions to support academic achievement, career readiness, postsecondary transitions, graduation rates, advocacy, collaboration, consultation, and program evaluation.

KPI Area	Courses Where KPI is Assessed	Benchmark
Professional Counseling Orientation and Ethical Practice	COU 5113; COU 5103/5203 as applicable	3
Social and Cultural Identities and Experiences	COU 5283; COU 5793/5803/5813 for School Counseling	3
Lifespan Development	COU 6523; EDP 5033	3
Career Development	COU 6153; COU 5223	3
Counseling Practice and Relationships	COU 5213; COU 5793/5803/5813 for School Counseling	3
Group Counseling and Group Work	COU 5233; COU 5683	3
Assessment and Diagnostic Processes	COU 5223; COU 6883	3
Research and Program Evaluation	EDU 5003; COU 5103 for School Counseling	3
School Counseling Specialty KPI	COU 5253; COU 5793/5803/5813	3

Skills Acquisition

Individual and group counseling skills are assessed developmentally across the program. Students receive formative feedback during courses and summative feedback through assignments and assessments. For individual and group skills assessments, s**tudents are expected to score a 3 or higher on at least 80% of assessed skills.** These assessments support student readiness for practicum, continuation in internship when applicable, and department program evaluation.

Site supervisors may be consulted when student skills, dispositions, or professional behavior are observed in placement settings. Midterm and final site supervisor evaluations also serve as important data points in assessing student progress in fieldwork.

Developmental Assessment

Students are assessed developmentally; meaning expectations are based on the student's point in the program and expected level of growth. Developmental ratings include Not Observed/Unable to Assess, Does Not Meet Developmental Expectations, Below Developmental Expectations, and Meets Developmental Expectations. The developmental rubric identifies scores of **3 and 4 as meeting developmental expectations.**

School Counseling Portfolio

School Counseling students complete an internship portfolio designed to document learning, reflection, and professional growth during internship. The portfolio serves as an educational tool, a professional development tool, and a resource students may use when preparing for employment. The portfolio should include evidence of experiences across school counseling competency domains and comprehensive school counseling program components.

Portfolio materials may include evidence related to:

- Program management
- Guidance curriculum or classroom guidance
- Individual and group counseling
- Consultation
- Coordination and referral
- Professional behavior and professional standards
- Community involvement
- Mock interview preparation
- Professional goals
- Resume, cover letter, transcript, references, and TExES practice exam results

Supervision and Feedback

School Counseling students receive supervision and feedback from school-based site supervisors and university course instructors. Supervision should support student growth, ethical practice, school-based counseling competence, and professional identity development.

Documentation Expectations

School Counseling students are expected to complete documentation accurately, professionally, and on time.

Documentation may include:

- Fieldwork hour logs
- Supervision documentation
- Site supervisor evaluations
- Case studies or counseling session summaries
- School counseling portfolio materials
- Course assignments
- Documentation required by the district or campus

- Documentation required by the School Counseling program

Students are responsible for keeping copies of submitted assignments, evaluations, logs, and other fieldwork documentation for their own records.

Recording, Observation, or Alternative Review Requirements

School Counseling sites are expected to support students in recording or live (online or in-person) client sessions for supervision and evaluation when permitted by site policy and client consent. CACREP requires s**upervision of practicum and internship students to include secure audio or video recordings and/or live online or in-person supervision of student interactions with clients**, in compliance with applicable privacy requirements (CACREP, 2024, Section 4.C).

Students are expected to produce de-identified transcripts or recordings of client sessions as part of the supervision and evaluation process. **School settings may have specific policies related to recording, observation, student confidentiality, parent's rights, and consent and assent;** School Counseling students must follow all program, district, campus, and legal requirements. If a site does not allow recordings to leave the facility, this should be discussed proactively with the Clinical Experience Committee Chair so an appropriate plan can be developed.

As a part of the Texas Education Agency requirement, students are required to complete three live online or in-person supervision sessions for the internship courses. The TEA supervision will follow the format below:

- Complete a 45-minute supervision session which can be completed live via Zoom or in-person
- The session will be either a guidance lesson, individual or group counseling session, and/or consultation, based on the information provided in the course.

The students will be prerequired to complete a pre-observation and post observation with the assigned field supervisor. Please contact your internship supervisor about your site supervisor. **The tapescripts are different from the TEA observations.** One tapescript needs to be completed per internship, i.e., students completing two internships, will complete two tapescript or students completing three internships, will complete three internships. Tapescript requirements are available with the course syllabus. **When a site does not permit client recordings**, when direct faculty observation is not possible due to site restrictions or distance, the site supervisor may complete the observation using the appropriate rubric and provide the assessment to the course instructor.

School Counseling Resources and Forms

- Checklist for School Internship
- Student Data Form
- Informed Consent for Counseling
- Informed Consent for Counseling- Spanish
- Master of Education in School Counseling Handbook
- School Counseling Program
- Student Forms and Resources
- Site Supervisor Information and Training Opportunities
- Student Practicum and Internship Agreement
- Site Supervisor Agreement
- Documentation of Clinical Hours
- Site Supervisor's Evaluation of Student
- Authorization for Audio/Videotaping and Observation
- Documentation of Contact with Affiliated Site Supervisor Form
- Texas Education Agency School Guidance and Counseling
- Texas Education Agency Student Services Certificates
- Chapter 239: Student Services Certificates
- ASCA Ethical Standards for School Counselors

Section III: PITCH Expanded Providers Plus Program

Overview of PEP+

The PITCH Expanded Providers Plus Program, also referred to as **PEP+**, is a specialized interdisciplinary training program focused on integrated behavioral health. PEP+ includes behavioral health trainees from four disciplines: **Clinical Mental Health Counseling, School Counseling, Social Work, and Clinical Psychology**. All PEP+ trainees complete didactic and clinical training focused on serving adults, children, adolescents, and transition-aged youth. PEP+ trainees also participate in ongoing interprofessional education workshops.

PEP+ expands prior PITCH training efforts through the inclusion of additional behavioral health disciplines, diversified clinical sites, and interprofessional education. The program provides training and clinical placement experiences in integrated school, primary care, and community settings.

Because PEP+ includes multiple discipline tracks, fieldwork expectations, clinical rotation requirements, documentation procedures, assessment expectations, and reporting requirements may differ by track. PEP+ students, site supervisors, instructors, and faculty are responsible for following current PEP+ program materials, track-specific guidance, and requirements connected to the student's primary academic program.

PEP+ Training Tracks

Clinical Mental Health Counseling Track

The Clinical Mental Health Counseling track selects **twelve CMHC PEP+ trainees** through a competitive recruitment process each year. CMHC PEP+ trainees complete **two consecutive clinical rotation semesters** in integrated primary care or community-based settings. CMHC trainees also complete two elective courses, **IBH-1** and **IBH-2**, and are eligible to earn a **12-hour graduate certificate in integrated behavioral healthcare**. Current PEP+ materials identify stipend support following completion of all PEP+ requirements; students are responsible for reviewing current program materials for stipend amount, eligibility, and disbursement requirements.

School Counseling Track

The School Counseling track selects **six PEP+ School Counseling trainees** through a competitive recruitment process each year. School Counseling trainees complete **12 hours of online learning modules** focused on the role and functions of professional school counselors on integrated care teams. School Counseling trainees also complete **two consecutive clinical rotation semesters** at their home schools. Current PEP+ materials identify stipend support

following completion of all PEP+ requirements; students are responsible for reviewing current program materials for stipend amount, eligibility, and disbursement requirements.

Social Work Track

The Social Work track selects **four PEP+ Social Work trainees** through a competitive recruitment process each year. Social Work trainees complete **12 hours of online learning modules** focused on the role and functions of social workers on integrated care teams. Social Work trainees complete **two consecutive clinical rotation semesters** in integrated community settings. Current PEP+ materials identify stipend support following completion of all PEP+ requirements; students are responsible for reviewing current program materials for stipend amount, eligibility, and disbursement requirements.

Clinical Psychology Track

The Clinical Psychology track includes **two PEP+ Clinical Psychology trainees** who participate in the one-year, **2,000-hour APA-accredited Pre-Doctoral Clinical Psychology Internship** through the Primary Care track within the Department of Psychiatry and Behavioral Sciences at the Long School of Medicine at UT Health Science Center San Antonio. Clinical Psychology trainees participate in one or two major rotations and several year-long clinical activities. Trainees receive clinical training within the Primary Care Behavioral Health model across the lifespan.

Information for PEP+ Students

Students participating in PEP+ are responsible for understanding the expectations of their specific discipline track and how PEP+ participation connects to practicum, internship, field placement, or clinical rotation requirements.

PEP+ students are expected to:

- Understand the requirements of their specific PEP+ track.
- Complete required didactic training, online learning modules, elective courses, workshops, clinical rotations, or orientation activities as applicable.
- Participate in ongoing interprofessional education workshops.
- Complete assigned clinical rotation semesters in the setting required by their track.
- Understand expectations related to integrated care and interprofessional collaboration.
- Follow fieldwork expectations for their primary degree program.
- Complete any additional PEP+ documentation, reporting, evaluation, or training completion requirements.
- Review current stipend-related requirements when applicable.

- Communicate with the appropriate PEP+ coordinator when questions or concerns arise.
- Review shared fieldwork policies in Section VII of this handbook.

Information for PEP+ Site Supervisors

Site supervisors working with PEP+ trainees are responsible for understanding program-specific expectations that affect placement activities, supervision, interprofessional collaboration, student evaluation, documentation, or reporting.

PEP+ site supervisors are expected to understand:

- The purpose and goals of PEP+
- The trainee's discipline track and role within the placement setting
- How PEP+ connects to the trainee's practicum, internship, field placement, or clinical rotation
- Specialized training or competencies trainees are expected to develop
- Expectations related to integrated behavioral health practice
- Expectations related to interprofessional collaboration
- Additional documentation, reporting, or evaluation requirements connected to PEP+
- Communication expectations with faculty, instructors, or PEP+ coordinators
- Who to contact when questions or concerns arise

Information for PEP+ Instructors and Faculty

PEP+ instructors, faculty, and coordinators support student learning, clinical rotation planning, interprofessional education, and communication across discipline tracks and placement settings. They are responsible for clarifying how PEP+ requirements connect to students' primary academic program requirements and for communicating relevant expectations to students and site supervisors.

PEP+ instructors, faculty, and coordinators may be responsible for:

- Clarifying track-specific expectations
- Coordinating didactic training, online modules, elective coursework, workshops, or clinical rotations
- Supporting communication between trainees, site supervisors, instructors, faculty, and program coordinators
- Monitoring student progress toward PEP+ requirements
- Clarifying stipend-related completion requirements when applicable
- Reviewing documentation, evaluation, or reporting materials

- Supporting interprofessional education activities
- Responding to questions or concerns related to trainee performance, placement expectations, or program requirements

PEP+ Assessment and Documentation

PEP+ assessment and documentation may include track-specific training completion records, clinical rotation documentation, interprofessional education participation, site or supervisor feedback, trainee self-reflection, program evaluation materials, reporting tools, and stipend-related completion documentation.

Because PEP+ includes multiple discipline tracks, assessment and documentation requirements may differ by track. Students, site supervisors, instructors, faculty, and coordinators are responsible for following current PEP+ materials and track-specific guidance.

Section IV: Bilingual Counseling Certificate

Overview of the Bilingual Counseling Certificate

The Bilingual Counseling Certificate is a **12-hour certificate** designed for students interested in developing foundational bilingual counseling skills with an emphasis on Spanish. The certificate is offered through the Department of Counseling with support from the Department of Bicultural and Bilingual Studies. The Department of Counseling bears ultimate responsibility for the certificate program.

The certificate responds to the growing need for counselors who can provide culturally and linguistically responsive services to Spanish-speaking clients and students. UT San Antonio's certificate page notes that the Latino/Hispanic/Latinx community represents a significant portion of the national population, that Spanish is the second most prevalent spoken language in the United States, and that San Antonio has a large Latino/Hispanic population. These demographic realities create a strong local need for counseling services that attend to both language and culture.

The certificate is available to students enrolled in the **M.S. Clinical Mental Health Counseling**, **M.Ed. School Counseling**, and **Ph.D. in Counselor Education and Supervision** programs. Current UT San Antonio materials also state that former UT San Antonio students who were previously admitted to one of these counseling programs may apply through the UT San Antonio Graduate Application, while current students should contact the Graduate School to declare the certificate.

Certificate Coursework and Internship

The Bilingual Counseling Certificate includes coursework focused on culture, Spanish language use in counseling contexts, multicultural counseling, and supervised counseling experience with Spanish-speaking clients or students. Certificate coursework is designed to strengthen students' linguistic background in Spanish, deepen understanding of cultural factors affecting Latino/Hispanic communities, and support application of bilingual counseling knowledge in relevant counseling contexts.

The certificate consists of four courses:

- **Cultural Theories in a Global Context**, offered each fall semester, focuses on the dynamic relationships among culture, language, and the social environment.
- **Topics in Bicultural Studies**, offered each spring semester, focuses on Spanish language proficiency for counseling-related tasks such as case conceptualization, assessment, diagnosis, treatment planning, and use of Spanish mental health terminology.

- **Advanced Multicultural Counseling**, offered each summer semester, builds on foundational multicultural counseling coursework and supports continued development of multicultural and social justice counseling competencies through advocacy, experiential learning, immersion experiences, and discussion.
- **Dedicated Spanish Section of Internship**, completed through Clinical Mental Health, School Counseling, or Doctoral Internship, emphasizes serving Spanish-speaking clients or students. Students seeking the certificate are expected to work with at least one Spanish-speaking client or student during this internship experience. Clinical requirements vary by program.

Information for Bilingual Counseling Certificate Students

Students participating in the Bilingual Counseling Certificate are responsible for understanding how the certificate connects to their primary program's practicum, internship, and fieldwork expectations. Certificate students complete a dedicated Spanish section of internship and are expected to work with at least one Spanish-speaking client or student during the internship experience. Clinical requirements vary depending on whether the student is enrolled in Clinical Mental Health Counseling, School Counseling, or Counselor Education and Supervision. You are not required to work with a Spanish-speaking client during practicum.

Bilingual Counseling Certificate students are expected to:

- Understand certificate requirements and how they apply to the student's primary counseling program.
- Complete required certificate coursework.
- Meet Spanish proficiency requirements established by the program.
- Complete the dedicated Spanish section of internship.
- Work with at least one Spanish-speaking client or student during the internship experience.
- Follow all fieldwork expectations for the student's primary program.
- Provide services within the student's level of training, competence, supervision, and site approval.
- Address language, culture, client/student worldview, and culturally responsive practice in supervision.
- Complete any certificate-specific documentation, reflection, evaluation, or assessment requirements.
- Protect confidentiality and follow ethical standards when documenting bilingual service delivery.
- Review shared policies in Section VII of this handbook.

Current admission materials identify Spanish proficiency as a requirement, including attainment of Level 2 or 3 on the Spanish Proficiency Test administered by BBL. Students are responsible for reviewing current admission and certificate requirements through official UT San Antonio materials.

Information for Bilingual Counseling Certificate Site Supervisors

Site supervisors working with Bilingual Counseling Certificate students are responsible for understanding expectations related to bilingual service delivery, culturally responsive practice, language access, documentation, and supervision. Because the dedicated bilingual internship emphasizes work with Spanish-speaking clients or students, site supervisors may support students in identifying appropriate bilingual counseling opportunities within the site's scope of services.

Site supervisors working with certificate students are expected to understand:

- Whether the student is expected to provide counseling services in Spanish as part of the certificate experience.
- Whether the site can support work with at least one Spanish-speaking client or student.
- How client or student language preference is identified and documented at the site.
- How informed consent, confidentiality, supervision, and documentation are handled when services are provided in Spanish.
- Whether bilingual supervision is available, required, or preferred.
- How cultural and linguistic responsiveness will be addressed in supervision.
- What documentation is needed to verify certificate-related fieldwork experiences.
- Who to contact when questions or concerns arise.

Information for Bilingual Counseling Certificate Instructors and Faculty

Faculty and instructors supporting Bilingual Counseling Certificate students clarify how certificate requirements connect to practicum, internship, supervision, assessment, and documentation expectations. Faculty also support students in integrating bilingual counseling knowledge, Spanish-language counseling terminology, multicultural counseling competencies, and culturally responsive practice into fieldwork experiences.

Faculty and instructors may be responsible for:

- Clarifying certificate requirements and how they connect to the student's primary program.
- Coordinating or teaching certificate coursework.
- Supporting the dedicated Spanish internship section.

- Communicating expectations for bilingual service delivery and documentation.
- Helping students address language, culture, and worldview in supervision.
- Reviewing certificate-related assignments, documentation, or evaluations.
- Confirming completion of certificate requirements when applicable.
- Consulting with site supervisors when questions arise about bilingual counseling practice or certificate expectations.

The current certificate page identifies Claudia Interiano-Shiverdecker, Ph.D. as the certificate contact. Readers should refer to the current Bilingual Counseling Certificate page for updated contact information.

Bilingual Counseling Certificate Assessment and Documentation

Bilingual Counseling Certificate assessment and documentation may include coursework completion, Spanish proficiency assessment, internship participation in the dedicated Spanish section, documentation of work with at least one Spanish-speaking client or student, course assignments, supervision discussion, and any certificate-specific evaluation materials.

Because certificate students may be enrolled in Clinical Mental Health Counseling, School Counseling, or Counselor Education and Supervision, clinical requirements and documentation expectations vary by program. Students, site supervisors, instructors, and faculty are responsible for following the fieldwork requirements of the student's primary program in addition to certificate-specific requirements.

Documentation related to bilingual counseling experiences must protect client or student confidentiality. When documenting bilingual service delivery for training, supervision, or certificate verification, students should avoid unnecessary identifying information and follow site, program, and ethical requirements.

Section V: Neurofeedback Training Program

Overview of the Neurofeedback Training Program

The Neurofeedback Training Program is a specialized training opportunity in the Department of Counseling. UT San Antonio describes the program as the only program of its kind in the nation accredited by both the Council for Accreditation of Counseling and Related Educational Programs and the Biofeedback Certification International Alliance. The program is also identified as a Certified Neurofeedback U.S. Training Center.

The Neurofeedback Training Program provides graduate students with didactic coursework and practicum experience in neurofeedback. The curriculum is based on certification guidelines from the Biofeedback Certification International Alliance. The introductory course covers BCIA blueprint of knowledge components and introduces students to hands-on neurofeedback experience. Additional practicums through the Sarabia Family Counseling Center on the Downtown Campus provide opportunities to complete clinical practice hours, and practicum experience may be incorporated into counseling internship courses.

Information for Neurofeedback Students

Students participating in Neurofeedback training are responsible for understanding how neurofeedback training connects to their primary program's practicum, internship, client contact, supervision, and documentation expectations.

Neurofeedback students are expected to:

- Complete required neurofeedback coursework or training before providing neurofeedback services.
- Understand how neurofeedback training connects to BCIA certification guidelines.
- Participate in supervised neurofeedback practicum experiences when applicable.
- Follow fieldwork expectations for the student's primary program.
- Provide neurofeedback services only within the student's level of training, competence, supervision, and site approval.
- Follow all client consent, confidentiality, documentation, and technology-related ethical requirements.
- Document neurofeedback activities according to program, site, course, and supervision expectations.
- Communicate with the appropriate neurofeedback faculty or supervisor when questions or concerns arise.
- Review shared policies in Section VII of this handbook.

Information for Neurofeedback Site Supervisors

Site supervisors working with students involved in Neurofeedback are responsible for understanding specialized expectations related to neurofeedback practice, supervision, equipment, documentation, client consent, and client welfare.

Site supervisors working with neurofeedback students are expected to understand:

- Whether neurofeedback services are part of the student's approved practicum or internship experience.
- What neurofeedback training the student has completed.
- What supervision is required for neurofeedback-related client services.
- How client consent is obtained and documented.
- How neurofeedback services are documented at the site or training clinic.
- How technology, equipment, and client data are handled securely.
- How concerns related to client welfare, technology, documentation, or student competence are communicated.
- Who to contact when questions or concerns arise.

Information for Neurofeedback Instructors and Faculty

Faculty and instructors supporting Neurofeedback training clarify how neurofeedback coursework, practicum experiences, clinical practice hours, supervision, and documentation connect to fieldwork expectations. The current Neurofeedback Training page identifies Dr. Mark S. Jones as the program contact. Readers should refer to the current Neurofeedback Training page for updated contact information.

Faculty and instructors may be responsible for:

- Clarifying neurofeedback training and practicum expectations.
- Confirming whether neurofeedback activities may be incorporated into counseling internship courses.
- Supporting supervision and documentation of neurofeedback-related clinical practice hours.
- Ensuring students understand client consent, confidentiality, technology, and documentation expectations.
- Monitoring student readiness to provide neurofeedback-related services.
- Reviewing neurofeedback-related assignments, documentation, evaluations, or clinical practice records.
- Consulting with site supervisors or clinical training sites when questions arise.

Neurofeedback Assessment and Documentation

Neurofeedback assessment and documentation may include coursework completion, practicum experience, clinical practice hours, supervision records, client consent documentation, technology-related procedures, site or instructor feedback, and any neurofeedback-specific evaluation materials.

Because neurofeedback training may connect to practicum or internship differently depending on the student's primary program, students, site supervisors, instructors, and faculty are responsible for following the fieldwork requirements of the student's primary program in addition to any neurofeedback-specific requirements.

Documentation related to neurofeedback services must protect client confidentiality and follow site, program, ethical, and technology-related requirements. Students must avoid unnecessary identifying information in training materials and follow all approved procedures for storing, sharing, or reviewing clinical information.

Section VI: Doctoral Program

Overview of Doctoral-Level Fieldwork and Training

The Doctor of Philosophy in Counselor Education and Supervision prepares students for roles in counselor education, supervision, research, leadership, advocacy, and advanced clinical practice. CACREP doctoral standards identify core doctoral areas including **counseling, supervision, teaching, research and scholarship, and leadership and advocacy** (CACREP, 2024, Section 6). The doctoral program handbook also describes the program as preparing students for academic, research, and clinical settings through advanced coursework, supervised experiences, and original research.

Doctoral-level fieldwork and internship experiences may include advanced counseling practice, counselor supervision, teaching, research and scholarship, leadership and advocacy, or other applied professional experiences depending on the course and program requirements. These experiences are guided by current doctoral program materials, course requirements, supervision or internship agreements, faculty expectations, and doctoral-level Fitness to Practice policies.

Because this handbook focuses on fieldwork and clinical training, **dissertation procedures are not detailed in this section**. Students should consult the current Doctoral Program Handbook, Doctoral Dissertation Handbook, Graduate School requirements, and their dissertation chair for dissertation-related procedures.

Information for Doctoral Students

Doctoral students should consult current doctoral program materials and course-specific guidance to understand requirements for practicum, internship, supervision, teaching, leadership and advocacy, research and scholarship, advanced counseling practice, and other field-based experiences.

During the doctoral applied training sequence, particularly **COU 7593 Practicum in Counseling Supervision**, **COU 7313 Internship in Counseling**, **COU 7413 Internship I**, and **COU 7513 Internship II**, students are expected to demonstrate advanced counseling, supervision, teaching, research and scholarship, and leadership and advocacy skills. The doctoral handbook identifies COU 7313, COU 7413, and COU 7513 as part of the internship sequence and describes doctoral students' opportunities to provide supervision and/or lead professional development growth groups for master's students.

Doctoral students who are LPC Associates should consult with their LPC supervisor about whether doctoral internship hours may be used toward LPC Associate requirements.

Doctoral students must maintain individual professional counseling liability insurance at any time they are providing counseling or supervision as part of the doctoral program (CACREP, 2024, Section 6.C.3).

Doctoral students are expected to:

- Review current doctoral practicum and internship requirements and course expectations
- Develop approved practicum or internship plans in consultation with the course instructor and appropriate faculty
- Complete supervision or internship agreements when required
- Submit signed agreements before beginning to accrue applicable hours
- Maintain individual professional counseling liability insurance at any time the student is providing counseling or supervision as part of the doctoral program.
- Track and document direct and indirect hours accurately
- Participate in required individual, triadic, and group supervision
- Complete required evaluations and documentation
- Follow ethical, legal, site, course, and departmental expectations
- Review shared policies in Section VII of this handbook

Doctoral Practicum and Internship Structure

Doctoral applied training includes supervised experiences in counselor supervision, counseling, and doctoral internship. In the current doctoral course sequence, these experiences include **COU 7593 Practicum in Counseling Supervision**, **COU 7313 Internship in Counseling**, **COU 7413 Internship I**, and **COU 7513 Internship II**.

Prior to beginning the doctoral counseling internship, the counselor education program assesses each doctoral student's counseling skills to determine readiness for advanced counseling practice. Students who demonstrate a need for additional counseling skill development are provided assistance and/or opportunities for additional preparation before beginning the doctoral counseling internship.

Practicum in Counseling Supervision

COU 7593 Practicum in Counseling Supervision provides doctoral students with supervised experience in the counselor supervision role. This course supports students' development of supervision knowledge, skills, professional identity, ethical decision-making, feedback, evaluation, and gatekeeping responsibilities. Practicum in Counseling Supervision is part of the doctoral applied training sequence and helps prepare students for later doctoral internship experiences that may include supervision of master's-level counseling students.

Doctoral students completing the practicum in counseling supervision should follow the current course syllabus and course-specific expectations for supervision activities, documentation, consultation, feedback, and evaluation. Students should also follow applicable ethical standards, departmental expectations, and faculty guidance related to supervision, confidentiality, gatekeeping, and supervisee development.

Internship in Counseling

COU 7313 Internship in Counseling is a supervised doctoral-level counseling internship in which students demonstrate advanced counseling competencies in diverse settings and connect their clinical work to a clearly articulated theoretical foundation. The doctoral handbook states that COU 7313 requires a minimum of **100 clock hours**, including at least **40 hours of direct client contact**. The remaining hours may include administrative or indirect client-contact activities.

During internship in counseling, students receive an average of **one hour per week of individual and/or triadic supervision**. Doctoral internship students also participate in **group supervision** on a regular schedule averaging **1.5 hours per week** throughout the internship. Group supervision is provided by a qualified core or affiliate counselor education program faculty member, typically provided during the scheduled class period (CACREP, 2024, Sections 6.C.7–6.C.8).

All Internship in Counseling sites must be approved by the counseling program and course professor. Supervisors must be onsite and meet program qualifications. Students may use their current place of employment as a clinical site only when the experience includes new learning that is qualitatively different from job duties, the clinical site supervisor is not the student's work supervisor, and documentation is submitted at the start of the course explaining how these conditions will be met.

Supervision of doctoral counseling internship must include secure audio or video recordings and/or live supervision of students' client interactions, consistent with applicable privacy requirements.

A written supervision agreement is required for the doctoral counseling internship. The agreement defines the roles and responsibilities of the student, fieldwork site supervisor, and faculty supervisor; includes applicable emergency procedures; and identifies the format and frequency of consultation between the counselor education program and the fieldwork site to monitor student learning (CACREP, 2024, Section 6.D.2).

Doctoral Internship I and II

Doctoral students are required to complete doctoral-level internships **totaling a minimum of 600 clock hours.** UT San Antonio requires the internship sequence to include **supervised experiences in at least three of the five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy**. To meet CACREP requirements, **counseling must be one of these areas**, along with at least two of the four remaining doctoral curricular areas (CACREP, 2024, Section 6.C.2).

Students work with the doctoral internship instructor and dissertation chair or Doctoral Program Director to develop an individualized internship plan. Once the plan is approved, students complete internship agreements for each doctoral core area included in the internship. These agreements should identify approximate hour goals and the responsibilities of the intern. Signed internship agreement forms are due to the internship instructor within the first two weeks of the semester, and students may not begin accruing internship hours until the instructor has the signed agreement forms.

During doctoral internships I & II, students receive an average of **one hour per week of individual and/or triadic supervision**. Doctoral internship students also participate in **group supervision** on a regular schedule averaging **1.5 hours per week** throughout the internship. Group supervision is provided by a qualified core or affiliate counselor education program faculty member, typically provided during the scheduled class period (CACREP, 2024, Sections 6.C.7–6.C.8).

Overview of Doctoral Fieldwork Requirements

Requirement	COU 7593 Practicum in Counseling Supervision	COU 7313 Internship in Counseling	COU 7413 Internship I	COU 7513 Internship II
Primary Focus	Supervised counselor supervision practice	Advanced counseling practice	Doctoral core area internship experiences	Doctoral core area internship experiences
Total Hours	See course syllabus	Minimum 100 hours	Minimum 300 hours	Minimum 300 hours
Direct Service/ Direct Contact	See course syllabus	Minimum 40 direct client contact hours	Determined by approved internship plan	Determined by approved internship plan
Core Areas	Supervision	Counseling	Doctoral core areas, as approved	Doctoral core areas, as approved
Individual/ Triatic Supervision	Course-specific supervision and faculty oversight	Average 1 hour per week	Average 1 hour per week	Average 1 hour per week

Group Supervision	Course-specific supervision and faculty oversight	Average 1.5 hour per week	Average 1.5 hour per week	Average 1.5 hour per week
Documentation	Course-specific supervision documentation	Site agreement and required course forms	Internship agreement for applicable core areas and required course forms	Internship agreement for applicable core areas and required course forms

Doctoral Internship Hour Considerations

When planning doctoral internship experiences, students should distinguish internship hours from course assignments, assistantship responsibilities, doctoral portfolio work, dissertation work, and other academic requirements.

The Doctoral Program Handbook states that:

- Hours completed for course expectations, such as assignments or readings, cannot also count toward internship hours.
- Existing paid Graduate Research Assistant or Graduate Assistant hours cannot count toward internship.
- Time spent constructing doctoral portfolio materials cannot count toward internship hours
- Dissertation work cannot count toward internship hours.
- Research-domain internship hours should broaden the student's doctoral training beyond required program milestones.
- Group facilitation hours may count toward a counseling or supervision internship when approved as part of the internship plan.

Information for Site Supervisors or Supervisors of Doctoral Experiences

Supervisors working with doctoral students should understand the purpose of the doctoral experience, the student's role, documentation requirements, evaluation procedures, and communication expectations with university faculty.

Doctoral practicum or internship supervisors are expected to:

- Review and approve the student's practicum or internship goals and responsibilities.
- Provide supervision appropriate to the doctoral core area being addressed.
- Support the student's development of advanced professional competencies.
- Provide feedback on student performance and professional growth.
- Communicate with the doctoral course instructor when questions or concerns arise.

- Participate in evaluation processes when required.
- Understand program expectations, requirements, and evaluation procedures.

Doctoral Counseling Internship Site Supervisors. Individuals serving as fieldwork site supervisors for doctoral counseling internships **must have** a minimum of a master's degree, preferably in counseling or a related profession; active certification and/or licensure in the geographic location required for practice; a minimum of two years of independent professional experience; relevant training for in-person and/or distance counseling supervision; relevant training in the technology utilized for supervision; and knowledge of the program's expectations, requirements, and evaluation procedures for students (CACREP, 2024, Section 6.D.4).

Supervisors of Other Doctoral Internship Experiences. Individuals serving as doctoral internship supervisors for supervision, teaching, research and scholarship, or leadership and advocacy experiences **must have** either a doctorate in counselor education or a graduate degree with specialized expertise appropriate to the internship experience. Supervisors must also have knowledge of the program's expectations, requirements, and student evaluation procedures (CACREP, 2024, Section 6.C.6).

Information for Doctoral Course Instructors and Faculty

Doctoral course instructors and faculty provide academic oversight for doctoral practicum and internship experiences. Their role is to support student learning, review practicum or internship plans, coordinate with supervisors, monitor student progress, and respond to concerns when needed.

Doctoral course instructors and faculty are expected to:

- Clarify course, practicum, internship, and documentation expectations.
- Review and approve practicum or internship plans and agreements.
- Ensure applied experiences align with doctoral core areas and program expectations.
- Provide group supervision or faculty oversight on a regular schedule when required.
- Consult with supervisors regarding student progress or concerns.
- Review documentation, evaluations, and hour logs.
- Support integration of counseling, supervision, teaching, research and scholarship, and leadership and advocacy competencies.
- Ensure students maintain appropriate liability insurance when required.
- Support remediation or Fitness to Practice procedures when concerns arise.
- Refer concerns to the appropriate doctoral program process when needed.

For doctoral courses that include supervised experiential components, when counselor education program faculty provide **individual or triadic supervision of doctoral students, the course**

should not exceed a 1:6 faculty-to-student ratio. When counselor education program faculty provide **only group supervision of doctoral students, the course should not exceed a 1:12** faculty-to-student ratio (CACREP, 2024, Sections 6.E.1–6.E.2).

Doctoral Assessment and Documentation

Assessment During Doctoral Fieldwork

Doctoral students are assessed through course instructor evaluation, supervisor evaluation, documentation of practicum or internship activities, doctoral KPIs, and professional dispositions. Assessment supports student development, monitors readiness for advanced professional roles, and helps ensure ethical and competent practice.

Evaluation of doctoral students' performance and ability to integrate and apply knowledge is conducted as part of the doctoral internship (CACREP, 2024, Section 6.C.4).

Assessment Type	Purpose	Who Typically Completes it
Supervision practicum evaluation	Assesses doctoral students' development in counselor supervision knowledge, skills, ethics, feedback, evaluation, and gatekeeping responsibilities.	Instructor/faculty; supervisees or supervisors may provide feedback if required by the course
Internship supervisor evaluation	Assesses student performance, professionalism, competencies, and progress within the approved internship experience.	Internship supervisor
Doctoral KPIs	Assesses student development across counseling, supervision, teaching, research and scholarship, and leadership and advocacy.	Instructor/faculty
Professional dispositions	Assesses professional responsibility, ethics, communication, self-awareness, cultural responsiveness, advocacy orientation, and work habits.	Faculty; supervisors may be consulted

Doctoral students are provided regular and systematic opportunities to evaluate their doctoral internship experiences and supervisors as part of ongoing program evaluation and improvement (CACREP, 2024, Section 6.C.5).

Doctoral Fitness to Practice and KPIs

Doctoral students are evaluated developmentally on **Fitness to Practice**, which encompasses academic success, Key Performance Indicators (KPIs), professional dispositions, adherence to applicable rules, regulations, policies, and laws, and conduct in program-related settings. The

doctoral Fitness to Practice policy identifies five KPI domains: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. KPIs are assessed in designated courses, have assigned benchmarks, and are used for both individual student evaluation and program evaluation. **Additional Fitness to Practice expectations, assessment procedures, and remediation and retention information are provided in Section VII of this handbook and in the Doctoral Fitness to Practice Policy**.

Doctoral Clinical Hours Documentation

Doctoral students completing clinical or internship hours are expected to document hours according to course and program requirements. For **COU 7313 Internship in Counseling**, required materials include the Doctoral Student Data Form, Student Site Information Form, Site Supervisory Agreement Form, proof of liability insurance, midterm and final site supervisor evaluations, documentation of clinical hours, and student evaluations of the site supervisor, university supervisor, and clinical site.

Students should enter direct and indirect hours weekly, obtain required supervisor verification, total hours at the end of the semester, submit documentation to the professor, and keep a copy for their records. Students are also encouraged to maintain a separate narrative time log to support the activities listed in the clinical hour log.

Doctoral Program Resources and Forms

The following resources support doctoral program requirements, fieldwork experiences, Fitness to Practice, portfolio and qualifying examination requirements, and dissertation progress. Students should consult current course materials and their course instructor to confirm which forms are required for each doctoral practicum or internship experience.

- Program, Portfolio, and Dissertation Resources
- Ph.D. in Counselor Education and Supervision Handbook
- Ph.D. in Counselor Education and Supervision Dissertation Handbook
- Doctoral Portfolio and Qualifying Examination Information- See the Ph.D. in Counselor Education and Supervision Handbook
- Student Forms and Resources
- Site Supervisor Agreement
- Documentation of Clinical Hours
- COU 7313 Internship in Counseling Checklist
- Doctoral Student Data Form
- Site Supervisor Evaluation of Student
- Counseling- Doctoral Internship Agreement
- Leadership & Advocacy- Doctoral Internship Agreement

- Research & Scholarship- Doctoral Internship Agreement
- Supervision- Doctoral Internship Agreement
- Teaching- Doctoral Internship Agreement
- Counseling- Doctoral Site Supervisor Evaluation
- Leadership & Advocacy- Doctoral Site Supervisor Evaluation
- Research & Scholarship- Doctoral Site Supervisor Evaluation
- Supervision- Doctoral Site Supervisor Evaluation
- Teaching- Doctoral Site Supervisor Evaluation
- Doctoral Documentation of Clinical Hours
- Site Supervisor's Evaluation of Student
- Documentation of Contact with Affiliated Site Supervisor Form
- Site Supervisor Information and Training Opportunities
- Fitness to Practice Policy – Doctoral Program
- Fitness to Practice Evaluation Form

The following materials may also be required and are provided through the course instructor, doctoral program, or current course materials:

- Student Data Form
- Student Site Information Form
- Site Supervisory Agreement Form
- Proof of Liability Insurance
- Student Evaluation of Site Supervisor
- Student Evaluation of University Supervisor
- Student Evaluation of Clinical Site
- Doctoral Internship Agreement Forms
- Doctoral Portfolio/Qualifying Examination Checklist

Section VII: Shared Fieldwork Policies and Procedures

The following policies apply broadly across fieldwork experiences unless a program-specific section states otherwise. Students, site supervisors, course instructors, and faculty should review these shared policies together with the relevant program-specific section.

Shared Professional Expectations

Students are expected to demonstrate professionalism, ethical conduct, and active engagement throughout fieldwork. Fieldwork is not limited to completing hours. It also includes attention to client or student welfare, ethical decision-making, professional behavior, responsiveness to supervision, documentation, and accountability.

Students are expected to:

- Follow applicable ethical standards, laws, site policies, and departmental expectations.
- Participate actively in supervision and feedback.
- Complete required documentation accurately and on time.
- Maintain confidentiality and privacy.
- Disclose trainee status when applicable.
- Respond professionally to evaluation.
- Monitor personal impairment and seek support when needed.
- Communicate concerns in a timely and professional manner.
- Follow all program-specific and site-specific expectations.
- Complete required evaluations of fieldwork experiences. Students are provided regular and systematic opportunities to evaluate their practicum and internship fieldwork sites and site supervisors as part of program evaluation and improvement processes (CACREP, 2024, Section 4.M).
- Evaluate the fieldwork placement process. Students are provided opportunities to evaluate their experience with practicum and internship placement procedures as part of ongoing program improvement (CACREP, 2024, Section 4.L).
- Engage with professional activities, resources, and technology. Students must become familiar with a variety of professional activities and resources, including technology relevant to their fieldwork setting, and use technology in accordance with applicable site, university, ethical, legal, confidentiality, and privacy requirements (CACREP, 2024, Section 4.D).

Fieldwork Supervision Requirements

Students receive both site-based supervision and university-based group supervision during practicum and internship. These supervision requirements serve different purposes and are not

interchangeable. Affiliated site supervisors provide individual or triadic supervision to satisfy the weekly site-supervision requirement. Triadic supervision consists of one supervisor meeting with two supervisees. **Site supervisors are not permitted to provide group supervision** in place of the required individual or triadic supervision.

Required group supervision is provided through the university practicum or internship course by qualified counselor education program faculty or, when permitted, a doctoral student supervisor who is under the supervision of qualified program faculty.

Staff meetings, treatment-team meetings, group case consultation, or meetings involving more than two supervisees may provide valuable learning opportunities, but they do not replace either the required individual or triadic site supervision or the required university-based group supervision (CACREP, 2024, Sections 4.S–T and 4.W–X).

Supervision Agreements and Program-Site Consultation

Written supervision agreements are established for practicum and internship placements. Agreements define the roles and responsibilities of the student, fieldwork site supervisor, and university faculty supervisor; include applicable emergency procedures; and identify the format and frequency of consultation between the counselor education program and the fieldwork site to monitor student learning and performance (CACREP, 2024, Section 4.H).

The counselor education program maintains consultation with fieldwork site supervisors throughout the fieldwork experience to monitor student learning and performance in accordance with the supervision agreement (CACREP, 2024, Section 4.J).

For entry-level practicum and internship placements, the counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations. The program also provides professional development opportunities to fieldwork site supervisors to support effective supervision and continued collaboration with the counselor education program (CACREP, 2024, Sections 4.I and 4.K). Current site supervisor orientation, training, and professional development resources are available through **Site Supervisors Training Opportunities**.

Counselor education program faculty who provide individual, triadic, or group practicum or internship supervision must hold relevant professional certifications and/or licenses and have relevant preparation for in-person and/or distance counseling supervision and the technology utilized for supervision.

Doctoral students who provide individual, triadic, or group supervision to entry-level practicum or internship students must have completed entry-level counseling degree requirements consistent with CACREP standards and must have completed or be receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision. Doctoral

student supervisors receive supervision from a qualified core or affiliate counselor education program faculty member on a regular schedule averaging one hour per week. Doctoral student supervisors must maintain an hour log documenting this faculty supervision, and additional documentation may be required by the supervising faculty member (CACREP, 2024, Section 4.O).

When individual or triadic supervision is provided by counselor education program faculty or by a doctoral student under faculty supervision, the practicum or internship course should not exceed a 1:6 faculty-to-student ratio. When individual or triadic supervision is provided solely by the fieldwork site supervisor and university faculty or a supervised doctoral student provides only group supervision, the course should not exceed a 1:12 faculty-to-student ratio. Practicum and internship students are not combined for group supervision, and group supervision should not exceed 12 students per group.

Attendance and Professional Reliability

Students are expected to attend class, supervision meetings, and all scheduled fieldwork activities.

Students must notify their site supervisor **at least 24 hours in advance** of an absence when possible. In cases of illness or emergency, students should notify the site supervisor as soon as possible. Missed site hours **must be made up within three weeks of the absence** and documented in the student's hour log with the site supervisor's signature.

If a student has **more than two absences or demonstrates repeated tardiness**, the student must notify the university supervisor or course instructor. More than two absences may result in review by clinical faculty, a remediation plan, or possible dismissal from the clinical experience or program.

Military-Affiliated Student Support and Fieldwork Planning

Active-duty service members, reservists, veterans, and military spouses may experience deployment, military activation, permanent change of station, relocation, or service-related scheduling circumstances that affect fieldwork planning.

Military-affiliated students are expected to notify their university supervisor as early as possible when military obligations or relocation may affect placement, attendance, supervision, or completion of practicum or internship requirements. Requests involving placement location, site distance, scheduling, or other fieldwork arrangements are reviewed individually in consultation with appropriate faculty and university offices.

Approved accommodations or alternative arrangements do not waive required practicum or internship hours, direct service requirements, supervision, evaluation, documentation, or

competency expectations. Students may also consult the UT San Antonio Center for Military Affiliated Students for assistance with military activation, academic planning, withdrawal, and eligible incomplete-grade options.

Communication Among Students, Sites, and Course Instructors

Clear communication supports student learning, site collaboration, and client or student welfare.

Students, site supervisors, and course instructors are expected to communicate in a timely and professional manner regarding:

- Placement expectations
- Supervision schedules
- Student progress
- Documentation
- Evaluation deadlines
- Concerns about student performance
- Site-related concerns
- Changes in placement status

Course instructors should maintain communication records as appropriate and use **professional judgment** to increase communication when concerns arise or additional support is needed.

Employment and Dual-Role Relationship at Fieldwork Sites

Students who are already employed at a proposed fieldwork site, or who are offered employment during practicum or internship, must disclose the arrangement to their university supervisor. Employment at a fieldwork site does not automatically prevent approval, but the student's employee responsibilities must remain clearly separate from the counselor-in-training role.

Before employment-based activities may count toward fieldwork requirements, the student, site supervisor, and university supervisor must clarify and document:

- The student's employment and counselor-in-training responsibilities.
- The hours and activities that may count toward fieldwork.
- The supervision and evaluation arrangements.
- How confidentiality, boundaries, conflicts of interest, and client or student welfare will be protected.

Only approved counseling activities completed within the student's counselor-in-training role and under qualified supervision may count toward practicum or internship. The department may require separate employment and clinical supervisors or may decline the arrangement when a dual role could interfere with supervision, evaluation, student development, or client welfare.

International Student Fieldwork and Employment Authorization

International students are responsible for confirming any **immigration, employment authorization, or documentation requirements** associated with their practicum or internship placement and should remain in communication with UT San Antonio International Student and Scholar Services when questions arise.

For **F-1 students**, practicum completed at the **Sarabia Family Counseling Center** is considered an **on-campus UT San Antonio experience** and does not require Curricular Practical Training (CPT) authorization. Students completing practicum or internship at an **off-campus site** must consult International Student and Scholar Services regarding **CPT authorization before beginning the placement**. Depending on the placement site and the student's individual circumstances, CPT authorization or other documentation may be required before beginning clinical activities.

During the **fall and spring semesters**, F-1 students completing practicum at Sarabia should be limited to **19 hours per week or less**. During the **summer**, eligible on-campus employment or CPT may be completed **full-time** in accordance with current International Student and Scholar Services requirements.

Students are responsible for confirming applicable requirements with International Student and Scholar Services and are encouraged to **begin this process well in advance of their anticipated practicum or internship start date**. CPT applications may require documentation or information from the placement site.

Additional information regarding CPT is available through the UT San Antonio CPT Application Questions regarding **CPT, Social Security Numbers, employment eligibility, or other immigration-related matters** should be directed to UT San Antonio International Student and Scholar Services.

Immigration and employment requirements may vary by student and may change over time. Students are responsible for **confirming current requirements before beginning an affected fieldwork experience**.

Primary and Secondary Fieldwork Sites

A **primary fieldwork site** is the approved placement where a student completes most practicum or internship activities and receives primary site supervision.

A **secondary fieldwork site** is an additional approved placement used to supplement experiences or hours that are not available at the primary site.

All primary and secondary fieldwork sites must be approved sites on the Affiliated Site List.

Students may complete practicum or internship requirements at a **maximum of two approved fieldwork sites**: one primary site and, if needed, one secondary site.
Students may not complete fieldwork activities or accrue hours at more than two sites.

Students must receive **a minimum of one hour of supervision per week from the approved site supervisor at each site where they are accruing hours**. Students completing clinical hours at two sites must meet this supervision requirement separately at each placement.

Students are also responsible for completing and submitting all required forms, evaluations, and documentation for each clinical site. Required contact and documentation procedures apply to supervisors at both primary and secondary sites. Hours completed at each site must be tracked separately.

Site-Related Concerns Involving Students

Site supervisors should communicate promptly with the university supervisor when concerns arise related to student counseling skills, professional behavior, ethics, attendance, documentation, responsiveness to supervision, safety, or client or student welfare. When appropriate, the site supervisor should first provide the student with clear, specific, and developmentally appropriate feedback. Concerns and the feedback provided should be documented, particularly when the concern is ongoing, may affect the student's evaluation, or may require additional support.

The university supervisor should be contacted immediately when a concern involves client or student safety, serious ethical misconduct, significant impairment, or possible removal from the fieldwork site.

Site supervisors may be asked to:

- Participate in consultation with the university supervisor and student.
- Provide written documentation or examples related to the concern.
- Assist with implementing an approved support or remediation plan.
- Monitor the student's progress and provide follow-up feedback.
- Complete a Fitness to Practice Evaluation Form when requested.

Site supervisors contribute observations, feedback, and recommendations but do not independently determine university remediation, retention, course progression, or program dismissal. Formal decisions are made through the appropriate departmental and university processes.

Student Concerns with a Site or Site Supervisor

Students who have concerns about a site or site supervisor **should first consult with the course instructor**. When appropriate, students should make reasonable efforts to address the concern directly and professionally with the site supervisor.

If the concern cannot be resolved, the course instructor may request a written incident report from the student and may bring the concern to the Clinical Experience Committee.

The committee may support resolution through:

- Enhanced supervision
- Mediation
- Site monitoring
- A change of site
- Other appropriate steps

Progress on the resolution plan may be reviewed **within two to three weeks.**

Transitioning to a New Site

Students or faculty may request a site transition when significant concerns affect the student's ability to continue at the placement.

Reasons may include:

- Ethical concerns
- Unresolved supervision concerns
- Limited clinical opportunities
- Personal circumstances that affect placement participation
- Other concerns that affect the training experience

Students must **first consult with the faculty supervisor or clinical coordinator** before requesting a site change.

If a transition is approved, students are expected to:

- Communicate professionally with the current site
- Support continuity of client or student care
- Secure a new approved placement
- Understand that a site change may affect clinical hours and program progression
- Follow any transition plan developed with faculty and the site

If a student is **unable to secure a new approved site** within a reasonable time frame, the **student's ability to continue in the clinical course may be affected**.

Dismissal from a Fieldwork Site

If a student is dismissed from a practicum or internship site, a Fitness to Practice review will be initiated by the academic program.

Depending on the outcome of the review, the student may be required to complete a remediation plan or sit out one semester before being approved for another placement. **Dismissal from a second fieldwork site may be grounds for dismissal from the academic program**.

If the behavior leading to dismissal involves an ethical violation, counseling faculty may **determine that dismissal from the program** is warranted after the first site dismissal.

Concerns About Affiliated Sites

When concerning feedback is received about an affiliated site, the Clinical Experience Committee may review the concern and determine appropriate next steps.

Possible actions may include:

- Monitoring the concern to gather additional information
- Meeting with the site to develop a corrective plan
- Providing additional communication or support
- Removing the site from the approved affiliated site list if concerns are confirmed and cannot be resolved

If a site is removed, students currently placed at that site will be supported in securing a new placement as smoothly as possible.

Fitness to Practice

Fitness to Practice refers to the awareness, knowledge, skills, and attitudes necessary for success as a counseling professional. Students are evaluated on Fitness to Practice throughout the program to assess readiness for fieldwork and continued progression toward professional roles.

Fitness to Practice includes, but is not limited to:

- Academic success
- Key performance indicators
- Professional dispositions
- Skills acquisition

- Rules, regulations, policies, and laws
- Conduct in practicum or internship settings

Students are assessed at key points throughout the program. Fitness to Practice components may also be assessed outside the regular schedule when concerns arise. This is referred to as off-time assessment. Off-time assessment may occur when a student demonstrates behavior or attitudes inconsistent with minimum expectations in class, extracurricular activities, practicum, internship, research activities, or other program-related settings.

Student assessment is continuous and systematic across the program. Key Performance Indicators are assessed using multiple measures and across multiple points in time, with at least one KPI measurement occurring during fieldwork. Professional dispositions are also assessed at multiple points throughout the program. Students receive systematic feedback regarding their development in knowledge, skills, and professional dispositions, and assessment results may inform decisions related to continued progression, support, remediation, retention, or dismissal in accordance with program and university policies (CACREP, 2024, Section 2.C).

Students, site supervisors, and faculty should review the full Fitness to Practice Policy for detailed procedures, timelines, and outcomes.

Site Supervisor Involvement in Fitness to Practice

Affiliated site supervisors are informed of the Department of Counseling's Fitness to Practice expectations and their role in supporting student development and protecting client or student welfare.

Site supervisors are expected to:

- Communicate significant concerns promptly to the university supervisor.
- Document concerns related to student competence, professionalism, ethics, conduct, or client or student welfare.
- Complete a Fitness to Practice Evaluation Form or provide supporting documentation when requested.
- Participate in consultation with university faculty regarding student concerns.
- Assist with implementing and monitoring an approved remediation plan when applicable.

When a Fitness to Practice concern or remediation plan affects a student's fieldwork duties, supervision needs, placement conditions, or client or student welfare, the university supervisor may share the fieldwork-related information necessary for the site supervisor to implement and monitor the plan. Information is limited to what is necessary for supervision, evaluation, placement management, and protection of client or student welfare and is handled in accordance with applicable university policies and privacy requirements.

Personal, educational, health, or other information unrelated to the student's fieldwork responsibilities is not routinely disclosed to the site supervisor.

Professional Dispositions

Professional dispositions are attitudes, behaviors, and mindsets that contribute to a positive and productive professional environment and are essential for professional practice.

Professional dispositions include areas such as:

- Professional responsibility and ethics
- Dependability and professional obligations
- Appropriate professional boundaries
- Self-care and monitoring for impairment
- Interpersonal communication and self-awareness
- Openness and responsiveness to feedback
- Cultural and advocacy orientation
- Respect for cultural, individual, and role differences

Dispositions are assessed on an established schedule and may also be assessed outside the regular schedule if a concern arises. **Students are expected to have an aggregate score of 3 on 80% of assessed areas. A score of 1 or 2 in one or more disposition areas may result in faculty review for possible remediation and retention. A score of 0 in any disposition area results in faculty review and referral for remediation and retention.**

Remediation and Retention

When a concern cannot be resolved through routine feedback and support, the program may use remediation and retention procedures. These processes are intended to support student growth while also fulfilling the program's gatekeeping responsibilities to the profession and the public.

Depending on the nature and severity of the concern, outcomes may include:

- Additional support
- Formal remediation
- Continued monitoring
- Review by program faculty
- Referral through the Fitness to Practice process
- Removal from a fieldwork site
- Other action consistent with program and university policy

Students should be aware that concerns related to ethical violations, professionalism, repeated failure to meet expectations, or removal from a fieldwork site may affect progression in the program.

Fitness to Practice Evaluation Form

When a significant concern is documented, faculty, staff, or university affiliates, including site supervisors, may complete a Fitness to Practice Evaluation Form. The form documents the area of concern, the context in which it occurred, actions already taken, the student's response, and relevant supporting documentation.

The FTPE form asks evaluators to identify the applicable Fitness to Practice area, describe the concern, indicate whether safety concerns are present, describe actions already taken, attach relevant documentation, and provide recommendations for review. Student signature indicates receipt of the form, not agreement with the contents.

The form is reviewed according to the procedures outlined in the program's Fitness to Practice Policy.

Incomplete Grades in Clinical Courses

An **Incomplete (I)** grade is intended for students who are making satisfactory progress but are unable to complete all course requirements by the end of the semester due to extenuating circumstances beyond their control.

An Incomplete grade may be considered only for Internship courses.

Practicum

An **Incomplete (I) grade is not available for Practicum**. Students must successfully complete all Practicum course requirements before progressing to Internship I. Students who do not successfully complete Practicum must retake the course and may not enroll in or begin Internship I until Practicum has been successfully completed.

Eligibility for an Incomplete in Internship Courses

An Incomplete grade may be considered for an Internship course only when the student meets **all** of the following requirements:

- **Complete all required course assignments**, including transcripts/tapescripts, case presentations, the internship portfolio, and any other required coursework.
- **Receive satisfactory evaluations from the site supervisor** demonstrating acceptable professional performance and progress.
- **Obtain approval from the internship instructor before the end of the semester.**

- Complete at least **75% of the required direct client contact hours** for the semester. For Internship, this requirement is equivalent to **90 direct service hours**. For school counseling students completing their hours over three internships, students will be required to complete **60 direct service hours**.

Completion Requirements for Internship I

Students who receive an Incomplete in Internship I must work with their Internship I instructor to develop a written plan identifying the remaining requirements, including outstanding clinical hours and a timeline for completion.

Students must share this plan with their Internship II instructor before the Internship II semester begins. **Students may not begin accruing hours for Internship II until they have completed all required Internship I hours.**

Completion Requirements for Internship II

Students who receive an Incomplete in Internship II must work with their Internship instructor to develop a written plan identifying the remaining requirements, including outstanding clinical hours and a timeline for completion.

Students must also register for an independent study and attend an Internship course.

These requirements also apply to school counseling students who receive an Incomplete in Internship III.

Deadline for Completing an Incomplete

For all eligible Internship courses, students must complete all remaining course requirements within one academic year from the date the Incomplete grade was submitted. Failure to complete all requirements within this period will result in a failing grade for the course.

Student Support

The program encourages students to seek support proactively and during any remediation or retention process. Depending on the situation, support may include:

- Consultation with faculty
- Professional counseling
- Medical care
- Religious or spiritual support
- Academic support
- Supervision consultation
- Other appropriate resources

Students may request a support person for certain remediation and retention meetings in accordance with current policy.

Shared Fieldwork Policy Resources

- Student Forms and Resources
- Documentation of Contact with Affiliated Site Supervisor Form
- Fitness to Practice Standards
- Fitness to Practice Policy – Master's Program
- Fitness to Practice Policy – Doctoral Program
- Fitness to Practice Evaluation Form
- Professional Dispositions Assessment
- International Student and Scholar Services
- F-1 Employment Opportunities / Curricular Practical Training (CPT)
- UT San Antonio CPT Application
- Individual Skills Assessment- See Master's Fitness to Practice Policy, Appendix B
- Group Skills Assessment- See Master's Fitness to Practice Policy, Appendix C
- CMHC Portfolio Guidelines- See CMHC Program Handbook, Appendix A
- Developmental Rubric Information- See Master's Fitness to Practice Policy, Developmental Assessment and Expectations
- Comprehensive Skills List- See Master's Fitness to Practice Policy, Appendix A

Section VIII: Licensure, Certification, and Credentialing

Licensure, certification, and credentialing requirements are established by the relevant state or national credentialing body and may change over time. For that reason, this handbook provides a general overview and directs readers to the official sources that govern current requirements. Students are responsible for reviewing the most current requirements for the credential they intend to pursue.

UT San Antonio's Student graduates of the Clinical Mental Health Counseling and Counselor Education and Supervision programs may be eligible for professional licensure. Students should consult current departmental resources, program advisors, and official licensing or certification boards when planning next steps.

Clinical Mental Health Counseling

Students in the Clinical Mental Health Counseling program who plan to practice as professional counselors in Texas should refer to official Texas licensing websites for current licensure requirements, application pathways, forms, timelines, supervised experience requirements, examination requirements, jurisprudence requirements, and any other state requirements.

Primary state resources include:

- Texas Behavioral Health Executive Council
- Texas State Board of Examiners of Professional Counselors
- Applying for an LPC License
- Forms and Publications
- Applying for a License and Timelines
- Licensing Questions
- LPC FAQs

Students should review current requirements for LPC- Associate applications, upgrade to full LPC, supervised experience, out-of-state applications, reinstatement, LPC Supervisor applications, and any other relevant licensure pathway. Students should also note that application requirements, examination requirements, and eligibility to practice are determined by the licensing board. Passing a national examination does not authorize independent practice unless the applicant has also received the appropriate Texas license.

LPC- Associate Process

Completion of the Clinical Mental Health Counseling degree does not independently authorize a graduate to provide counseling services in Texas. Graduates seeking Texas professional counselor licensure are responsible for applying to the Texas Behavioral Health Executive

Council for LPC Associate licensure and completing all current examination, jurisprudence, application, documentation, and supervisory requirements.

An applicant may not begin providing post-graduate counseling services as an LPC Associate until the appropriate Texas license has been issued. Once licensed, an LPC Associate may provide counseling services only under the supervision of a Board-approved LPC Supervisor and may not practice independently.

Applicants are responsible for reviewing current requirements and submitting all required materials, which may include examination documentation, practicum documentation, official transcripts, supervisory information, and other materials required by the licensing board. Because licensing requirements and application procedures may change, students and graduates must rely on current information from the Texas Behavioral Health Executive Council.

School Counseling

The School Counseling specialization meets the academic requirements for certification as a Professional School Counselor in Texas. Students seeking certification must apply separately to the UT San Antonio School Counselor Certification Program. Admission to the M.Ed. in School Counseling program does not guarantee admission to the certification program. Students seeking certification must also complete current certification requirements and pass the required TExES examination.

School Counselor candidates must complete the program's practice exam requirements before receiving approval to take the state certification exam. The handbook states that candidates must score **70% or higher** on the practice exam to be approved for the state certification exam. Students should consult current UT San Antonio certification materials and Texas Education Agency resources for the most current requirements.

Primary resources include:

- UT San Antonio Counseling Programs
- School Counseling program materials
- Texas Education Agency Student Services Certificates
- Chapter 239. Student Services Certificates

Students should rely on the Texas Education Agency for the most current certification requirements, including any changes related to teaching experience, examinations, application procedures, or certificate eligibility.

National Credentialing

Students who wish to pursue national credentialing should refer to the National Board for Certified Counselors for current information about national credentials, examination requirements, supervision or work experience requirements, conduct requirements, and application procedures.

Primary national credentialing resources include:

- National Board for Certified Counselors
- NBCC Certification
- National Certified Counselor credential information
- National Counselor Examination information

Students should remember that national credentialing and state licensure are related but separate processes. Requirements for national certification may not be identical to requirements for Texas licensure or school counseling certification.

Program-Specific Guidance

Students should consult current departmental resources and advising contacts at UT San Antonio when planning for licensure, certification, or credentialing. Helpful starting points include:

- Student Forms and Resources
- Counseling Programs
- Contact Your Advisor
- Contact the Department of Counseling

These resources provide current program links, advising contacts, and departmental information that may help students plan next steps toward licensure, certification, or national credentialing.

Licensure and Credentialing Resources

Clinical Mental Health Counseling

- Texas Behavioral Health Executive Council
- Texas State Board of Examiners of Professional Counselors
- Applying for an LPC License
- Forms and Publications – Professional Counselors
- Applying for a License and Timelines
- LPC FAQs

School Counseling

- Texas Education Agency School Guidance and Counseling
- Texas Education Agency Student Services Certificates
- Chapter 239: Student Services Certificates

National Credentialing

- National Board for Certified Counselors
- NBCC Certification

Appendix: Quick Links and Forms

The links below are provided as a quick reference for commonly used clinical training resources. Students, affiliated sites, site supervisors, and university faculty should use the most current versions of forms and materials available through the Department of Counseling and the applicable credentialing body.

Department and Program Resources

- Department of Counseling
- About Counseling
- Counseling Programs
- Student Forms and Resources
- Contact Your Advisor
- Contact the Department of Counseling

Program-Specific Resources

- Master of Science in Clinical Mental Health Counseling Handbook
- FAQs M.S. in Clinical Mental Health Counseling
- Master of Education in School Counseling Handbook
- School Counseling Program
- PITCH Expanded Providers Plus Program
- Bilingual Counseling Certificate
- Neurofeedback Training
- Ph.D. in Counselor Education and Supervision Handbook
- Ph.D. in Counselor Education and Supervision Dissertation Handbook
- Site Supervisors Additional Information and Training Opportunities

Placement, Orientation, and Affiliated Sites

- Affiliated Site List- Clinical Mental Health
- 2018-2019 Affiliated Site List-School Counseling
- Application to Become an Affiliated Clinical Training Site
- Counseling Practicum/ Internship Site Application Workshop
- Orientation for Practicum and Internship

International Student Resources

- International Student and Scholar Services

- F-1 Employment Opportunities / Curricular Practical Training (CPT)
- UT San Antonio CPT Application

Practicum and Internship Checklists

- Checklist for Practicum
- Checklist for CMHC Internship
- Checklist for School Internship
- Checklist for Doctoral Practicum and internship

Clinical Training Forms

- Student Data Form
- Student Practicum and Internship Agreement
- Site Supervisor Agreement
- Documentation of Clinical Hours
- Site Supervisor's Evaluation of Student
- Authorization for Audio/Videotaping and Observation
- Audio or Video Recording Policy
- Client Treatment Plan Template
- Supervisory Session Note
- Other Downloadable Clinical Training Forms
- Documentation of Contact with Affiliated Site Supervisor Form
- Counseling- Doctoral Internship Agreement
- Leadership & Advocacy- Doctoral Internship Agreement
- Research & Scholarship- Doctoral Internship Agreement
- Supervision- Doctoral Internship Agreement
- Teaching- Doctoral Internship Agreement
- Counseling- Doctoral Site Supervisor Evaluation
- Leadership & Advocacy- Doctoral Site Supervisor Evaluation
- Research & Scholarship- Doctoral Site Supervisor Evaluation
- Supervision- Doctoral Site Supervisor Evaluation
- Teaching- Doctoral Site Supervisor Evaluation

Assessment and Fitness to Practice

- Fitness to Practice Standards
- Fitness to Practice Policy- Master's Program
- Fitness to Practice Policy – Doctoral Program

- Fitness to Practice Evaluation Form
- Professional Dispositions Assessment
- Individual Skills Assessment- See Master's Fitness to Practice Policy, Appendix B
- Group Skills Assessment- See Master's Fitness to Practice Policy, Appendix C
- CMHC Portfolio Guidelines- See CMHC Program Handbook, Appendix A
- Developmental Rubric Information- See Master's Fitness to Practice Policy, Developmental Assessment and Expectations
- Comprehensive Skills List- See Master's Fitness to Practice Policy, Appendix A

Licensure, Certification, and Credentialing

- Texas Behavioral Health Executive Council (BHEC)
- Texas State Board of Examiners of Professional Counselors
- Applying for an LPC License
- Forms and Publications- Professional Counselors
- Applying for a License and Timelines
- Licensing Questions
- LPC FAQs
- National Board for Certified Counselors (NBCC)
- NBCC Certification
- International Association of Marriage and Family Counselors
- American School Counseling Association
- Texas Education Agency
- Texas Education Agency School Guidance and Counseling
- Texas Education Agency Student Services Certificates
- Chapter 239. Student Services Certificates
- American Counseling Association
- Texas Counseling Association
- Texas Alamo Region Counseling Association (TARCA)
- Association for Creativity in Counseling
- American Mental Health Counselors Association
- Association for Specialists in Group Work
- Texas Department of State Health Services

Professional Standards and Organizations

- ACA Code of Ethics
- ASCA Ethical Standards for School Counselors
- CACREP