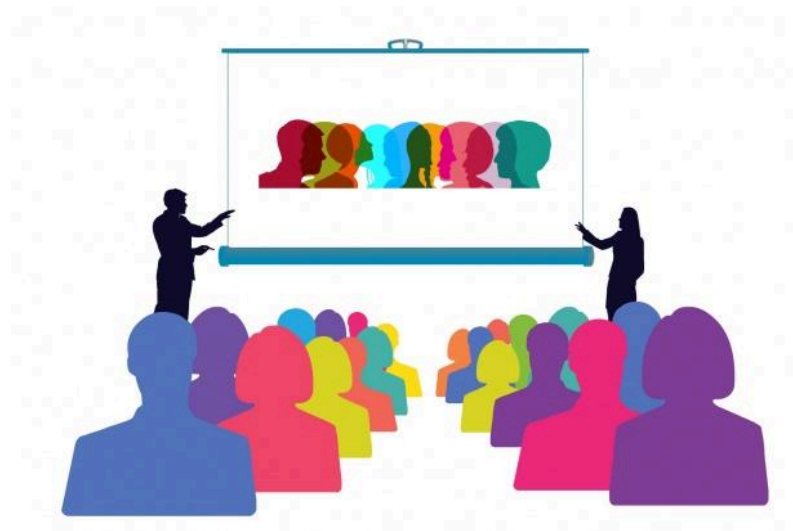




**TEXAS WOMAN'S UNIVERSITY'S  
COUNSELING & DEVELOPMENT CLINICAL HANDBOOK  
FOR CLINICAL MENTAL HEALTH AND  
PROFESSIONAL SCHOOL COUNSELING STUDENTS**



Revised 8/2024

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## Welcome to the Clinical Sequence of Classes at TWU!

This Clinical Handbook has been designed to assist you as you progress through the clinical part of your counseling program. It will help you plan your coursework and clinical experiences, but it is important to remember that this part of your development is more than simply completing the coursework. Evaluation of students during this process is based on the development of both your professional and clinical competencies in theory and practice. This Handbook is a general reference guide for your clinical training sequence, and the associated paperwork, but does not attempt to cover every situation.

Your clinical training begins with COUN 5363 Prepracticum and COUN 5373 Group Counseling Procedures. These courses provide the foundation of your basic interpersonal communication skills by providing an opportunity for you to practice the techniques, skills, and decision-making capabilities of counseling in a supervised, experiential setting. The second sequence in your experiential skills training is COUN 5364 Practicum. This course gives you the opportunity to develop the necessary skills to work with clients for the first time; as part of the Practicum course, you will lead a group. Your clinical training and experience then continues through COUN 5894: Internship for two semesters. Through these courses you will continue to build on your knowledge and clinical experiences in a variety of settings. Although you will not encounter every possible scenario during your clinical experiences, the requirements for these classes have been created to provide the greatest breadth of opportunity for your professional development. You will lead group(s) as part of your experiences in both Internship semesters as well.

This Handbook covers General Policies and Procedures, in addition to all necessary forms. **Section A** includes the beginning of the semester materials associated with these courses. **Section B** contains all of the necessary logs to document your clinical hours throughout each semester. **Section C** contains all the clinical forms that you will need to complete in your clinical courses. All evaluation forms for both your site supervisors and your TWU faculty supervisors are included in **Section D**. **Section E** needs to be completed and signed by your clinical professor and retained by you. This will be the required documentation you will need to submit to the Texas LPC Board when you apply for your LPC-Associate license.

We, the faculty at Texas Woman's University, appreciate the struggle associated with professional growth and development and have developed this Handbook to assist you in reducing some of the anxiety associated with this course. We take our responsibility as professional colleagues seriously. Therefore, we encourage you to use this Handbook to meet your necessary responsibilities for successful completion of this clinical sequence of courses. It is our hope that your progression through these clinical courses will be a positive, meaningful experience for you. May you enjoy professional and academic success along your journey!

### Acknowledgement Page

Students are expected to thoroughly read this Handbook and refer to it frequently.

**Please sign and print and email this form to Dr. Grubbs at [lgrubbs@twu.edu](mailto:lgrubbs@twu.edu)**

*Please read the handbook in its entirety before signing and submitting this form.*

My signature below acknowledges that I have read the student handbook and understand the policies and information provided. In addition, I agree to the following:

- 1) I am required to complete all coursework and requirements (college and university).
- 2) I am required to adhere to any changes in accreditation, department, college, university or state policies that might occur during my program.
- 3) I am required to follow the American Counseling Association Code of Ethics (2014).
- 4) I am aware that criminal convictions on my record can prevent me from obtaining post-degree professional licensure, certification, employment, or participation at certain clinical internship sites during my program at TWU.

*\*Please check with the Texas State Board of Examiners (LPC Applicants) and the Texas Education Agency (School Counselor Certification) if you have questions regarding your ability to qualify for licensure based on criminal convictions.*

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Printed/Typed Student Name

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Date

---

Student Signature

## GENERAL POLICIES AND PROCEDURES

### 1.0 INTRODUCTION

Your experiences in the clinical sequence of courses are a very important part of your program. For three semesters you will have the opportunity to work with clients on and off campus at approved counseling facilities. As a clinical student you will have the opportunity to use the skills you have developed in your coursework, as well as grow professionally through your clinical experiences.

Clinical experiences are completed over three semesters and include COUN 5364 Practicum in Counseling and COUN 5894 Internship. All students must register for each of these three classes, and it is the student's responsibility to follow the established procedures for enrollment. Students will apply for COUN 5363 Pre-Practicum, COUN 5373 Group Counseling Procedures, COUN 5364 Practicum, and COUN 5894 Internship by completing the Clinical Application prior to the semester of enrollment according to the posted due dates for applications. They also must take COUN 5373 Group concurrently with COUN 5363 Pre-Practicum. Once admitted to Pre-Practicum, students must take all clinical course work according to the consecutive enrollment policy for clinical classes. While applications are required for assignment to sections, students cannot skip a semester without following the procedures outlined in this Handbook. Clinical classes are defined as COUN 5363 Pre-Practicum, COUN 5373 Group, COUN 5364 Practicum, and COUN 5894 Internship. See Appendix A-1 for requirements that must be met if a student needs to request skipping a clinical semester. Be aware that these requests are granted for extenuating circumstances or emergency situations only.

Clinical sites may be selected from a variety of agency and school settings, but careful attention must be paid to the Summer semester to ensure that sufficient hours will be obtained. Clinical Mental Health Counseling students are required to enroll in the summer semester of COUN 5894 Internship if it falls within their consecutive clinical rotation. School counseling students are not permitted to take COUN 5894 Internship during a summer semester and both semesters of Internship must be taken in a school site. Students should also be familiar with individual course requirements (outlined in the Practicum or Internship Instructor's syllabus), individual site policies for clinical placements, and licensure/certification following graduation. If enough hours are not acquired during COUN 5894 Internship to meet the program requirements, students will be expected to take a third semester in an appropriate setting that meets the requirements of their particular degree plan.

Clinical courses require a dedicated commitment on your part! It is time

intensive! (See Overview: Appendix A-1). In addition to concurrently taking additional coursework, many students work and/or have family obligations that also require their attention. It is imperative that you be a good “time manager” during these clinical classes. Consult students who have successfully managed these courses before you for suggestions.

The Counseling and Development (C&D) Faculty consider supervised clinical experiences to be the most important part of a student’s development, and we are committed to making this a positive experience. These clinical experiences will allow you to synthesize, integrate, and apply the knowledge that you have learned, as well as refine your skills, as part of your professional development.

These clinical experiences are an opportunity to acquire, enhance, and demonstrate broader skills in all aspects of your professional development. Therefore, choose your site(s) carefully. Consider your professional goals, interests, needs, and expectations. Different sites will provide a rich diversity of experiences. A good site should be a “good fit” for you personally and professionally.



When sites agree to allow students to train with their agency / school, they agree to take on the responsibility to provide a sufficient number of clients and work with the student. They also agree to provide supervision and monitor the student's work because the supervised clinical experience is a dual role - both the needs of the student and the client population must be met.

Throughout this document, Clinical Instructor and Clinical Supervisor will be used interchangeably. Clinical Instructor refers to the university person teaching the Clinical course, and Clinical Supervisor refers to the TWU person providing your supervision on campus. Site Supervisor refers to the person who is directly responsible for supervising your clinical hours at your off-campus location.

## **2.0 OBJECTIVES**

**2.1 Primary Objective:** The primary objective of the Clinical courses is to provide you with an opportunity to acquire competence in your counseling skills and professional development as a counselor in a particular setting. The following objectives are related to the CACREP (2016) requirements with all citation references from the current ACA Code of Ethics (2014).

**2.2 Methods of Evaluation:** These are courses that “integrate academic study and supervised practice.” Evaluation and grading in these courses are composed of four elements (F.6.a; F.7.a, b, d, g):

- Required coursework including counseling and observation hours
- Timely completion of all clinical paperwork
- Review and evaluation of videos (some graded and some reviewed) by the individual instructor and/or C&D faculty members
- Consensus of C&D faculty after evaluation of videos and required clinical paperwork.

**2.3 Methods of Grading:** Evaluation and scheduled feedback will be done throughout this course using the following methods (F.6.a; F.7.a, b, d, g):

- Feedback on selected videos presented in class and/or during supervision.
- Periodic graded video reviews by individual instructors to provide feedback.
- Videos may be reviewed by additional C&D faculty “as needed” and feedback will be given, if reviewed.

- Systematic discussion by C&D faculty related to progress of both students' clinical skills and/or professional development of any marginal students with written feedback about specific areas of needed improvement, including a Remediation Plan (Appendix D-2) related to continued progress in the clinical sequence.
- Written feedback on the Theoretical Position Paper
- A.1.a; A.1.b; A.1.c; A.2.a; A.4.a; A.4.b; Section B; F.1.a; F.8.c

## 2.4 Skills Evaluated

**Process and Communication Skills:** Students will continue to develop skills learned in COUN 5363 Pre Practicum. Process skills refer to counselor behavior that can be observed through one-way mirrors, video recording, and/or class role play. Process skills include a variety of basic skills (attending, appropriate questioning, reflections of feelings and meaning, etc.). These skills enhance the therapeutic process of counseling and are evaluated in their appropriate execution and choice. Growth in ability to use these skills more effectively is expected for the student to successfully progress in the clinical sequence.

### **Students will be able to:**

- Initially establish a comfortable therapeutic relationship, place a client at ease, and address / dispel any hostile or apprehensive attitudes toward the counseling process
- Appropriately demonstrate unconditional positive regard, genuineness, congruence, and empathy
- Demonstrate professional ability to inform clients of issues related to limits of confidentiality, address videotaping and observation, client's right to privacy, and other initial issues covered in the counselor's opening speech
- Encourage self-exploration and insight on the part of the client
- Make accurate responses to client's statements by responding to client feelings, thoughts, and verbal / nonverbal behavior
- Understand, but not become overly involved in client's problems
- Facilitate expression of client's affective and cognitive processes
- Maintain appropriate separateness from the client and remain non-defensive to reactive responses by client, including those directed toward the counselor
- Self-disclose appropriate experiences, feelings, and ideas in an open, non-dogmatic manner while keeping the

- focus on the client
- Demonstrate an ability to terminate the counselor-client relationship appropriately
- Use counseling skills appropriate to counselor's theoretical frame of reference l) Encourage client independence

**Conceptualization Skills:** Students will develop conceptualization skills that include, but are not limited to: identify client's major concern(s), note dominant theme(s) in a session, establish therapeutic goal(s), initial utilization of responses and/or techniques consistent with theoretical choice, and determine plan for future sessions. These skills reflect deliberate thinking that takes place both in the session and between sessions.

**Students will be able to:**

- Establish on-going counseling relationship with a client based on accurate case conceptualization
- Set and prioritize process and outcome goals related to identified client issues
- Develop and implement counseling plans to meet identified goals and client issues
- Identify client strengths, goals, and self-defeating behaviors
- Apply problem-solving strategies with a client
- Identify and report client problems from both the counselor and client perspectives
- As the clinical sequence progresses, develop a knowledge of theoretical-based counseling intervention strategies by applying them in sessions and/or identifying their potential use during in-class critiques
- Demonstrate an appropriate termination process including identification of outcomes and client's results
- Demonstrates knowledge of facilitating therapeutic change

**Personalization Skills:** Students will develop an understanding of their personal issues and growth. Personalization skills are those personal attributes which counselors use in the counseling relationship. Personalization also refers to the degree to which the student has adapted to the role of the helper. Such skills include:

- Being comfortable with the professional responsibility of being a counselor
- Being able to separate personal reactions to an issue from

- those of the client
- Allow a sense of humor to emerge
  - Not being defensive with an accusing client
  - Being able to handle a wide range of emotions in self and/or client
  - Being open to and able to accept constructive critique from supervisor and/or from student colleagues
  - Demonstrate an interest and desire to work with others
  - Avoid meeting own needs at the expense of the client

**Professional Skills:** Students are expected to develop and demonstrate the professional behaviors that will support the ethical standards of the American Counseling Association (ACA) and the state of Texas Ethical Code. Such skills include:

- Adherence to the current ACA Code of Ethics and the state of Texas Ethical Code
- Complete all written reports and required class assignments on time c) Safeguard confidentiality
- Demonstrate professional behavior and maintain professional role with clients
- Dress appropriately for all counseling contacts and site hours
- Remain objective toward opinions, practices, ethnicity, religious, and spiritual values different from one's own beliefs and appropriately relate to clients with differences
- Remain open to assessments by others as to personality and counseling style, including complementary as well as critical statements
- Communicate to clients the nature of the counseling relationship so that clients understand the limits of the services offered
- Display an awareness of the specialties, skills, and services of other helping personnel in the community so that appropriate referrals may be made when necessary
- Appropriately demonstrate an ability to act autonomously and with confidence
- Confront and assist student colleagues who are not exhibiting professional behavior
- If personal issues arise which either the student and/or faculty supervisor thinks may hinder effectiveness, be willing to seek appropriate consultation with a faculty person (i.e., Clinical Instructor, clinic director or other faculty

member) OR personal counseling from a qualified clinical person. (F.8.d)

### **3.0 ELIGIBILITY FOR CLINICAL COURSE SEQUENCE**

**3.1 Prerequisites for Practicum:** Counseling students in a community agency and school counseling areas must have successfully completed (with grades of “B” or better in academic courses) a common core of classes including: COUN 5303 Professional Orientation and Ethics, COUN 5313 Counseling Theories, COUN 5443 Multicultural, COUN 5353 Clinical Diagnosis and Treatment Planning for Counselors, COUN 5373 Group Counseling Procedures, and COUN 5363 Prepracticum taken through TWU. **Group Course Requirement:** COUN 5373 Group Counseling must be taken concurrently with COUN 5363 Prepracticum. Any exceptions to this must be approved by the C&D faculty through your faculty advisor. However, COUN 5373 must be taken before students will be allowed to take COUN 5364 Practicum and COUN 5894 Internship.

#### **3.2 Prerequisites for Internship 1 & 2**

**(First Semester):** Students must have successfully completed COUN 5364 Practicum with a grade of “B” or better.

**(Second Semester):** Students must have successfully completed (with “B” or better) the first semester of Internship.

**3.3 Prerequisites in Specialty Areas** Counseling in specialty areas requires education, training, and qualified supervision. Students may not counsel children, adolescents, couples, families or groups unless they have completed or are completing TWU coursework in the specific specialty area (see ACA: C.2.a,b; section 8.2.1.1).

**3.4 COVID Vaccinations and Screenings:** Clinical and school sites may have their own requirements and mandates when it comes to vaccinations and screenings. Should a clinical or school site have a policy in place pertaining to vaccinations or COVID screenings, students will be required to follow their policies should they choose to accept a position with that agency.

### **4.0 APPLICATIONS FOR CLINICAL COURSES**

The semester prior to entering each clinical class beginning with Pre Practicum, Clinical Mental Health Counseling and Professional School Counseling students must complete the C&D Clinical Application Form. The Counseling & Development Program Coordinator will announce

application processes, forms, and deadlines for each semester.

After completed application packets are received, students are assigned to a clinical section according to the current C&D procedure. Clinical sections and course codes are emailed from the departmental office to eligible students (email communications are sent to the students TWU assigned email account only). Students must complete Prepracticum within a student's first 30 hours of coursework.

Students are required to complete COUN 5373 Group (3 credit hours) concurrently with COUN 5363 Pre Practicum. Exceptions are made only for extenuating circumstances and must be addressed with the student's faculty advisor with approval of the C&D faculty.

After students begin Pre Practicum, they must register for COUN 5364 Practicum in Counseling section (4 credit hours) or COUN 5894 Internship (4 credit hours each) in consecutive semesters. School counseling students will not be permitted to register for COUN 5894 Internship during the summer semester unless they are given permission to take a third semester of Internship.

## **5.0 SELECTION OF A SITE**

When selecting a clinical site, you need to consider a number of factors. These factors include, but are not limited to: Type of clients served: What are your personal interests and goals? Will it provide a diversity of experience? (i.e., heterogeneous population? Variety of clinical issues? Diverse activities? Variety of socio-economic and ethnic backgrounds?) Types of services: Will you be able to complete the C&D requirements? (i.e., individual and group counseling, video recording [with client consent], consultation, supervision, etc.) What will be expected of you as a counselor-in-training?

### **5.1 Requirements for Clinical Mental Health Sites**

Students in all areas of Clinical Mental Health and School Counseling are required to find an off-campus site from the approved site list. The Clinical Site list is maintained on the TWU C&D Website at the following link: [Information and Resources for Current Students | Counseling & TWU > Handbooks and Forms > C&D Clinical Site List.](#)

To uphold standards of professional and ethical practice, program requirements, and accreditation standards, approved sites have been carefully reviewed by the Counseling and Development program and site

Supervisors/Directors have completed legal affiliation agreements with the university.

At all sites, you must have a: 1) primary supervisor and 2) and a qualified supervisor to provide regular supervision, evaluation, and sign off on clinical hours. A **primary supervisor** must have:

- Minimum of a master's degree in counseling or related profession
- Full licensure within their mental health field (i.e., LPC, LMFT, LCSW, CSC, etc.) with credential held a minimum of two years for clinical and three years for school
- Relevant training in counseling supervision
- Be present at all times on approved site location or make available a primary supervisor with equivalent qualifications. Students are not permitted to be on site without immediate access to a primary site supervisor.
- A clear understanding of professional standards of responsibility, competence, maturity, and integrity

**All site supervisors** must have a minimum of a master's degree in counseling or related field or Licensed Professional Counselor license with a minimum of two years of pertinent professional experience.

**Primary versus Secondary Sites:** Some students opt to add a secondary site in addition to a primary one. In considering a secondary site placement, please be aware that most sites require a minimum number of client contact hours in addition to other weekly duties. The C&D program also upholds the same requirements for secondary sites (ie, weekly supervision, qualified supervisors).

## **5.2 Requirements for School Counseling Sites**

### **School District Employee**

If employed within a school district, students may request to complete their clinical requirements (courses) at their school or within the same district. Internship must be taken Fall and Spring or Spring and Fall only. School internships cannot be taken during the summer semester, and the internship must be in a school setting.

### **Non-School District Employee**

If not employed in the school district where they wish to do their clinical experience, they must coordinate their placement through the College of

Professional Education's office through the TWU School of Professional Education to be approved for an Early Field Experience Placement. This application process must be completed one semester prior to the Clinical experience. Students must submit paperwork to the College of Professional Education before TWU and the school district will approve the placement. This is in addition to the C&D application requirements. Students will need to have a site supervisor who meets the appropriate requirements.

### **5.3 Guidelines for Successful Placement**

**Interview:** The semester (2-3 months) prior to your clinical course, identify several sites as potential placements. Call each site to request an interview and to evaluate if this site is a "good fit" for you. It is important that you make the best possible impression and conduct yourself in a professional manner at all times. At the interview, the student should:

- Bring a current resume.
- Allow time for any required background checks (fingerprinting) and/or drug screens. (Note: These are not required at all sites, but TWU requires a background check every semester.)
- Meet with the agency supervisor or school administrator, as well as the individual who will act as your site supervisor.
- Discuss what your TWU program requires of you as a clinical student. These program requirements determine if the site will qualify as an approved site.
- Discuss the requirements related to a qualified site supervisor, responsibilities of site supervision, and weekly supervisory meetings. Sites must provide an organized and varied training experience in which students receive regular, consistent, qualified, and individual supervision throughout the semester. Students may not be used solely as clerical or support staff.
- Determine if the facilities are adequate for your requirements (i.e., suitable office space, video equipment, observation opportunities, computer available, compatible theoretical orientation)

It is a good idea to discuss potential sites with your C&D faculty advisor before making a commitment. Faculty members can assist in evaluating whether the selected site(s) will meet your personal needs and professional development.

**Student Responsibilities** It is the student's responsibility to contact their site supervisor to finalize the placement and arrange a work schedule, including any necessary orientation. When you accept a placement



specific to a facility, you also assume the responsibilities and obligations of other members of that facility to (a) abide by the rules and regulations established at the facility; (b) arrange your schedule with your site supervisor and adhere to that schedule; (c) meet all appointments (clients, staff meeting, etc.) at the time arranged; (d) keep current all required records by both the facility and the Clinical Instructor; and (e) participate in all the staff meetings that may be required by the site supervisor. Once a site is secured, it is the student's responsibility to provide the site and faculty supervisor with the required TWU paperwork found in Section A of this handbook.

Part of your professional responsibility is to make sure that the site is meeting the expectations of the TWU program. Failure to notify your TWU clinical supervisor (or TWU faculty advisor if the C&D core faculty are not teaching your clinical course) that the site is not meeting these expectations may result in premature termination, a loss of clinical hours, and inability to successfully complete your clinical semester.

#### **5.4 Policy for Approval of New Clinical Sites**

The Counseling and Development Program currently maintains partnerships with a large number of approved clinical sites throughout the North Texas area. These sites serve a wide range of client populations and offer varied scheduling options for Counseling and Development students. It is permissible for students to submit an application to request approval for a site not currently included on the Clinical Site list, however, this 2-step application process can be lengthy, lasting several weeks. For these reasons, and due to the large number of currently approved sites, requests are considered on a case-by-case basis if the following conditions are met:

At least 8-weeks prior to the clinical start date, a student can demonstrate that they have made attempts to secure a clinical site from the approved list but have been unsuccessful.

#### **OR**

At least 8-weeks prior to the clinical start date, a student submits a request to the Clinical Site Coordinator offering the rationale for a new site to be considered for approval (i.e., the site serves underserved communities, provides new or unique services, or services an area not largely served by other sites).

\*Please note: requests are NOT accepted during semester breaks or over the summer

\*\*Also note that a request does NOT guarantee that a site will be added, students should continue to actively pursue a site from the currently approved list.

## **6.0 PROFESSIONAL LIABILITY INSURANCE (A-2)**

Each student will automatically be assessed for professional liability insurance through TWU through the Columbia Casualty Company. The cost of this professional liability insurance will be included in the clinical course fees when registering for Prepracticum, Group Counseling, and the three sequential semesters of clinical courses.

Some sites require students to continue to see their clients during university breaks (i.e., between semesters). Students will be covered by TWU liability insurance but will not be allowed to count any of those hours unless under the direct (face-to-face) supervision of a core C&D faculty Supervisor. Supervision between semesters by C&D faculty is not guaranteed; this is on a voluntary basis for faculty based on availability.

## **7.0 CLINICAL ROLES**

### **7.1 TWU Faculty Advisor**

- Meets with students to assist her/him to select potential clinical placements.
- Is familiar with the curriculum and knowledgeable about approved and potential placement sites.

### **7.2 Clinical Students**

- You are a beginner in the counseling field, and you should appropriately seek and accept frequent supervision.
- You are a guest at your site. You are there to learn, as well as develop your skills and professional identity, not to make substantial changes in the workings of their site.
- The site staff has a primary responsibility to the client population they serve; therefore, you are expected to be proactive in seeking appropriate clinical experiences as warranted by your own professional development.
- Select potential sites in consultation with your TWU advisor and/or Clinical Instructor.
- Schedule and complete interviews with site contacts.
- Submit A-3, A-4, A-5, and A-6 to your Clinical Supervisor the first night of class at the beginning of COUN 5364 Practicum and each semester of COUN 5894 Internship. This applies even if you are staying at the same site. You should secure a field placement site

early enough in the prior semester to be able to meet any requirements of that site (e.g., additional background checks, site orientations, etc.).

- Arrange a work schedule with your site supervisor.
- Once final approval has been obtained (TWU faculty supervisor has signed off on A-3, A-4, A-5, and A-6), there is a contract between you, the student, and the site supervisor. Students are expected to adhere to this contract and perform their responsibilities in a professional manner as if they were a paid employee (i.e., maintain established hours, appropriate dress and behavioral codes, timely completion of all paperwork, notification to TWU faculty supervisor if there is any problems at the site, etc.).
- The site supervisor has regular communication with the faculty instructor. Although not a common experience, the site supervisor or TWU faculty supervisor may revoke a student's privileges at any time.
- When students have questions or concerns about their site work, they should contact their site supervisor first and then their university supervisor.
- In consultation with site and university supervisors, develop initial self-evaluation goals (Appendix A-10) for their experience and submit this to the university supervisor early in the semester.
- Keep an accurate daily log and summary log of all clinically related activities.
- Be present at and prepared for individual and group supervision sessions.
- Actively participate in supervision and class meetings, as well as complete all course requirements as scheduled.
- Arrange (as needed) for site visit(s) from the university supervisor.
- Comply with all legal and ethical regulations and bring all potential issues to the attention of both university and site supervisors.
- In addition to the forms listed above, students will be required to submit a Student Data Form (A-9) to their clinical instructor at the beginning of the semester.

### **7.3 Site Supervisors**

A primary on-site site supervisor must have:

- Minimum of a master's degree in counseling or related profession
- Full licensure within their mental health field (i.e., LPC, LMFT, LCSW, CSC, etc.) with credential held a minimum of two years for clinical

and three years for school

- Relevant training in counseling supervision
- Be present at all times on approved site location or make available a primary supervisor with equivalent qualifications. Students are not permitted to be on site without immediate access to a primary site supervisor.
- A clear understanding of professional standards of responsibility, competence, maturity, and integrity

A supervisor able to provide regular supervision, evaluation, and sign off on clinical hours must have:

- Minimum of a master's degree in counseling or related field or Licensed Professional Counselor license
- Minimum of two years of pertinent professional experience for clinical supervisors
- Minimum of three years of pertinent professional experience for school counseling supervisors. School counseling supervisors must be qualified accomplished educators.
- Works with the clinical student to establish hours and responsibilities.
- Orients the student to the mission, goals, and objectives of the site, as well as to internal operation procedures.
- Works with the student to develop goals and objectives early in the clinical experience to maximize the student's professional development. Ensures that the student has appropriate experience(s) during the placement based on those goals and objectives.
- Meets at least one hour each week with the student for individual supervision.
- Maintains confidentiality (with the exception of the university supervisor and/or appropriate agency or school related personnel) regarding information obtained during supervision with the student.
- Engages in ongoing assessment of the student's performance and communicates promptly with the university supervisor about any problems or concerns with the student's performance. If problem(s) or concern(s) continue, the site supervisor and university supervisor, in consultation with the student, will develop a Remediation Plan (Appendix D-2).
- Is available to meet with the university supervisor at least once during the semester.

- Provides a written evaluation of the student's performance at mid-semester and at the end of the placement. Evaluations are to be reviewed with the student, who will submit them to their university supervisor. Evaluation forms are to be supplied to the site supervisor by the student (Appendices D-4, D-5, & D-6).

#### **7.4 TWU Clinical Supervisor**

- Conducts an orientation review meeting at the beginning of the student's clinical experience each semester to provide guidance and assistance. The initial clinical orientation meeting, including review of this handbook, is held for all students during the Prepracticum semester.
- Approves student's initial self-evaluation goals (Appendix A-10) to be pursued during this semester's clinical class.
- Consults with the site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.
- Meets with the site supervisor at least once a semester for assessment of the student's progress.
- Meets weekly with the students in a group setting for weekly supervision. Practicum provides 45 minutes of individual supervision every week. This may be a triadic setting at the discretion of the university instructor.
- Reviews and provides written feedback for student's videos and other required coursework.
- Appropriately maintains confidentiality about information obtained during supervision with limited ethical exceptions.
- Collects weekly logs (Appendix B-1) and supervisor evaluations (Appendices D-5 and D-6 for all students as well as D-4 for SC students) from each student at appropriate times.
- Completes the Student Evaluation in Clinical Courses (SECC) (Appendix D-1) on each student at the end of the semester.
- Submits all evaluations, logs, and required paperwork to be filed in the permanent student file at the end of semester.
- Assigns grades to students for the Clinical course.

#### **7.5 Field Supervisor (School Counseling)**

- According to TEA, "Supervision shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as field supervisor." The field supervisor will be an employee of TWU who has certification and experience as a School Counselor. They will be required to complete a university supervisor training.
- Other responsibilities of the field supervisor are as follows:

- o Make contact with the student within the first three weeks of the assignment
- o Conduct at least three formal observations of the student, each lasting at least 45 minutes (for a total of 135 minutes). At least one formal observation must be conducted in person and must be done within the first third of the internship, one in the second, and one in the third. Formal observations consist of:
  - An individualized pre-observation conference with the student;
  - Documentation of the educational practices observed;
  - Providing written feedback through an individualized, synchronous, and interactive post-observation conference with the student. **Note:** Pre- and Post-observation conferences do not need to be completed on site
  - A field supervisor shall not be employed by the same school where the candidate being supervised is completing their clinical experience/internship
  - Following the Post-conference, observation documentation must be signed by the field supervisor, site supervisor, and student
- o Provide support to the student as appropriate

## 8.0 OVERVIEW OF CLINICAL REQUIREMENTS

### 8.1 Practicum:

**Setting:** The Practicum for counseling students will consist of hours accumulated at a field placement site. It is the student's responsibility to be aware of necessary site requirements.

**Clients:** Students may have the opportunity to work with a variety of clients through your clinical experience, however, students will have the opportunity to work with a variety of clients through their selected site, however, no specialty area clients may be seen by either Clinical Mental Health Counseling or Professional School Counseling students unless the appropriate prerequisites have been met. This is an ethical issue (ACA: C.2.a, b).

**Supervision:** Students must meet with their site supervisors for individual or triadic (2 students and the supervisor) a minimum of one hour a week throughout their clinical coursework.

Students completing Practicum (COUN 5364) hours will also be provided mandatory individual or triadic supervision by their Practicum instructor a

minimum of 45 minutes (2 out of every 3 weeks).

**Group Supervision:** Students will meet weekly for group supervision (regular class meetings) and are expected to actively engage in providing feedback to peers. This feedback includes, but is not limited to, video reviews, case conceptualization, and informal case discussions (known as “consultation”) – both in and out of class time.

- Weekly group supervision class meetings.
- Individual or triadic supervision with Practicum Instructor. (Note: School or Clinical Mental Health students who have a secondary site must also have one (1) hour of weekly individual supervision with their appropriate site supervisor.)
- Direct client contact hours; the requirement is 40 hours, a minimum of 20 hours of individual counseling and 5 hours of group counseling, with the remaining hours being any combination of direct field experiences.
- Indirect contact hours: 60 hours of supervision, paperwork, preparation for client sessions, observations, etc.
- Minimum of three (3) passing videos must be submitted as scheduled throughout the semester. (Note: Additional videos may be required for grading if submitted videos do not pass.) No play therapy sessions may be conducted or videos submitted for review unless the student has met the prerequisite requirements (see Section 8.2.1.1).
- Completion of Group Session Paper detailing student’s experience leading a group counseling session. (Appendix C-8).
- Submit Weekly Logs of site hours of counseling and activities (Appendix B-1).
- Submit Mid-term and Final Evaluations by the Site Supervisor(s). (Appendices D-4 for SC students and D-5 and D-6 for all students).
- Submit the final Summary of Hours Log. (Appendix B-3).
- Submit the final Supervision Detail Log(s). (Appendix B-2).
- Additional course activities as assigned by Practicum Instructor and/or Site Supervisor.
- Submit corrected version of the theory paper (Appendix C-9) from COUN 5313: Counseling Theory.
- Submit Section IV of the Theory Paper (Appendix C-9), and you must receive a “3” on it.

## **8.2 Internships 1 & 2:**

**Setting:** Internship is completed off-site at an approved school or agency

counseling setting. Sites typically approved for clinical mental health track students include non-profit community agencies, treatment centers, some private practice settings, and some limited school sites. Students on this track are expected to stay consecutively enrolled in the clinical sequence in summer semesters. For school counseling students, approved sites must be at school settings with a State Board of Education school counseling program. School counseling students must complete their Internship hours during a Fall and Spring semester or a Spring and Fall semester. No hours or clinical coursework can be completed during Summer School.

**Clients:** Students will have the opportunity to work with a variety of clients through their selected site, however, no specialty area clients may be seen by either Clinical Mental Health Counseling or Professional School Counseling students unless the appropriate prerequisites have been met. This is an ethical issue (ACA: C.2.a, b).

**Supervision:** All students must have a Site Supervisor, in addition to their assigned TWU Faculty Supervisor.

**Site Supervision:** The Site Supervisor must meet individually for a minimum of one (1) hour per week with you. Emergencies happen, but consistent violation of this policy should be reported to the TWU Faculty Supervisor promptly.

**TWU Supervision:** Students will meet weekly for group supervision (regular class meetings) and are expected to actively engage in providing feedback to peers. This feedback includes, but is not limited to, video reviews, case conceptualization, and informal case discussions (known as “consultation”) – both in and out of class time.

- Weekly group supervision class meetings.
- Individual site supervision (minimum of 1 hour week).
- Direct client contact hours: 120 hours, 10 hours being group counseling, 60 hours being individual counseling, and the remaining hours being any combination of group and individual counseling. At least 51% of direct hours and indirect hours must be completed to move on to Internship II. A non-passing grade will be given to students unable to obtain at least 51% of clinical hours in the class.
- Indirect contact hours: 180 hours of supervision, paperwork, preparation for client sessions, observations, etc.
- Three passing videos submitted as scheduled throughout the semester. (Note: Additional videos may be required for grading if



submitted videos do not pass.) No play therapy sessions may be conducted or videos submitted for review unless the student has met the prerequisite requirements (see Section 8.2.1.1).

- Submit Weekly Logs of site hours of counseling and activities (Appendix B-1).
- Submit Mid-term and Final Evaluations by the Site Supervisor(s). (See Appendices D-4 for SC students and D-5 and D-6 for all students).
- Submit the final Summary of Hours Log. (Appendix B-3).
- Submit the final Supervision Detail Log(s). (Appendix B-2).
- Additional course activities as assigned by Internship Instructor and/or site supervisor.
- Submit corrected version of the theory paper (Appendix C-9) from COUN 5364: Practicum in Counseling.
- Submit Section IV of the Theory Paper (Appendix C-9), and you must receive a “3” on it.

### 8.3 Clinical Hours Requirements

There are a specific number of hours required to meet the course requirements for each of the three clinical courses (i.e., Practicum, Internship 1, and Internship 2). These are determined by CACREP standards, and students must meet these required hours (in addition to the other requirements for each course) to be eligible for academic credit.

**Practicum Hours:** One hour of individual or triadic supervision must be completed every week at every site, in addition to 45 minutes with your practicum instructor (2 out of every 3 weeks in the fall/spring, every week in the summer).

- Of those 100 hours, 40 of those hours must be direct (minimum). The minimum requirement is 5 hours of group and 20 hours of individual counseling. The remaining 15 hours may be completed in any combination thereof. The student will average 3-5 client contact hours per week to fulfill these requirements.
- A minimum of 60 indirect contact hours include the hours of required individual supervision, paperwork, preparation for client sessions, observations, and attendance at the weekly class.
- **Carry Over Hours:** None of these hours may be “carried” over to Internship. See Section 10.5.3.2 for grading policy related to not meeting the required number of clinical hours.
- **Incomplete Hours:** If a student does not meet these minimum

required hours, they will not receive a passing grade in the course

**Internship 1 & 2 Hours:** Students must select an appropriate approved site or sites to complete their clinical hours. One hour of individual or triadic supervision must be completed every week at each site (if more than one site). There is no required individual supervision meeting with the TWU instructor during either of these courses. However, the instructor may require any student to meet on a regular basis, if deemed necessary by the instructor, to address clinical or academic concerns. During each Internship 1 and Internship 2, students are required to:

- Complete a minimum of 300 hours. Of this number, 120 of those hours must be direct (minimum). Students are required to complete a minimum of 10 hours of group, and 60 hours of individual counseling. The student will average 8-10 client contact hours per week to fulfill these requirements. The remaining 50 hours may be completed with any combination of direct hours. Students do not log over 40 hours a week or assume excessive caseloads (ie, over 12 clients).
- A minimum of 180 indirect contact hours include the hours of required individual supervision, paperwork, preparation for client sessions, observations, and attendance at the weekly class.
- **Carry Over Hours:** To successfully complete Internship 1, students must complete a minimum of 51% of their hours. (See Section 10.5.3.2) This requirement is in addition to the other course requirements. If a student does not meet these minimum required hours for each internship semester, they will not receive a passing grade in the course.

#### **8.4 TEA Direct and Indirect Field Experience Hours (School Counseling Only):**

**Direct:** The Texas Education Agency (TEA) requires professional certification program students obtain a total of 160 direct field experience hours to qualify for certification. These hours will be split over the course of your clinical field experience, typically Internship I and II. As a part of this field experience requirement students must be observed three (3) times by a university appointed field supervisor. These observations will each have a mandatory pre and post observation conference with the field supervisor. Students will receive notification at the beginning of their internship coursework notifying them of their assigned field supervisor; this notification will also provide information regarding the expectations and scheduling of these field observations. The 160 required hours are not in addition to Internship

requirements, they will count toward your required experience hours for class. This expectation simply specifies that a minimum of 160 (of your total required 240 direct hours) be in a school setting.

**Indirect:** As part of your indirect hour training requirements, Professional School Counseling students must complete the following mandatory trainings per TEA: Digital Literacy Post-Assessment, Dyslexia, Suicide Prevention, Mental Health, Substance Abuse. These training sessions will be completed in your TK20 Field Binder during your final clinical semester.

**8.5 Between Semester Clinical Hours:** Some sites may require students to continue to see clients between semesters, however, these hours cannot be counted toward the required internship hours without supervision by a C&D faculty member. Between-semester supervision is an exception beyond the scope of faculty roles and responsibilities. If a faculty supervisor is willing, it is the responsibility of the student to attend the session(s) made available. Between semester hours can only be counted for the Internship experience. All practicum hours must be completed during the semester(s) in which the student is enrolled.

**8.6 Clinical Hours Documentation:** It is the student's responsibility to maintain an accurate record of their clinical hours, weekly supervision (both site and TWU instructor supervisors), and submit all clinical paperwork on time.

**Weekly Clinical Logs:** You must keep an up-to-date weekly log of your clinical hours (Appendix B). Entries in your log must correspond to those kept at the facility. Be sure to distinguish between individual and group counseling, consultation, guidance activities, direct and indirect hours, individual supervision (faculty and site supervisors), and group supervision. Weekly logs (Appendix B-1) must be signed by the student, the site supervisor and submitted to the clinical instructor at each weekly class meeting.

The Supervision Detail Log (Appendix B-2) should be signed each week as supervision is completed. This log, plus the Clinical Log Summary (Appendix B-3) must be signed by the student, the site supervisor(s), and the faculty supervisor, and submitted at the final class meeting. The Supervision Detail Log (B-2) and Clinical Log Summary (B-3), plus evaluations and other required evaluation paperwork, will become part of your permanent student file at TWU.

**LPC Documentation (Appendix E):** In addition, the LPC documentation form (Appendix E) must be completed each semester for each site, whether you plan to pursue the LPC or not. This form is official documentation for your hours for the State of Texas and a copy is not maintained in your permanent student file.

## 8.7 Video Requirements:

**Video Recording:** Videos are an important part of the professional training for all Clinical students. All videos must be handled carefully since this is CONFIDENTIAL INFORMATION. Careless breach of this professional responsibility may be grounds for dismissal from the program. All clients must sign a video Consent Form (provided by the site or Appendix C-1) before a session is recorded.

Graded videos are a substantial part of your grading in each of the Clinical courses. Therefore, it is imperative that all videos be submitted as scheduled and be good quality. This means that they must be clearly audible. Poor quality videos will NOT be reviewed, will be considered “not passing,” and the student will be required to submit another video.

**Videos and Supervision (Individual and Group):** Videos should be uploaded prior to all individual supervision sessions (Practicum) and all clinical classes cued for review. Suggested sections to cue may include but are not limited to: what students think they did well, solicit feedback if struggling, demonstration of theory or technique. This is an opportunity for you (and your classmates) to improve, learn, and develop professionally.

**Videos and Grading:** Students are required to submit a minimum of three (3) passing videos per semester. Feedback from the clinical instructor will justify the score and specific suggestions and/or mandates for improvement will be provided. If students do not pass videos, they will be required to submit an additional video that may be reviewed by any or all core TWU C&D faculty for review (including required paperwork) for feedback and also consideration of student’s progress. All non-passing videos are kept by the TWU Component. Passing videos may be retained by the instructor until the end of the semester but will be available for the student’s review.

**Practicum:** videos will be reviewed by the individual Clinical Instructor. If a student demonstrates marginal skills or the instructor has concerns about the professional development of the student, the instructor may ask that the C&D faculty review the student’s video and provide written feedback and grade to the student.

**Internship:** videos will be reviewed by the individual Clinical Instructor. If a student demonstrates marginal skills or the instructor has concerns about the professional development of the student, the instructor may ask that the C&D faculty review the student’s video and provide written feedback and grade to the student.

## 8.8 Site Evaluation

### Site Supervisor's Evaluation of Student

Your site supervisor will be required to complete an evaluation of your performance and skills at midterm (Appendix D-5 for all students as well as D-4 for SC students) and again during the final weeks of the semester (Appendix D-6 for all students as well as D-4 for SC students). It is your responsibility to give these forms to your supervisors at the appropriate time and submit them to your Clinical Instructor by the required due dates. It is recommended that your site supervisor meet with you and go over the evaluation before submitting it to your Clinical Instructor. Your midterm and final evaluations will also become part of your permanent student file.

### Student's Evaluation of Site and Site Supervisor

At the end of the semester, you will be asked to complete an evaluation of the facility and the supervision you received (Appendix D-3)

## 9.0 STUDENT PERFORMANCE EVALUATIONS

**9.1 Site Supervisor's Evaluation:** Site supervisors evaluate Clinical students at midterm and at the end of the semester using the Site Supervisor's Evaluation Forms (Appendices D-4 for SC students and D-5 and D-6 from all students). The site supervisor's evaluations must be reviewed with the supervisee. The supervisee will return it to the Clinical Instructor who in turn will discuss it with the student as part of the ongoing student's evaluation.

**9.2 Clinical Supervisor's Evaluation:** Clinical Instructors evaluate each student throughout the semester on a number of criteria. Refer to the Clinical Instructors' syllabi for specific tests and evaluations used as evaluation tools that semester. Student behaviors considered important for evaluation may include all or some of the following:

- Skills on recorded counseling sessions
- Direct observation of counseling sessions
- Site supervisor feedback and evaluations
- Completion of assignments
- Completion of all paperwork at the site and for the clinical course
- Completion of all required direct and in-direct clinical hours
- Attendance and participation in individual and group supervision
- Professional competency

- Individual Clinical Instructor's requirements

**9.3 Final Evaluation by Clinical Instructor:** At the end of the semester, all Clinical Instructors will use the Student Evaluation in Clinical Courses (SECC) (Appendix D-1) to evaluate the student's progress that semester. For any student that receives a rating of "0" or "1" on any area of the SECC (Appendix D-1), a Remediation Plan (Appendix D-2) is required. If a remediation plan is warranted, the plan will be created by the core faculty who will also meet with the student to facilitate the plan (C.2.g; F.8.b). The final evaluation supersedes all other evaluation criteria.

**9.4 Student's Goals Evaluation:** Prior to the final evaluation meeting with the Clinical Instructor, the student must complete their Student Final Self-Evaluation (Appendix D-9). The student should be prepared to discuss this evaluation, and a copy will be placed in their permanent student file.

## **10.0 CLINICAL GRADING POLICIES**

### **10.1 Practicum:**

**Grade of "B" or better** Students are eligible to receive a grade of "B" or better if they have satisfactorily met all course requirements for Practicum and received satisfactory ratings on the Student Evaluation in Clinical Courses (SECC) (Appendix D-1).

**Grade of "C" or below:** Students will receive a grade of "C" or below in Practicum if they have:

- Not met all course requirements for the Clinical course
- Not completed the clinical hours
- Not demonstrated the appropriate skill levels for Clinical as evaluated (receive satisfactory ratings on the Student Evaluation in Clinical Courses (SECC) (Appendix D-1) by the Clinical Instructor

**Penalty:** Students who receive a grade of "C" or below:

- Faculty decisions may be "mandatory retake the course for credit" or may be "dismissed from the program."
- Cannot count any of the hours logged in that semester toward any other clinical semester.
- Are required to follow all departmental remediation policies before they will be approved by the faculty to register for Practicum again.

### **10.2 Internships 1 & 2:**

**Grade of “B” or better (Credit):** Students are eligible to receive a grade of “B” or better if they have:

- Met all course requirements for the Internship course and
- Completed all required Internship hours (Direct Hours: 120, Indirect Hours: 180) and
- Received satisfactory ratings on the Student Evaluation in Clinical Courses (SECC).

**Grade of “B” or better (but have incomplete hours):** Met all course requirements for the Internship course and

- Completed the majority (51%) of the required Internship hours (Minimum Direct Hours: 61; Indirect Hours: 91) and
- Received satisfactory ratings on the Student Evaluation in Clinical Courses (SECC) (Appendix D-1)

**Grade of “C” or below:** Students will receive a grade of “C” or below in Internship if they have:

- Not met all course requirements for the Internship course AND/OR
- Not completed the majority of their Internship hours (51%) AND/OR
- Not received satisfactory ratings on the Student Evaluation in Clinical Courses
- (SECC) (Appendix D-1)

**Penalty:** Students who receive a grade of “C” or below:

- Must retake the course for credit.
- Cannot count any of the hours logged in that semester toward any other Internship semester or state licensure application.
- Are required to follow all departmental remediation policies before they will be approved by the faculty to register for Internship again.

### **10.3 Final Evaluation:**

**Successful Completion:** Student Evaluation in Clinical Courses (SECC) (Appendix D-1), and consensus of the C&D faculty determines successful completion of a clinical course. (ACA: F.9). The final grade for your Clinical course will be determined by your Clinical Instructor, subject to review by the collective faculty, along with feedback from your site supervisor.

**Student Evaluation in Clinical Courses (SECC) (Appendix D-1):** This form is used by the C&D faculty as a way to evaluate counseling students in a variety of professional competency areas. This evaluation is given at the end of the semester. Students must receive acceptable ratings in all areas (ratings of 2 or 3) in order to progress to the next Clinical course. Students performing below an acceptable level on this scale will receive a grade of “C” or below and will be required to retake the course. The Student Evaluation in Clinical Courses (SECC) (Appendix D-1) supersedes all forms of evaluation in the Clinical course.

## **11.0 ADDITIONAL CLINICALS POLICIES**

### **11.1 Prerequisites & Specialty Areas**

Counseling in specialty areas requires education, training, and qualified supervision. Students may not counsel children, adolescents, couples, families or groups unless they have completed/are completing specific TWU coursework in the specific specialty area (see ACA: C.2.a,b; section 8.2.1.1).

In rare circumstances, students who have not completed coursework may request approval from their faculty supervisor to counsel in a specialty area if a site will provide:

- Regular supervision by a supervisor trained in the specialty area
- An approved, documented plan that includes supplemental training and resources (ie, textbooks, academic and professional readings, and training videos)

### **11.2 Consecutive Enrollment**

If a student desires not to enroll in the next appropriate, consecutive clinical class, the student’s faculty advisor must receive a written request stating the purpose of the request for an exception. This letter will be submitted to the C&D faculty on behalf of the student by the student’s advisor, and the faculty decision will be communicated back to the student by the faculty advisor. If the request is accepted, the student may “sit out” and re-enroll in that class the next immediate semester following the missed semester. However, if the faculty does not accept the request, the student must enroll in the clinical course during the appropriate sequenced semester. If a student does not follow these steps and/or they do not enroll in the next appropriate consecutive clinical class, they may be subject to the creation of a remediation plan to be completed before they can re-enroll in a clinical class.

### **Exceptions to Consecutive Clinical Enrollment**

Students in the School Counseling track are not permitted to take FS 5894



Internship in the Summer semester; however, they must make application in the Spring for Internship in the following Fall semester. Any other exceptions must be addressed on a case-by-case basis with the component coordinator who will bring the request to the faculty for full consideration. Failure to register for a clinical class, without an approved exception, may result in the student being administratively removed from the clinical sequence and may require an additional semester out of the sequence.

### **11.3 Telehealth Counseling**

Students are not permitted to participate in telehealth (distance counseling) unless the following are met:

- They conduct telehealth sessions from the approved on-site facility.
- They complete training on telehealth platforms prior to offering telehealth. Refer to section H of the ACA Code of Ethics and NBCC policies for ethical guidelines on distance counseling and technology.

### **11.4 Student Welfare**

Students are trainees and do not replace agency staff. The C&D program will enforce policies to protect student rights and well-being:

- Students do not log over 40 hours a week or assume excessive caseloads (ie, over 12 clients)
- Clinical sites are responsible for providing the client contact hours that are sufficient to meet student requirements.
- Clinical services and activities must have educational and clinical value.
  - Unapproved activities for Clinical Mental Health track students include the following (with some exceptions not to exceed 2 hours per week): receptionist / clerical duties, housekeeping, office maintenance, marketing for sites, social media promotions for sites, and soliciting services for clients.
  - Unapproved activities for School Counselor Interns include the following: building master schedule, coordinating paperwork and data entry of new students, coordinating cognitive, aptitude and achievement testing programs, signing excuses for students who are tardy or absent, providing long-term counseling to address psychological disorders, performing disciplinary actions or assigning discipline consequences, covering

classes when teachers are absent or to create teacher planning time, maintaining student records, and computing grade-point averages.

## **11.5 Nondiscrimination**

As a part of TWU programs, approved clinical sites do not discriminate against students based on race, age, color, religion, sex, sexual orientation, gender identity or expression, national or ethnic origin, veteran's status, genetic information or against qualified individuals with disabilities. Students also support clients from diverse backgrounds and identities (C.5).

**Dead Names and Pronouns** We support students' rights to use selected names and pronouns and students may indicate preferred names and pronouns in Google (personal information display) and Canvas (pronoun setting), however, the program faculty cannot enforce others' use of unofficial names or pronouns. A climate of courtesy is expected by all. Additionally, names that are not reflected on university rosters can interfere with faculty/staff abilities to identify students and process grades or academic forms. We strongly encourage students to ensure that name changes are updated officially in TWU systems.

**11.6 Impairment** It is the student's responsibility to communicate with the Instructor if they need to refrain from offering or providing counseling services due to impairment. This impairment may be of a temporary or permanent nature due to physical, mental or emotional issues. If the Instructor becomes aware of an impairment, he/she will bring the situation to the attention of the regular C&D faculty as soon as is reasonably possible so that appropriate action can be taken by faculty decision. If a remediation plan is warranted, this process will be facilitated by the regular C&D faculty (C.2.g; F.8.b).

## **12.0 ETHICAL RESPONSIBILITIES**

**Policy about Ethics in the Counseling and Development Program** (F.8.a): The faculty supports the ethical standards of the American Counseling Association (ACA) and its divisions, as well as the by-laws of the Texas State Board of Examiners of Professional Counselors (TSBEPC) and the Texas Licensed Professional Counselors Board. During your course work, and especially during your clinical experiences, you are required to be familiar with and abide by the current ethical standards of the American Counseling Association and the Texas standards. When you find yourself with ethical questions or struggling with an ethical dilemma, you should discuss these with your University Supervisor and/or Site Supervisor. Ethical dilemmas, in and of themselves, are a common experience for counselors in all areas of practice. However, ethical violations can

pose problems for you, your clients, and those around you. Ethical violations may be cause for removal from a clinical site.

### **Informed Consent for Students**

Supervisors (both faculty and site supervisors) have the responsibility to provide informed consent for all students and the clients they serve. All citations are from the current ACA Code of Ethics and/or Texas Standards of Practice.

- Define and discuss expectations, roles, and procedures related to the supervisory relationship.
- Clearly outline and review performance expectations, evaluation criteria, and appeal procedures according to TWU's policy and the site's policy.
- Ensure that clients are aware that their counselors are students in training, that they are being supervised, and how this will influence client confidentiality (i.e., videos reviewed during individual and group supervision).

### **Confidentiality**

Supervisors and students work to safeguard the confidentiality within the therapeutic and supervisor relationships.

- It is important for both supervisors and supervisees to respect the limits of confidentiality within the supervision relationship, understand the difference between confidentiality and privacy, and respect the client's right to privacy related to information gathered as part of the therapeutic relationship (i.e., clinical notes, test results, etc.).
- Students do not discuss the events or content of supervision sessions outside the group or individual supervision session. (Note: Violation of this policy is considered a breach of ethical behavior and may result in dismissal from the program.)

### **Multiple Relationships**

Supervisors are aware of the power differential inherent in the supervision relationship. Therefore, they are responsible for defining, creating, and maintaining appropriate relationships boundaries with supervisees. These include appropriate ethical, professional, and social boundaries (ACA: F.3.a-d).

- Supervisors do not engage in social contact or interaction that would compromise the supervisor/supervisee relationship. Dual relationships that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.
- Supervisors do not engage in sexual relationships with supervisees

- and do not subject them to sexual harassment.
- Supervisors should carefully monitor the supervisory relationship and should not establish a therapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only as they impact clients' issues or professional functioning. Appropriate referrals for personal counseling should be provided when necessary. It is unethical for supervisors to serve as counselors for supervisees over whom they hold administrative, teaching, or evaluative roles.

**Professional Competence:** The core faculty of the C&D Program at TWU strongly maintain that the counseling student is trained only to provide those professional services that reflect their specific areas of professional preparation and then only under the supervision of a fully credentialed faculty member or other licensed professional person (C.2.a).

**Faculty Members Are Role Models:** Faculty members are trained in supervision and serve as role models for students. As such, they are committed to being knowledgeable about counseling legal and ethical matters, practicing within the boundaries of their personal competence, keeping current in the counseling field, and providing adequate/appropriate supervision for counselors-in-training.

**Faculty Members Are Gatekeepers for The Profession:** Because faculty members expect professional behavior of students that is consistent with accepted professional practice, students who are in violation of the ethical standards of our profession will be held accountable to the full faculty who are representatives of the profession. ACA ethics and the Texas LPC Board standards of practice will serve as the faculty guide in investigating the professional and/or personal behavior of students who provide counseling/family therapy services to the public through the C&D Program at Texas Woman's University.

**13.0 HINTS FOR SUCCESS:** Although each site placement is different, here are some suggestions for success in your clinical experience. Although many, if not all, of these suggestions may appear to be common sense, historically, these areas have been problematic for some clinical students. Remember professional dress and behavior reflects not only on you, but also upon TWU and future clinical students.

**Start early:** Select a site early to avoid last minute, unsatisfactory placement. In addition, some sites require interviews and background checks that may take time to be completed.

**Choose the Site Carefully:** Select a site that closely resembles the setting that

you would like to work in after graduation. This also can be an excellent professional reference for your first job! There are two distinct advantages to a well selected clinical site: (1) You will discover if you want to work in this type of setting and (2) if so, you will make important career contacts (called “networking”).

**Dress Professionally:** You are entering the professional world and your dress needs to comply with the dress codes within that particular site setting.

**Communicate in a Timely Manner and Be On Time:** Be on time and give timely notice for emergencies or absences.

**Consult:** Take advantage of a co-worker's expertise. Remember you are a guest in their busy routine, and you must take the initiative in making contacts. Use this opportunity wisely to gain first-hand experience and/or knowledge about the widest variety of experiences. Make the best use of your clinical experience!

**Seek Diverse Experiences:** Become involved in as many different site activities as possible (i.e., run different groups, organize career days, participate in staff development workshops, attend regular client staffing, etc.). These are all unique learning opportunities. Not only do you gain valuable experience, but also you will have an opportunity to broaden your depth of knowledge and experience in the counseling profession. In addition to personal professional development, this may enhance your employment opportunities post-graduation.

**Avoid Time Crunch:** Often students take coursework while completing their clinical training, and this creates a great deal of pressure for them. Frequently students are also working and/or have family obligations that further exacerbate stressful time demands. It is important that you be aware that you will have limited time in your life for family, friends, and hobbies so be a good time manager. Clinical training is a time for sacrifice, commitment, and devotion!

**Communicate Professionally:** You are now among professionals, not friends. Please keep this in mind in your communications with supervisors, co-workers, and peers. Begin each communication with a greeting (by title unless otherwise directed) and end each communication with an appropriate closing. Don't engage in gossip, never send written communications in anger or highly emotional states, and ALWAYS proofread your writing. It becomes easy to overlook these things when you get busy, but every communication builds your professional reputation.

You will be working as a professional and colleague. This is an important step toward fulfilling your goal of becoming a professional counselor. What you gain is directly proportional to the amount of work and professionalism that you put

into the clinical experience.

## **14.0 ASSESSMENT AND EVALUATION OF PROGRESS AND DISPOSITIONS**

Standard 4.F-H. of CACREP (2016) that accredits the counselor education program at Texas Woman's University states:

- The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.
- The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

The current ACA Code of Ethics (2014) is the ethical code that guides the Counseling & Development program faculty. F.9.a states:

Evaluation of Students: "Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program"

Code F.9.b states,

"Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies."

Code F.6.b also addresses the faculty's responsibility as supervisors.

Gatekeeping and Remediation: "Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing

remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.”

## **15.0 RETENTION, REMEDIATION & DISMISSAL**

### **15.1 Procedures for Reviewing Student Competency**

Students are routinely evaluated throughout the counselor education program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should withdraw from the program. Time is allocated in each monthly component meeting (or as needed) for Counseling and Development core faculty to discuss student(s) clinical or academic concerns. Core faculty members have a responsibility to act as gatekeepers to the profession and to dismiss from the training program students who are not able to provide competent service (F.6.a,-d; F.9.a-c). Any decision involving remediation or withdrawal follows the procedure specified for Reviewing Student Competency that appears below.

- Core faculty will follow department practices for identifying students who earn a grade of C or below in any course and/or receive a rating of “0” or “1” on any area of the SECC (Appendix D-1).
- Core faculty meet to discuss identified student(s) and outline a remediation plan.
- Core faculty meet with identified student(s) and present the remediation plan needed to ensure student success.

With the student's advisor, follow up meetings will be scheduled to review progress.

### **15.2 Addressing Marginal or Inadequate Performance:**

In the event of marginal or inadequate clinical or professional performance, it is the faculty supervisor’s responsibility to communicate with the core faculty in a prompt and timely manner and to take reasonable steps to facilitate a student’s improvement. At any time, the core faculty may choose to complete a **Remediation Plan (Appendix D-2)**. This determination is made based on consultation with a student’s faculty and site supervisors and adherence to program and department policies.

For any student that receives a rating of “0” or “1” on any area of the SECC

(Appendix D-1), a **Remediation Plan is required**. The Remediation Plan is used to support the student's growth and to provide appropriate monitoring and supervision of the student as he or she continues through the counseling program. Written recommendations for remedial assistance or dismissal from the program will be given to students who have limitations that are likely to impede future professional performance. These recommendations will be clearly and professionally explained in a face-to-face meeting with the student, the core faculty, and the clinical supervisor. A copy of the Remediation Plan is reviewed with the student and placed in the student's permanent student file.

**15.3 Student Appeal** It is the responsibility of the core faculty to provide the student with the necessary steps for recourse and/or appeal according to TWU's written policy. (F.5.a,-d; F.9.a-b). If a student disagrees with the Remediation Plan (D-2), they may appeal by writing an intention to appeal on the document and signing that statement. The student must submit the appeal to the Program Coordinator in writing and set up an appointment to discuss the Plan. If the student wishes to carry the appeal process further, they must submit the intent to appeal to the Department Chair in writing and set up an appointment to discuss the Plan. If the student wishes to appeal the Department Chair's decision, the Chair will advise the student of additional levels of appeal at that point.

**16.0 ENDORSEMENT POLICY:** At various times, students require an endorsement (verbal or written recommendation) from their program in order to gain employment or credentials. A graduate may be endorsed by counseling faculty only for a position or credential for which the graduate has been prepared. Internship site supervisors also are urged to follow this policy.

Students should be aware of this policy and seek endorsement only for employment and credentials for which the relevant track has been completed. If the student chooses to complete the coursework and field experience requirements for additional tracks, she/he may be endorsed for those tracks as well.

## **17.0 THEORETICAL PAPER**

**Introduction:** The theoretical orientation paper is designed as a process paper on which to build your individual counseling theory and personal counseling style. The paper will originate in COUN 5313 (Counseling Theory) and progress through COUN 5364 (Practicum in Counseling), COUN 5894 (Internship – first semester) and be completed in COUN 5894 (Internship – second semester). The paper will require different components as you progress through each of these classes. The format and outline for this theoretical paper have been adopted by the Human Development, Family Studies and Counseling Department's C&D Component. (Appendix C-9)



**Plagiarism:** Plagiarism is unethical, unprofessional, and has SERIOUS consequences! Please review the section in the APA manual on plagiarism and ethics in publication (pp.349-350) and the graduate bulletin on cheating and plagiarism. All university policies will be strictly followed.

**Evaluation and Grading:** Appendix C-9 for evaluation and grading process.

## **18.0 ADDITIONAL LEGAL POLICIES**

**18.1 Unsupervised Independent Practice:** In order to assume full professional standing in the community, the student is expected to have (a) a thorough preparation in their field and in the specific area(s) of expected practice; (b) clinical supervision that is integrated into the academic program of study and supervision that is provided by well-trained, certified or licensed professional; and (c) appropriate post-degree professional experience in the areas of academic training.

The expectation of the faculty, the American Counseling Association (ACA), and the Texas State Board of Examiners of Professional Counselors (TSBEPC) are that, following the receipt of the graduate degree in counseling, the individual will seek post-degree supervision for whatever period is requisite for entry into professional practice in the area(s) of training and competence. **Independent practice of students prior to attaining appropriate degree credentials is forbidden by the Ethical Code and by law.**

### **18.2 Disclosure of Information:**

In accordance with Leg. House Bill 1922, an individual is entitled to: request to be informed about the information collected about them; receive and review their information; and correct any incorrect information. Disclosure of your student identification number is required to access your transcripts for evaluation for clinical courses at Texas Woman's University. Your student identification number will be used as a unique number to identify you. Any further disclosure of this number will be governed by the Public Information Act (Chapter 552 of the Texas Government Code).

### **18.3 Complaints to State Organizations**

#### **Texas Education Agency: Complaints Against Educator Preparation Programs**

The complaint process allows for an applicant, candidate, employee or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school to submit a complaint about an EPP for investigation and resolution. The complaint process allows individuals to

seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong. Educator preparation programs may also file a complaint about the actions of other EPP programs when it involves a candidate's transfer into or out of a program.

Filing a Complaint: All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the complaint form online or by emailing the form to [complaintsmanagement@tea.texas.gov](mailto:complaintsmanagement@tea.texas.gov).

### **Texas Behavioral Health Executive Council Counselors Complaint Process**

An individual who wishes to file a complaint against a Licensed Professional Counselor may write to:

Texas Behavioral Health Executive Council  
Attn: Enforcement Division  
333 Guadalupe St., Ste. 3-900 Austin, Texas 78701  
[Enforcement@bhec.texas.gov](mailto:Enforcement@bhec.texas.gov)

or call 1-800-821-3205 to request the appropriate form or obtain more information. This number is for complaints only. Please direct routine calls and correspondence to the phone number and address on the "Contact Us" page.

### **19.0 ACKNOWLEDGEMENTS**

The faculty wishes to thank the following universities for allowing the use of their manuals to serve as models for this document: Texas A&M-Commerce, Florida Gulf Coast University, Northeast Illinois University, University of Louisiana-Monroe, University of Central Florida, University of South Carolina, Michigan State University, Fort Hays State University, University of Wisconsin-River Falls, and the University of Florida.

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	A-2 Professional Liability Insurance	Information Only	
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<p><b>* Note: These 3 forms are in Excel (not Word) and are set up to automatically total hours as needed.</b>  <b>(These forms are only available on the Counseling and Development web page)</b></p>			
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## **APPENDIX A**

### **Beginning of the Semester**

#### **General Information and Initial Forms**

**Texas Woman's  
University  
Counseling and Development  
Program**

**A-1 Overview of Clinical Experience Hours**

<b>COUN 5364 Practicum</b>	
<b>Hours Required:</b>	<ul style="list-style-type: none"> <li>• 100 clock hours (approximately 8-10 hours per week)</li> <li>• Direct Hours: 40 hours (minimum of 5 group hours and 20 individual counseling, with the remaining hours being any combination of group and individual)</li> <li>• Indirect Hours: 60 hours (supervision, paperwork, preparation, etc.)</li> </ul>
<b>Field Site:</b>	<ul style="list-style-type: none"> <li>• <b>All supervisors must</b> have a master's degree in counseling or related professional with equivalent qualifications including appropriate certifications and/or licenses and minimum of 2 years post-master's or post-certification experience for clinical sites and 3 years for school counseling sites*</li> <li>• <b>Clinical Mental Health track:</b> Hours may be accumulated in a community or school site with appropriate supervision as approved by the TWU faculty.</li> <li>• <b>Professional School Counseling track:</b> Hours must be completed in an approved school setting during a Fall / Spring or Spring / Fall sequence. No Summer semesters.</li> <li>• <b>ALL</b> supervisors must provide a minimum of one hour of individual supervision per week.</li> </ul>
<b>TWU Campus</b>	<ul style="list-style-type: none"> <li>• 1.5 hours per week of Group Supervision / Instruction from Practicum instructor</li> <li>• 45 minutes per week of Individual or Triadic supervision from Practicum instructor</li> </ul>

<b>COUN 5894 Internship 1 and COUN 5894 Internship 2</b>	
<b>Hours Required:</b>	<ul style="list-style-type: none"> <li>• 300 clock hours (approximately 20 hours per week)</li> <li>• Direct Hours: 120 hours including minimum of 10 hours of group and 60 hours of individual counseling, with the remaining hours being any combination of group and individual counseling</li> <li>• Indirect Hours: 180 hours (supervision, paperwork, preparation, etc.)</li> </ul>
<b>Field Site:</b>	<ul style="list-style-type: none"> <li>• <b>All supervisors must</b> have a master's degree in counseling or related professional with equivalent qualifications including appropriate certifications and/or licenses and minimum of 2 years post-master's or post-certification experience for clinical sites and 3 years for school counseling sites*</li> <li>• <b>Clinical Mental Health track:</b> Hours may be accumulated in a community or school site with appropriate supervision as approved by the TWU faculty.</li> <li>• <b>Professional School Counseling track:</b> Hours must be completed in an approved school setting during a Fall / Spring or Spring / Fall sequence. No Summer semesters.</li> <li>• <b>ALL</b> supervisors must provide a minimum of one hour of individual supervision per week.</li> </ul>

<b>TWU Campus</b>	· 3 hours per week of Group Supervision / Instruction from Clinical instructor
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**Forms Required in COUN 5364 Practicum and Each Section of COUN 5894 Internship**

· A-10 and D-9 – Student's Self-Evaluation Forms
· C-9 Theory Paper (applicable section)
· <b>Signed</b> B-2 Supervision Log and B-3 Summary Log
· Sign off on LPC Documentation Form, but TWU does not keep a copy

## Requirements for ALL Counseling Practicum and Internships

### Student Requirements:

- 1) It is expected that all 3 semesters of clinical classes (Practicum and two semesters of Internship) will be taken consecutively. If a student desires not to enroll in the next appropriate, consecutive clinical class, the student must submit a written request to their Faculty Advisor at least 60 days prior to the semester that the student wants to be permitted to skip. Failure to submit the written request within this timeframe (unless an emergency prevents compliance with this timeframe) may result in the request being denied. The request will be presented to the core C&D faculty by the Advisor on behalf of the student. Once a faculty decision has been reached, the student will be notified. If the student chooses to appeal the faculty decision, he or she must submit a written request to the HDFSC Department Chair and schedule a meeting. If the Chair denies the request, the student will be informed of the additional appeal process steps. If the student is granted this request, then it is their responsibility to re-apply for the applicable clinical class according to the requirement so stipulated by the core faculty decision. Failure to follow this procedure may result in students being penalized an additional semester and/or students may be blocked from taking any additional coursework until current in the clinical sequence of courses.
- 2) Clinical sites must meet the requirements outlined in the current version of the Clinical Handbook.  
The instructor of the course will grant approval for the site experience.
- 3) New clinical sites must be approved by the C&D faculty prior to students being allowed to complete any hours at the site.
- 4) Students must submit a formal request (in writing) for completing clinical hours at either a religious site or a paid clinical experience to either their C&D core faculty clinical instructor or their TWU faculty advisor, if the course is being taught by an adjunct instructor. These requests are approved by the C&D faculty (as a whole) on an individual basis. This approval must be completed the semester prior to accumulation of any clinical hours.
- 5) Students are required to complete the required approval procedures (outlined in the current version of the Clinical Handbook) for all clinical experiences.

### Off-Site Clinical Experience Requirements:

- 1) The site must allow you to have access to clients for individual and group counseling.
- 2) For the Practicum semester (first semester of clinical experience), a minimum of 100 hours will be logged, 40 of which are direct counseling of clients, including 20 hours of individual counseling and 5 hours of group counseling. The remaining hours may be any combination of group and individual counseling. During the TWO (2) Internship semesters, students will need to accumulate a minimum of 600 total hours, 240 of which are direct, including a minimum of 20 hours of group counseling and 120 individual. **The expectation is that students will accrue half of their hours during each semester. For each semester this is 300 total, 120 direct; 10 group and 60 hours of individual client contact, and 50 hours a combination of group and individual)**
- 3) The site must allow you to do videorecording of both your individual and group counseling sessions with the client's permission. Any exceptions must be discussed with your clinical instructor.
- 4) Community counseling sites must provide you with an on-site supervisor who has a master's degree in counseling or related profession with equivalent qualifications, including appropriate certifications and/or licenses and a minimum of two years experience with their applicable license and/or certification. (See current Clinical



Handbook for additional requirements.) Your supervisor will need to supply us with a professional vita/resume (if one is not on file in the HDFSC office) in order to be approved as your site supervisor.

- 5) School Counseling sites must provide you with an on-site supervisor who has been certified and employed as a school counselor for a minimum of three (3) years. Your supervisor will need to supply us with a professional vita/resume (if one is not on file in the HDFSC office) in order to be approved as your site supervisor. School counseling students must complete both of their internship courses and clinical hours in a school setting either in Fall / Spring or Spring/Fall sequence. No Summer semester internships will be allowed.
- 6) For both community and school sites, the on-site supervisor must be able to provide you with a minimum of one (1) hour of individual or triadic supervision each week. During supervision, your supervisor will review your cases, provide training, and observe your videos or observe you work with clients “live”.
- 7) The Practicum or Internship instructor will work closely with the site supervisor throughout the semester to ensure a quality clinical experience that meets the TWU counseling program requirements.
- 8) The on-site supervisor must fill out two evaluations (minimum) of your skills and abilities and meet with the TWU clinical instructor to discuss your performance during the semester.
- 9) Your site must be an approved site and new sites will be approved on an individual basis.

**If your site does not meet all these requirements, it will not be approved for your clinical experience (Practicum or Internship 1 or 2). Please do not ask us to lower our standards or in any way jeopardize our standing with the Texas State Board of Examiners of Professional Counselors or the Council for Accreditation of Counseling and Related Educational Programs (CACREP).**

**Texas Woman's  
University  
Counseling and Development  
Program**

**A-2 Professional Liability Insurance**

**Student Blanket Liability Insurance  
Program**

***NOTE: Insurance not in effect until the student pays fees.***

Open link to access file:

[Liability Insurance](#)

## Texas Woman's University Counselor Education Program

### A-3 Site Supervisor Agreement

#### Definition

The clinical supervisor is an experienced person with advanced training who is an overseer of clinical work and who is responsible, with the student, for the quality of the student's clinical work.

The supervisor has a minimum of a master's degree in counseling or related field and/or appropriate School Counselor Certification or Licensed Professional Counselor license with a minimum of two years of pertinent professional experience with this credential for LPCs, and three years for School Counselors.

The supervisor for TWU clinical experiences also should be knowledgeable about our program's clinical expectations, requirements, and evaluation procedures.

Clinical supervision focuses on the services provided to clients and includes areas such as client welfare, the counseling relationship, assessment, diagnosis, clinical interventions, prognosis, appropriate referral techniques, and advocating for clients with other agencies in the community.

This is accomplished through a set of supervisory activities which include consultation, training, instruction, and evaluation.

#### Purposes of Supervision

- 1) to protect the welfare of clients receiving services
- 2) to structure the activities of the supervisees to ensure that they provide competent services
- 3) to ensure that supervisees function within their level of competence and scope of training
- 4) to provide appropriate training for those seeking licensure or certification
- 5) to expand the competence of supervisees and assist with the acquisition of new skills
- 6) to provide professional consultation for supervisees
- 7) to facilitate the supervisee's personal and professional development; self-awareness will enhance the supervisee's effectiveness in helping others
- 8) to promote accountability, that is, to provide evidence that the agency is working to help the supervisee accomplish goals that the supervisor and student have contracted to achieve

#### Role of Supervisor

The clinical supervisor is **legally** and **ethically** responsible, with the student, for the services the student provides and the manner in which the student conducts themselves. It is the supervisee's responsibility to keep the supervisor well informed of their activities. Trust and openness with the clinical supervisor will enhance the supervisee's experiences and professional growth.

A supervisor has full responsibility for the supervised work of the supervisee, including treatment plans, diagnosis, and prescribed course of treatment. Thus, supervision sessions accomplish the following purposes:

- To provide an hour of weekly supervision in individual or triadic format.
- 1) To provide instruction and guidance regarding diagnosis and treatment
- 3) To provide support for professional development for the supervisee
- 4) To provide the supervisee with feedback about performance
- 5) To provide feedback to the supervisee that is timely, clear and specific; that is, feedback is delivered soon after an important event and is based on specific performance criteria
- 6) To ensure a space and an interpersonal climate that is safe enough for supervisees to approach practice issues in their own way
- 7) To help supervisees explore and clarify thoughts, feelings, hopes, and goals which underlie their practice
- 8) To share experience, information, and skill
- 9) To assist supervisees in the identification of ethical or legal dilemmas and challenge practices which the supervisor judges to be unethical, unwise, or incompetent
- 10) To challenge personal or professional blind spots of the supervisee
- 11) To bring to the supervisee's attention personal difficulties or impairment that could directly affect clinical work and recommend a course of action to address these difficulties. While the supervisor can recommend that a supervisee seek consultation with relevant professionals, such treatment must not be rendered by the clinical supervisor.
- 12) To play an active role in assisting supervisees when they encounter clinical crises and support them through the management of such crises.
- 13) To be available to supervisees at times other than the scheduled supervision session.
- 14) Supervisees should obtain phone numbers of their clinical supervisor indicating where they can be reached in case of emergency.
- 15) To be responsible for determining the competencies of the supervisee. Supervisees are required to provide their site supervisor with recordings of sessions with clients. Alternatively, the supervisor may ask to sit in on counseling sessions periodically to assess the level and progress of the supervisee's counseling skills. It is expected that supervisors will provide written/verbal feedback in a timely manner.
- 16) Before recording, supervisees must be certain to obtain informed consent from their clients; the tape is confidential and privacy should be guarded carefully.
- 17) To keep records of supervision, including any supervision plan, dates of supervision, notes regarding supervision, and/or concerns discussed.
- 18) To inform the TWU clinical instructor of any serious concerns so that appropriate steps can be taken by the Counseling and Development faculty to address these concerns.
- 19) To provide written evaluation on the supervisee for the university instructor at least twice during the semester; at mid-term and end of the semester.
- 20) Completion of TWU Counseling and Development program supervisory training.

### **Expectations of the Supervisee**

- 1) Punctuality, both at sessions with clients and supervision. If a student is unable to attend a supervision session, it is the student's responsibility to notify the supervisor in advance and make alternative arrangements.

Similarly, if the student is delayed for a client appointment, it is the student's responsibility to notify the supervisor.

- 2) Preparedness, both for sessions with clients, as well as for supervision. Supervisees should attend supervision with an agenda of cases and/or issues that need to be addressed, accompanied by the files of the clients involved, and they should ask for time to have these addressed.
- 3) Receptiveness (not defensiveness) to guidance and instruction from the supervisor; that is, attentiveness to feedback and suggestions from the supervisor and prompt follow through action on such instructions. It may be necessary for the student to take notes during supervision in order to execute all instructions identified by the supervisor. Supervision of a case is documented in the client's file. If applicable, instructions from the supervisor on each case should be documented in the file following each supervisory contact.
- 4) The student is responsible for informing the supervisor of any difficulties he or she is having in delivering services to clients, completing paperwork, or coordinating professionally with other agencies or staff.

### **Expectations of the University Supervisor**

Approximately 3 hours of group supervision in Internship class is provided per week. Students will receive an average of 1.5 hours of group supervision per week and 45 minutes of triadic supervision every two out of each three-week period during the Practicum experience. Site supervisors will be in contact with the university supervisor (Practicum or Internship Instructor) on an as needed basis. The university supervisor will provide the site supervisor with contact information and a general check-in at the beginning of the semester and at midterm by email or phone. If there are specific student issues as stated by the site supervisor or on the midterm or final evaluation, the university supervisor will initiate contact with the site supervisor for consultation. If the site supervisor notices any clinical or professional concerns exhibited by the student at the site, it is encouraged that they contact the university supervisor immediately.

University supervision sessions accomplish the following purposes:

- 1) To provide instruction and guidance regarding diagnosis and treatment

Site Name

For School Counseling Practicum/Internship Students:

District Name

Grade Levels Served

- 2) To provide support for professional development for the supervisee
- 3) To provide the supervisee with feedback about performance
- 4) To provide feedback to the supervisee that is timely, clear and specific; that is, feedback is delivered soon after an important event and is based on specific performance criteria

- 5) To ensure a safe group environment and an interpersonal climate that is safe enough for supervisees to approach practice issues in their own way
- 6) To help supervisees explore and clarify thinking, feelings, hopes, and fantasies which underlie their practice
- 7) To share experience, information, and skill, and encourage students to share their skills with others
- 8) To challenge practices which the supervisor judges to be unethical, unwise or incompetent
- 9) To challenge personal or professional blind spots of the supervisee
- 10) To bring to the supervisee's attention to personal difficulties of the supervisee that directly affect the supervisee's clinical work and to recommend a course of action to address these difficulties. While the supervisor can recommend that a supervisee seek consultation with relevant professionals, such treatment must not be rendered by the clinical supervisor.
- 11) To be available to supervisees at times other than the scheduled supervision session.
- 12) To be responsible for determining the competencies of the supervisee. Supervisees are required to provide their faculty supervisor with recordings of sessions with clients.
- 13) To provide written evaluation through the SECC form on the supervisee the end of each clinical semester.

Your signature below acknowledges that you have received a copy of the Texas Woman's University Counseling and Development Clinical Handbook. Your signature also indicates that you have read and fully understand the policy and process herein and agree to abide by the policies and procedures defined or referenced in the handbook.

For School Counseling Student Interns, the campus Principal's signature affirms that the site supervisor is highly qualified to supervise as a TEA certified School Counselor.

Site Supervisor Date

Student's Signature Date

TWU Supervisor Date

Director/Administrator/Principal Date

**Counseling and Development  
Program  
Texas Woman's  
University**

**A-4 Clinical Sites Agreement  
(4 copies: Site Supervisor, Clinical Supervisor, Component Coordinator,  
Student)**

**Check one:**      Clinical Mental Health Counseling      Professional School  
Counseling

This clinical placement is for: \_\_\_\_\_ Fall    \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

Year \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ Phone \_\_\_\_\_

Address: \_\_\_\_\_

**Full name of Clinical site:**

\_\_\_\_\_

Site Address: \_\_\_\_\_

Type(s) of Settings (Check all that apply) \_\_\_Hospital \_\_\_Non-profit Organization  
\_\_\_MHMR \_\_\_\_\_School

Other, specify \_\_\_\_\_

**Name of site supervisor:** \_\_\_\_\_ Phone: (    ) \_\_\_\_\_

Site Supervisor's Email Address: \_\_\_\_\_

Highest degree of supervisor: \_\_\_EdD \_\_\_PhD \_\_\_MS \_\_\_ MEd \_\_\_MA

Specific Discipline (e.g., counseling, psychology, etc.): \_\_\_\_\_

Credentials of supervisor: LPC Number: \_\_\_\_\_ NCC Number: \_\_\_\_\_

Professional school counselor \_\_\_\_\_ Other (specify: \_\_\_\_\_

**Name of TWU faculty supervisor this semester:**

\_\_\_\_\_

TWU Faculty Supervisor's Email Address:

\_\_\_\_\_

TWU Faculty Supervisor Phone Number: (    ) \_\_\_\_\_

**Additional Clinical  
Courses  
(Sites may be changed, but new paperwork must be  
submitted)**

<b>Clinical Course #</b>	<b>Site</b>	<b>Supervisor</b>	<b>Approved</b>	<b>Faculty Signature</b>



## **A-5 Student Site Agreement Requirements Agreed Upon by the Site, Student, and TWU**

The clinical student will receive one (1) hour of individual supervision per week from the person named as the on-site supervisor. The supervisor has a minimum of a master's degree in counseling or related field and/or appropriate School Counselor Certification or Licensed Professional Counselor license with a minimum of two years of pertinent professional experience with this credential for LPCs, and three years for School Counselors.

### **Video Recording Capabilities – Permission and Releases**

The clinical student will need to have access to video recording equipment to record clients at the site. Students will bring videos to TWU for group and individual supervision with the university professor, classmates, and potentially other clinical faculty. Confidentiality of applicable ethical codes apply to all that view the recordings. Therefore, your site release form must cover “viewing videos for supervision and consultation purposes” (or equivalent wording). Students will be trained on the proper disposal of client recordings by their individual site. All recordings should be appropriately and ethically disposed of at the end of the semester. Should retention become necessary for any reason, recordings would be maintained in an appropriately secured location.

### **Client Contact Hours**

The clinical student will average 8-10 client contact hours per week per semester (12 weeks in the summer, 15 weeks in the spring and fall). Students are not permitted to log more than 40 hours a week at a clinical site or assume excessive caseloads (ie, 12 or more weekly clients).

Students enrolled in the Clinical Mental Health or School Counseling Practicum will need to complete 100 logged hours, 40 of which are direct client contact hours. At least 5 of the hours must be group counseling and 20 hours must be individual counseling. The remaining hours may be any combination of direct hours.

Students in their Internship semesters will need to complete 300 hours (120 of which are direct client contact hours) per semester at their site. Students must earn at least 10 hours of group and 60 hours of individual counseling per semester; the remaining hours can be any combination of group and individual. School Counseling students must complete both Internship sections in a school setting either Fall/Spring or Spring/Fall semesters. No summer school internships are permitted for school counseling students.

### **Access to Staff Functions**

The student will be given exposure to applicable professional experiences that relate to their clinical and professional development. To promote professional orientation, the clinical student will be allowed to attend staffing that includes treatment planning, case reviews, and clinical training. Students will not carry out activities that do not relate to those experiences (i.e., advertising & marketing for the site).

### **Type of Site**

This site will provide counseling experience.

### **Pay for Services**

Clinical students may have paid Internships as long as they meet the requirements for the Counseling and

Development program and have been approved by their Clinical Instructor.

**Charges for Services**

Because of the training level of the student, fees will not be charged to third party payers for services provided by the student.

**I HEREBY AFFIRM THAT THE REQUIREMENTS ABOVE HAVE BEEN MET AND WILL BE KEPT THROUGH THE STUDENT'S CLINICAL EXPERIENCE**

Student's Signature

Date

Site Supervisor

Date

## A-6 Student Clinical Agreement

**Directions:** Complete this form in duplicate and submit a copy of this agreement to your TWU clinical supervisor.

I hereby attest that I have read and understood the American Counseling Association (ACA) ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum/internship and a failing grade, and documentation of such behavior will become part of my permanent record.

I have read the current Clinical Handbook and been given an opportunity to ask for clarification and/or additional information related to this document. I understand that every attempt has been made to cover the pertinent issues relevant to the Practicum/Internship experience, but it is my responsibility to consult and/or seek additional clarification as needed.

I understand that there are weekly and periodic paperwork required for this course. I agree to submit all completed paperwork as required. I further agree to provide my supervisor(s) with appropriate evaluation forms at required times and provide them with the necessary submitting information.

I agree to adhere to the administrative policies, rules, standards, and practices of the clinical site, my Clinical Instructor, and Texas Woman's University.

I understand that my responsibilities include keeping my clinical supervisor(s) informed regarding my clinical experiences and notification of any emergency situations related to my clinical experience.

I understand that I will not be issued a passing grade in Practicum/Internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required. I understand that specific, behaviorally defined written feedback will be given to me if the faculty members have any concerns about my clinical performance or professional development.

Student's Signature

Date

Student's Name (Printed)

Clinical Instructor's Signature

Date

## A-8 Student Acknowledgement Document

Student's Name: \_\_\_\_\_ For \_\_\_\_\_ Semester \_\_\_\_\_ Year

We, the TWU Counseling Faculty, are committed to providing excellent learning opportunities for students to progress in their clinical development as counselors. As part of this process, students will need to read and have a working understanding of this Clinical Handbook. This document was designed to promote the faculty's expectations, provide guidelines for student's clinical progress, as well as facilitate continued growth and professional development of the student.

Each student is responsible for securing their clinical site(s). Clinical sites must be listed on the TWU Counseling and Development Approved Site Listing:

- 1) All sites (Practicum and Internships) must provide a supervisor who has a minimum of a master's degree in counseling or related field and/or appropriate School Counselor Certification or Licensed Professional Counselor license with a minimum of two years of pertinent professional experience with this credential for LPCs, and three years for School Counselors.
- 2) All paperwork must be submitted in a timely manner as required according to the handbook and syllabi. Failure to submit all documentation as scheduled may result in termination of secondary site and/or clinical course for the semester. It is the student's responsibility to inform the clinical instructor if faculty intervention is necessary.
- 3) No more than 40 hours a week may be logged. This includes direct and indirect hours.
- 4) NO hours can be logged between semesters during any of the clinical courses unless the student is being supervised by TWU C&D faculty as well as their site supervisor.
- 5) It is understood that students may be at a selected site over a 2 or 3 semester clinical experience; therefore, they may need to continue to see clients over the break. Failure to do so may result in "abandonment" and that is addressed in the Ethical Code (A.12).
- 6) Required Practicum hours are a total of 100 with 40 being direct (face-to-face across from clients); of those direct hours, 5 must be group hours and 20 must be individual, the remaining hours can be any combination of direct hours. No direct or indirect hours from Practicum will be carried over to Internship.
- 7) Required Internship hours total 300 each semester with 120 being direct (face-to-face from clients), there is a minimum of 10 hours of group and 60 hours of individual counseling per semester, the remaining can be any combination of direct hours. Internship 1 hours may be carried over to Internship 2 if they exceed the required 300 hours, but a minimum of 51% of hours for direct and indirect must be earned to receive credit for the semester.
- 8) Clinical students may be required to submit recordings for the C&D faculty to review at the discretion of their clinical instructor.
- 9) The Student Evaluation in Clinical Courses (SECC) has been adopted by the C&D faculty as a way to assess clinical and professional functioning and development. Students must receive acceptable scores (2 & 3) on this scale. Students scoring 0-1 in any area will receive a non-passing grade for this clinical experience and must meet with the C&D faculty to discuss remediation strategies before taking another professional competency course.
- 10) A student may be allowed to repeat COUN 5363 Pre Practicum in Counseling once. This decision is made by the C&D core faculty. If allowed to repeat Pre Practicum and is still unsuccessful, the student will be dismissed from the program.
- 11) Ethical violations or professional concerns/issues may result in a remediation plan by the C&D faculty or dismissal from the program.
- 12) If a student is unable to demonstrate sufficient academic progress and/or if personal or

professional limitations interfere with their effectiveness as a counseling student, the individual will be asked to secure remedial assistance when needed and/or may be dismissed from a course or the training program. However, there are times when it becomes clear, in the professional judgment of the counseling faculty, that an individual is not suited for the profession of counseling.

The 2014 American Counseling Association of Ethics (Section F.9.b) states that faculty members: Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

Retention / Dismissal Related to Performance Academic dismissal will result from failure to maintain the university's required grade-point average or grading requirements. Students should consult the Graduate Bulletin regarding academic probation and suspension.

I have read and understood all of the information in this Clinical Handbook and briefly outlined in this document. This statement has been read and a faculty member has been available to respond to my questions. By your signature below, you are indicating that you understand this statement. You will receive a signed copy of this statement and a copy will be placed in your student file.

Faculty Signature

Date

Student's Signature

Date

## A-9 Student Data Form

### **STUDENT INFORMATION:**

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Date Completed COUN 5363 Prepracticum? \_\_\_\_\_

### **SITE INFORMATION:**

Site Supervisor's Name (Mr., Ms., Mrs., Dr.): \_\_\_\_\_

Name of Site/Facility/School: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Site Supervisor's Phone Number: \_\_\_\_\_ e-mail: \_\_\_\_\_

Principal or Director of Facility: \_\_\_\_\_

### **Provide Google Map directions:**

**A-10 Stakeholder Policy and Procedure Acknowledgement Form**

This Clinical Handbook contains policies, procedures, and expectations for: students, university supervisors, site supervisors, and field supervisors during their Practicum and Internship clinical experiences. It is expected that all those involved have read and understood their roles during clinical experiences.

Your signature below acknowledges that you have received a copy of the Texas Woman's University Counseling and Development Clinical Handbook. Your signature also indicates that you have read and fully understand the policy and process herein and agree to abide by the policies and procedures defined or referenced in the handbook.

Site Supervisor                      Date                      Student's Signature                      Date

TWU Supervisor                      Date                      Field Supervisor                      Date

\_\_\_\_\_ Site or Campus Name

For School Counseling Student Interns, the campus Principal's signature affirms that the site supervisor is highly qualified to supervise as a TEA certified School Counselor.

Director/Administrator/Principal \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ District Name \_\_\_\_\_ Grade Level(s) Served \_\_\_\_\_

## **A-11 Student Self-Evaluation – Beginning of Semester**

1. Identify the three most important strengths with which you came into this clinical experience at the beginning of the semester.

A.

B.

C.



**APPENDIX B**  
**(Duplicate as Needed)**

**Clinical Log Documents for  
Student's Practicum Experience**

Forms B1, B2 and B3 are available on the Counseling and Development web page for the Department of Human Development, Family Studies, and Counseling at

[Resources for Current Students](#)

(please number all pages)

Page \_\_ of \_\_

Student's Name:

\_\_\_\_\_

Week of Monday:

\_\_\_\_\_

**B-4 Additional Notes for "Other Activities" Under  
Direct and/or Indirect Hours from B-1 (Duplicate as  
needed)**

**APPENDIX C**

**Video Recording and Client  
Report Forms**

**Texas Woman's University  
Counseling and Development  
Program**

**C-1 Recording Consent Form**

I, the undersigned, do hereby consent to the recording of my voice and/or image (or that of my minor child) by \_\_\_\_\_, acting under the authority of the Texas Woman's University. I understand that the material being recorded is available only for educational and supervisory purposes, and I do hereby consent to such use.

I release the Texas Woman's University and its undersigned representative, acting under the authority of the Texas Woman's University, from any and all claims arising out of such recording for supervision purposes only, as is authorized by the Texas Woman's University.

I understand that I may revoke my consent at any time except to the extent that action has been taken thereon.

This release will expire on or before \_\_\_\_\_.

Signature of Participant

Date

Signature of guardian or nearest relative if participant is a minor

Date

Signature of Clinical Student

Date

**Texas Woman's University**  
**Programa de Desarrollo y Consejería**

**C-1s Consentimiento para Filmar en Video**

Yo, la persona que firma abajo, voluntariamente doy mi consentimiento para que \_\_\_\_\_ grabe y/o filme mi voz y/o imagen (o la de mi hijo menor de edad), actuando bajo la autoridad de la Universidad de Mujeres en Texas (Texas Woman's University). Yo entiendo que el material que será grabado estará disponible solamente con el propósito de educación y supervisión, así yo voluntariamente doy permiso para ese uso.

Yo libero a Texas Woman's University y a sus representantes, actuando bajo la autoridad de Texas Woman's University, de cualquier y todas las posibles demandas que podrían levantarse de estas grabaciones que serán usadas con el propósito de supervisión solamente, como es autorizado por Texas Woman's University.

Yo entiendo que yo puedo retirar mi consentimiento en cualquier momento excepto si alguna acción legal ha sido tomada.

Este consentimiento se caducará el \_\_\_\_\_ o antes.

Firma del Participante

Fecha

Firma del guardián o el pariente más cercano del menor

Fecha

Firma del Consejero/Estudiante

Fecha

**C-2 Video Self Analysis**  
**(submit 2 copies)**  
(To Be Completed for EACH  
CLIENT)  
**(Optional: Consult With Individual Clinical Instructor**  
**For Use)**

Name: \_\_\_\_\_ Tape Number: \_\_\_\_\_

Write several key words for the 10 client statements. Follow those statements with your counseling response. Although you will be unable to include all of your counseling statements, please attempt to select client and counselor responses particularly relevant to the process of the counseling interview and relationship. You may include "wishes" for specific CO responses that you "wish" you had said something different.

CL1 \_\_\_\_\_

CO1 \_\_\_\_\_

CL2 \_\_\_\_\_

CO2 \_\_\_\_\_

CL3 \_\_\_\_\_

CO3 \_\_\_\_\_

CL4 \_\_\_\_\_

CO4 \_\_\_\_\_

CL5 \_\_\_\_\_

CO5 \_\_\_\_\_

CL6 \_\_\_\_\_

C06 \_\_\_\_\_

CL7 \_\_\_\_\_

C07 \_\_\_\_\_

CL8 \_\_\_\_\_

C08 \_\_\_\_\_

CL9 \_\_\_\_\_

C09 \_\_\_\_\_

CLIO \_\_\_\_\_

COIO \_\_\_\_\_



Submit your typewritten responses to the following:

### **Focusing on the Client**

**Goals:** As we began the session, what were my goals for this session? Were these goals fulfilled, and if not, what hindered this? Were there new goals that evolved through this session?

**Conceptualization:** What did I see or hear my client say or do during this session that was significant? What were the themes that I heard throughout the session? Were there new themes? If these were reoccurring themes from previous sessions, was there change in the client's approach to any of these themes? What is hindering the client from resolving their issues?

**Theoretical Approach:** Based on my theoretical approach, what do I believe needs to occur for this client to succeed with the change he or she desires? Based on my theoretical approach, what were my alternatives during this session? How did I choose between my alternatives? Am I pleased with what I chose? What will my goal be for the next session?

### **Focusing on Myself**

**Attitudes and Feelings:** What were my attitudes and feelings during the session? At the beginning?  
At the end? Did these feelings and attitudes impact the session? If so, how?

**Skills:** How active was I during the session? What was the nature of my involvement? Could my involvement have been improved? What skills did I use well? (empathy, confrontation, immediacy, probing, summarization, nonverbal attending, silence, self-disclosure, interpretation, clarification, concreteness, identifying resources, goal setting) What was my greatest weakness during this session?

**Self-Learning:** What did I learn about myself during this session? (Any increased self-understanding? How am I feeling about myself – as a person and as a professional?) What do I want to keep in mind as I enter into the next session with this client?

**C-3 Intake Interview – Case Conceptualization (submit 2 copies)**

To be Completed for EACH

CLIENT

**(Optional: Consult With Individual Clinical Instructor  
For Use)**

Client Name: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Case Number: \_\_\_\_\_

Date: \_\_\_\_\_

**Behavioral Observations (What observed: appearance, dress, nonverbals, etc.):**

**Presenting Problem(s) With Any Contributing Factors (include history of problem):**

**Medication/Medical Problems:**

**Strengths/Resources:**

**Other Relevant Data:**

**Summary of YOUR Impressions:**

**Treatment Plan (theory based):**

### C-4 Individual Counseling Session Summary (Case Conceptualization)

Student Counselor's Name \_\_\_\_\_ Date \_\_\_\_\_

Client's Initials \_\_\_\_\_ Client's Age \_\_\_\_\_ Session Number \_\_\_\_\_

Presenting Problem \_\_\_\_\_

1. What are your treatment goals for this client?
2. What were your goals for this session?
3. Did anything happen during the session that caused you to reconsider your goals?  
How did you resolve this?
4. What was the major theme of this session? Was there any major important content?
5. Describe the **interpersonal dynamics** between you and the client during the session.  
Specifically address **your reactions** to the client and why?
6. What **theory** and **techniques** were predominant in this session and why?
7. How successful was the session (explain why)?
8. What did you learn about the helping process from this session?
9. What are your plans/goals for the next session?
10. What specific questions do you have for your supervisor regarding this and/or future sessions?

**C-5 Case Conceptualization: Individual Counseling Session Summary (submit 2 copies)**

(To Be Completed for EACH RECORDING Submitted)

**(Optional: Consult With Individual Clinical Instructor For Use)**

Name of Practicum Student: \_\_\_\_\_ Session Date: \_\_\_\_\_ Session # \_\_\_\_\_

Client's First Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

**Background Information (including Presenting Issue):**

**Summary of Session:**

**What were you attempting to do in this session?**

**Critique (Compare and contrast to major counseling theory)**

### C-6 Video Guidelines (form 1)

Follow the required format below. Make sure your name is clearly identified on the video and the paperwork. Also write your name on the outside of this packet. Videos and/or paperwork that do not follow this format will not be accepted or reviewed.

Note: Faculty members also reserve the option of requesting that this paperwork be completed on any video when requesting that C&D faculty review a video. **Note: Students who are in danger of “Not Passing” their individual section of Practicum or Internship 1 or 2 will have a video reviewed by the C&D faculty and a decision about their status in the program will be by consensus of the faculty.**

**PART 1 (submit 1 copy)**

Name \_\_\_\_\_ Semester \_\_\_\_\_

Theoretical Orientation: \_\_\_\_\_ Client Session # \_\_\_\_\_

Introduction:

- Write 3 – 4 sentences about the client’s issues during this session.
- What were you hoping to do in this session? (Not more than three sentences).
- “WHY” did you choose this tape?

**PART 2 (submit 1 copy):**

Completely transcribe **10 minutes** of video using the following format:

CO:	What brings you to counseling today?
CL:	Ummm... (pause) I’m having a lot of stress related to my school work.
CO:	How many hours are you taking this semester? <i>(WISH: Tell me more about that stress.)</i> <input type="checkbox"/> <i>What I <u>wish</u> I’d said</i>

- Note the ability to “WISH” you had said something different. Use these wisely. Not all responses require a “wish.”
- Note there is a double space **ONLY** between CO and CL responses. This allows for ease of tracking your verbatim and this format must be followed.
- Note beginning time of 10-minute verbatim.
- Use the “header option” to number ALL pages. (Example: “Name: Pg #”)
- You must to select a video that demonstrates **YOUR ABILITY** – not necessarily your “silence” or your ability to get the client talking. Remember the purpose of this video review is to evaluate your counseling ability. This includes (but not limited to) skill level, appropriateness of responses, and sensitivity to both cultural and ethical issues.

## C-7 Video Guidelines (form 2)

Follow the required format below and wrap paperwork around your video with a rubber band. Make sure your name is clearly identified on the recording, and the paperwork. Also write your name on the outside of this packet. Videos and/or paperwork that do not follow this format will not be accepted or reviewed.

### Individual Counseling Session Summary (submit 2 copies)

(To Be Completed for EACH Video Submitted)

**Name of Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Client's First Name:** \_\_\_\_\_

**Age:** \_\_\_\_\_ **Sex:** \_\_\_\_\_

**Theoretical Orientation:** \_\_\_\_\_

**Client Session #** \_\_\_\_\_

**Client's Initial Reason for Seeking Counseling:** \_\_\_\_\_

#### Session Summary:

- Write 3 – 4 sentences about the client's issues during this session.

#### Session Goals:

- What were you hoping to do in this session based on the client's presented concerns?

#### Therapeutic Process:

- What went well for you in this session?
- Identify any points within the session where you recall being aware of particularly strong thoughts, emotions, or physiological reactions in response to your client or the content being processed.
- Describe a time/times within the session where you felt you and the client were strongly connected. What contributed to this experience?
- Describe a time/times within the session where you felt disconnected from the client. What contributed to this experience?

#### Clinical Feedback:

- Identify any points in the session where you felt "stuck" or would appreciate feedback, information, or suggestions (note corresponding time on video if applicable)?

## C-8 Analysis of Group Paper

### **General Directions for Writing this paper:**

- Length: 5 pages maximum; APA format including title page
- Headings: Use the 4 bold, underlined headings below and respond to requested information.

### **Group Description**

- At the top of your paper, hand draw a diagram of your group and the physical set up of the group.  
Indicate yourself as an X with a circle around it. Then number group members indicating their proximity to you. Then use those numbers to refer to group members throughout this paper (instead of names). It will make it easier for you to write and me to track them.
- Provide basic information about session #, population, size; topic of group (overall) and specific topic of this session of group; length of group (both number of sessions and length of time).
- Identify what theory you are using (from group class) and provide brief explanation of why you selected this theory. Identify what stage the group is in (based on your group theory). How did you reach this conclusion?
- Briefly discuss the individual members' issues (including why they in group). CAUTION!! Remember confidentiality throughout, but especially in this section!!!

### **Session Description**

- Note themes in the group and explain.
- If "closed group", were there any members missing and how did their absence impact the group and group process?
- If "open group", how did the "change" in members impact the group and group process?
- How did this session "link" the group process across sessions?
- How do you see the group achieving its goals? Why?
- What contributes to or hinders progress of the overall group (as a whole) and individual group members (individually)? (Caution! Remember confidentiality!)

### **Self-Awareness**

- What significant personal reactions were you aware of during group and discuss how that impacted you both during group and after group?
- From your explanations related to the group description in the section above, explain how this contributed to your own personal self-awareness and personal growth. Provide specific examples to illustrate.
- Provide 2-3 specific examples of personal awareness linking your group experience (as group leader) to your group coursework. (In other words, how is what you learned in class contributing to your personal awareness / insight as a group leader for this session?)

### **Summary of this Learning Experience**

- If you could do the group session over again, provide examples of what you would do differently and why?
- Often we (all of us) tend to focus on the negative things we did or mistakes we made instead of the positives. What did you do well in this group session and why?
- How will your insight/aware from this group session for future group leadership

opportunities?

## C-9 THEORETICAL PAPER

### Introduction

The theoretical orientation paper is designed as a process paper on which to build your personal counseling theory and personal counseling style. The paper will originate in COUN 5313 Counseling

Theory and progress through COUN 5364 Practicum in Counseling, COUN 5894 Internship 1 and be completed in COUN 5894 Internship 2. The paper will require different components as you progress through each of the classes. The format and outline for this theoretical paper have been adopted by the HDFS&C's Counseling and Development Component. An explanation of the specific requirements for the content of the paper is included.

### Technical Aspects (These will apply at all levels of the Theory Paper)

**Please note that to effectively prepare for this assignment you will need to read ahead in the text as well as engage in outside readings and dialogues with your classmates.**

The theoretical orientation paper is designed to serve as a directed self-study. The goals of this process are to (1) require you to research counseling theory literature, (2) apply theoretical techniques with clients, and (3) aid in the development of an effective, personal counseling style.

### Format for Theoretical Orientation Paper

- Each paper will contain a title page, text pages (content), and reference page(s).
  - Minimum and maximum numbers of text pages DO NOT include title and reference pages.
- Use appropriate Roman numeral titles for each section as indicated in this document
- All papers and subsequent addendums **MUST** utilize APA style. The Publication Manual of the American Psychological Association (5th ed) is an essential reference for this paper and others you will be writing during your enrollment in the counseling program. *Please review the section in the APA manual on plagiarism and ethics in publication (pp.349-350) and the graduate bulletin on cheating and plagiarism. All university policies will be strictly followed.*
- The title page (see APA manual for specific directions) will include a page header and a running head plus title, name, and institution. In addition, the following three lines will be added to the title page for this assignment: Course, Instructor and Date. (Course, instructor, and date, in this order, should all be centered under the institution.) All components of the title page will be double spaced. (see Attached Sample)
- Additional references and page requirements are expected for each version of the theory paper. Continued reading outside of textbook material is expected; therefore, please note specific requirements.
  - o No more than **one** source from the Internet
  - o Utilization of course texts is expected; therefore, they do not count as part of the required references.
  - o References shall be from appropriate professional books and peer-reviewed journals. Note: Brochures, popular magazine articles, encyclopedias, dictionaries, and other non-professional materials are unacceptable as reference material for this paper. If in doubt about a particular reference, please consult with the professor or library staff.
- A reference page containing all references is required, and all references listed in the reference section must be referenced in the body of the paper.
  - A minimum of three (3) seminal (original author's work) references must be included. Other references should include current literature within the last ten (10) years.



## Evaluation and Grading

Papers will be evaluated on:

- Ability to follow the established format
- Depth of thought about theory
- Incorporation of instructor feedback into subsequent revisions of the paper
- Clarity and continuity of writing style
- Appropriate citation of material, reference list, spelling, and grammar
- APA format

This paper is a work-in-progress and a reflection of your professional development over the course of your program. **Students are strongly encouraged to consult with the appropriate course instructor throughout the entire process of this project.**

### **Grading for the paper will be Pass/Fail with a 3-point rating system:**

In all of the required courses, the 3-point grading scale will be utilized, and the paper will be part of the grading and evaluating process.

3 = Acceptable paper with minor technical problems to be corrected for future submissions.

2 = Major technical problems which must be corrected before the close of the current semester.

1 = Not Acceptable. Make an appointment with the course instructor to delineate what must be done to correct the paper before the end of the current semester and make the paper acceptable.

If paper receives a rating of 1 or 2, it must be corrected as instructed and re-submitted during the current semester to successfully pass this assignment.

### **Theoretical Orientation Paper - Brief Guide**

<b>CLASS REQUIREMENTS</b>	<b>TEXT LENGTH</b>	<b>NUMBER REFERENCES</b>	<b>Sections Required</b>
COUN 5313	5	5 minimum + textbook(s)	Phase 1: Sections I, II
COUN 5364 (Practicum)	7-9 pages	8 minimum + textbook(s)	Phase 2: Sections I, II, III
COUN 5894 (Internship 1)	9-11 pages	11 minimum + textbook(s)	Phase 3: Sections I, II, III, IV
COUN 5894 (Internship 2)	Final Corrections Made Beginning of Semester		

## **Phase 1: Content and vocabulary mastery (COUN 5313: Counseling Theory):**

Students will be expected to write a paper summarizing their initial study of various counseling theories. The COUN 5313 instructor will read through these papers in the context that these theory papers are the beginning of a work in progress. The instructor will return the paper—with feedback—to the student for a re-write or in preparation for Phase 2.

### **Format for Phase 1 - Sections I & II:**

- The paper should be no more than five (5) text pages in length.
- Must have a minimum of 5 references, in addition to the textbook(s), with the exclusions listed above.
- Key concepts associated with the selected theory should be incorporated into the language of the paper.
- The grading process is outlined on page two and consists of
- The paper will contain two sections as identified and explained below:

#### **I. My Personal Approach To Counseling (Structure & Function of the Personality)**

Name and describe existing theoretical orientation(s) from which your personal theory comes (e.g., Client-centered, Existential, Cognitive-Behavioral, Psychoanalytic, Reality, Gestalt, REBT, etc.). Be specific about what elements of the existing theoretical orientation relate to your personal theory. It is strongly suggested that you select ONE theory that best —fitsll for you; however, all elements must be supported and adequately referenced.

Remember, use the following suggestions from your outline to better understand this part of your work:

1.) **Nature of humans; structure of the personality:** *What psychological constructs exist at birth either actually or as potentials? Psychic structure typically is either aggregate, having parts that can operate in opposition to one another, or holistic, being a unified whole whereby any parts operate in service of the whole.*

2.) **Nature of humans; function of the personality:** *What inborn motives, such as drive, needs or tendencies, consistently animate the person across the lifespan? What operating principles are fundamental to the psyche?*

#### **II. How Client Problems Originate (Role of the Environment, Healthy & Unhealthy Functioning)**

From your theoretical position, describe how client problems originate. Be specific and use examples to illustrate your views. (e.g., Do problems stem from client beliefs? The way people think? Feelings? Unconscious forces? Chemical imbalances in the brain? Issues related to family of origin? The way people view themselves, others, their lives? etc.) **Be specific in your description and discussion and incorporate the language of your selected theory.**

Remember, use the following suggestions from your outline to better understand this part of your work:

- 1) **Role of the environment:** *How do factors other than innate factors influence personality development? Impact of the familial environment: what is the role of the family? How does that factor later? What is the role of the environment outside of the family?*
- 2) **Characteristics of healthy functioning:** *What characterizes optimal functioning? How do the influences of human nature, the environment and any other factors interact to result in optimal functioning?*
- 3) **Characteristics of unhealthy functioning:** *What characterizes less than optimal functioning? How do the influences of human nature, the environment and any other factors interact to result in less-than-optimal functioning?*

Please remember this is a working paper and you are not expected to have a polished product at this stage of writing. See grading policy on page two. A paper containing appropriate content reflective of genuine depth of thought and incorporation of key concepts are the objective for this phase of the process.

## **Phase 2: Initial application of theory (COUN 5364 Practicum in Counseling)**

During the beginning of the course (see applicable syllabus for specific due date), the student will be required to submit to the COUN 5364 Practicum in Counseling instructor a second draft that incorporates the feedback received in COUN 5313. *Students will attach their previous draft to their new version.* This will allow the instructor to have an understanding of the theoretical orientation of the student and allow for further refining.

### **Format for Phase 2 - Section III:**

- Minimum of 3 additional references for a total minimum of 8 references.
- Minimum of 7 and maximum of 9 text pages. The length of the paper will reflect the additional materials as well as additional clarifications
- All other procedures are the same as outlined previously. The instructor will read and give feedback on this draft and return to the student in preparation for COUN 5894 (Internship 1). The grading process is the same as outlined on page two.

### **III. How Clients Are Best Helped**

Describe your view of how clients are best helped in the counseling process. This must be related to your personal perspective (e.g., —This is how I would approach working with clients

..

.ll —I would . . .ll etc.). Be specific with techniques and interventions and justify your rationale. Use brief examples to illustrate your position.

Remember, use the following suggestions from your outline to better understand this part of your work:

- 1) **Conditions necessary for change:** *In general, how do people change, either in or out of the clinical setting? What is the prime mover of change – thoughts, feelings, or actions? What must the environment be in order to change?*
- 2) **Role of the client:** *Why do clients seek out counseling? If client is mandated to go to counseling, what might the outcomes be?*
- 3) **Source of resistance:** *To what extent does the theory embrace the idea that clients in therapy sometimes resist change? To the extent that it does, how does the theory conceptualize the psychological dynamics at work in resistance?*
- 4) **Role of the counselor:** *What is the counselor's role in the client's change process? What attitudes and behaviors characterize the counselor who is most likely to facilitate client change?*
- 5) **Goals of counseling:** *What does the counselor conceptualize to be the aim of the counseling process? (That answer is not the glib "change.")*
- 6) **Specific techniques:** *What constitutes a good therapeutic relationship, how important is it, and how is such a relationship established and maintained throughout the counseling process? To what extent is formal and/or informal assessment used; when during the counseling process is it used, and what forms(s) does it take? What specific techniques does the counselor employ to facilitate developmental change?*
- 7) **Multicultural Concerns:** *How does this theory apply to areas of multicultural counseling?*

### **Phase 3: Expanded Application and Integration of Theory (COUN 5894 Internship 1):**

During the first two weeks of the course the student will be required to incorporate the feedback received in COUN 5364 Practicum in Counseling into their third version of the paper and turn it in to the COUN 5894 Internship 1 instructor/supervisor. *Students will attach their previous draft(s) to their new version.* This will allow the instructor to get a feel for the student's developing theoretical orientation as well as allow for further refining.

#### **Format for Phase 3 - Section IV:**

- Minimum of 3 additional references for a total minimum of 11 references.
- Minimum of 9 and maximum of 11 text pages;
- The instructor will read and give feedback on the third draft and return to the student in preparation for the final corrections to be completed in COUN 5894 Internship.

#### **IV. Field Experience Insights**

At the required date, set by the instructor, the student will present a revised version of the theory paper incorporating new knowledge gained from the experiences during the field experience

based on the student's selected theoretical perspective. Specific —language (key concepts) of the theory should be included in the paper. The student will incorporate real life experiences with clients, colleagues, and clinical settings during COUN 5364 Practicum in Counseling and COUN 5894 Internship 1 into their developing theoretical orientation

### **Phase 4: Final Draft - COUN 5894 Internship 2:**

During the first two weeks of the final internship the student will be required to incorporate the feedback received in COUN 5894 Internship 1 and turn it in to the COUN 5894 Internship 2 instructor/supervisor. *Students will attach the previous drafts to their final version.* As before, the instructor will read this version of the paper for clarification of the student's orientation and application. Comments, both technical and content, may be returned to the student, if appropriate. All final corrections must be made at this time and a clean copy included in the student's portfolio for review.

**Appendix 1**  
**(Format for APA Title Page)**

**Title (Example: Theory Paper – Section III)**

Student's Name

Department of Human Development, Family Studies, and Counseling, Texas Woman's

University

Course Prefix and Number: Course Name

Instructor's Name

Due Date

## C-10 Group Session Summary

Student Counselor's Name \_\_\_\_\_ Date \_\_\_\_\_

Client's Ages \_\_\_\_\_ Session Number \_\_\_\_\_

Group Focus/Problem \_\_\_\_\_

1. What are your treatment goals for this group?
2. What were your goals for this group session?
3. Did anything happen during the group session that caused you to reconsider your goals? How did you resolve this?
4. What was the major theme of the session? Was there any major important content?
5. Describe the interpersonal dynamics between you and the clients/students during the session. Specifically address your reactions to the client and why.
6. What group theory and techniques were predominant in this session and why?
7. How successful was the session (explain why)?
8. What did you learn about the group helping process from the group session?
9. What are your plans/goals for the next group session?
10. What specific questions do you have for your supervisor regarding this and future sessions?



## **APPENDIX D**

### **Evaluation Forms**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty: \_\_\_\_\_

Course Number: \_\_\_\_\_

**D-1 Student Evaluation in Clinical Course (SECC)**

- 0 - Does not meet criteria
- 1 - Performs below minimum requirements
- 2 - Meets minimum requirements for program level
- 3 - Performs above minimum requirements
- N - No opportunity to observe

**Counseling Skills and Abilities**

1.	The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created.		N	0	1	2	3
2.	The student demonstrates therapeutic communication skills including:						
	a. Creating appropriate structure; setting the boundaries of the helping frame and maintaining boundaries throughout the work, such as setting parameters for time and place, maintaining meeting time limits, etc.		N	0	1	2	3
	b. Understanding content – understanding the primary elements of the client's story		N	0	1	2	3
	c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.		N	0	1	2	3
	d. Responding to feelings – identifying client affect and addressing those feelings in a therapeutic manner.		N	0	1	2	3
	e. Congruence – genuineness; external behavior consistent with internal affect.		N	0	1	2	3
	f. Establishing and communicating empathy – taking the perspective of the client over identifying.		N	0	1	2	3
	g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.		N	0	1	2	3
	h. Immediacy – staying in the here and now.		N	0	1	2	3
	i. Timing – responding at the optimal moment.		N	0	1	2	3
	j. Intentionality – responds with appropriate therapeutic intention.		N	0	1	2	3
	k. Self-disclosure; skillful and carefully considered for a specific therapeutic purpose.		N	0	1	2	3
3.	The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.		N	0	1	2	3
4.	The student collaborates with the client to establish clear therapeutic goals.		N	0	1	2	3
5.	The student facilitates movement toward client goals.		N	0	1	2	3
6.	The student demonstrates adequate knowledge of a wide variety of therapeutic bases.		N	0	1	2	3
7.	The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.		N	0	1	2	3

8.	The student creates a safe clinical environment.		N	0	1	2	3
9.	The student demonstrates analysis and resolution of ethical dilemmas.		N	0	1	2	3

(Note: Scores of "0" or "1" in any areas require a remediation plan to be written.)

### Professional Responsibility

1.	Student conducts self in an ethical manner so as to promote confidence in the counseling profession.		N	0	1	2	3
2.	Student relates to peers, professors, and other in a manner consistent with stated professional standards.		N	0	1	2	3
3.	Student demonstrates sensitivity to real and ascribed differences in power between themselves and others.		N	0	1	2	3
4.	Student demonstrates application of legal requirements relevant to counseling training and practice.		N	0	1	2	3
5.	Student demonstrates appropriate interest and commitment in profession and course work.		N	0	1	2	3

### Competence

1.	The student recognizes the boundaries of her/his particular competencies and limitations of her/his expertise.		N	0	1	2	3
2.	The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.		N	0	1	2	3
3.	The student provides only those services and applies only those techniques for which she/he is qualified by education, training, or experience and compensates for deficiencies.		N	0	1	2	3
4.	The student demonstrates basic cognitive, affective, sensory and motor capacities to respond therapeutically to clients.		N	0	1	2	3

### Professional Development

1.	The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.		N	0	1	2	3
2.	The student is honest, fair, and respectful of others.		N	0	1	2	3
3.	The student is aware of their own belief system, values, needs, and limitations and the effect of these on their work.		N	0	1	2	3
4.	The student demonstrates ability to openly receive, integrate, and utilize feedback from peers, teachers, and supervisors.		N	0	1	2	3
5.	The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.		N	0	1	2	3
6.	The student follows professionally recognized problem solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.		N	0	1	2	3
7.	The student demonstrates self-awareness and social skills appropriate for the profession.		N	0	1	2	3

### Integrity

1.	The student refrains from making statements which are false, misleading, or deceptive.		N	0	1	2	3
2.	The student avoids improper and potentially harmful dual relationships.		N	0	1	2	3
3.	The student respects the fundamental rights, dignity, and worth of all people.		N	0	1	2	3

4.	The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.		N	0	1	2	3
5.	The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, origin, religion, sexual orientation, disability, language, and socioeconomic status.		N	0	1	2	3

(Note: Scores of "0" or "1" in any area requires a remediation plan to be written.)

**General Performance  
Evaluation**

		<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
1.	Attends all clinical classes and is prompt.			
2.	Submits class tapes on time as required.			
3.	Writes session critiques according to class specifications.			
4.	Gives constructive feedback to peers.			
5.	Articulates personal strengths and weaknesses.			
6.	Articulates knowledge of counseling theory & techniques appropriate for Clinical setting.			
7.	Actively participates in regular supervision at TWU.			
8.	Actively participates in regular supervision at secondary site (as reported by site supervisor).			
9.	Non-defensively accepts and acts on feedback from Clinical Site Supervisor.			
10.	Non-defensively accepts and acts on feedback from TWU Clinical Supervisor.			
11.	Uses techniques and counseling skills constructively with clients.			
12.	Has made attempts to read professional material related to site & client population.			
13.	Shows progress in counseling skills & techniques.			

Clinical Student's Strengths:

Areas that need improvement:

Remediation Plan Created?		Yes		No		Remediation Plan Reviewed With Student		Yes		No
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Student's Signature

Date

Faculty Signature

Date

**D-2 REMEDIATION PLAN**

**(Scores of "0" or "1" on D-1 form require a remediation plan to be developed and implemented by the core TWU Faculty.)**

(Note: Remediation plans can be created in non-clinical courses for students at any time during the program for concerns related to professionalism, disposition, or for failing to abide by the ACA code of ethics. A copy of this remediation plan will be submitted to all Counseling & Development faculty members. It will also become part of your permanent student file in the main office.)

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Clinical Course:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

**Remediation Plan:** In an effort to provide the support and guidance that you need to continue to develop and grow in your clinical skills and professional development, the Counseling & Development faculty is creating this unique remediation plan to address specific concerns that have emerged throughout the program, or that have been noted on your D-1 STUDENT EVALUATION IN CLINICAL COURSE (SECC):

Remediation Requirements	Met	Not Met	Ongoing
□□			
□□			
□□			
□□			

**Faculty Signature**

**Date**

**Student Signature**

**Date**

**STATUS OF REMEDIATION PLAN**

**(Reported by appropriate faculty member every semester until program is completed)**

Remediation Issue	SECC Rating 0, 1, 2, or 3	Comments
□□		
□□		
□□		
□□		

Requirements Met		Not Met		Ongoing		Revised		New Plan Created	
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**Faculty Signature**

**Date**

**Student Signature**

**Date**

**Texas Woman's University  
Counseling and Development  
Program**

**D-3 Student's Site and Supervisor &**

**Clinical Site Evaluation**

The purpose of this form is to provide a way for students to evaluate their Clinical sites and site supervisors. This form will be reviewed by faculty and students as they select sites for Clinical placements. Your honest evaluation of the site's strengths or weaknesses is appreciated.

Site Name: \_\_\_\_\_ Date of Evaluation \_\_\_\_\_ Semester \_

Site Supervisor: \_\_\_\_\_ Site Address: \_\_\_\_\_

Type(s) of clients: \_\_\_\_\_ Site Phone Number: ( ) \_\_\_\_\_

How are clients referred to sites? Hours/days clients most available: Training provided by the site:

Experience required by the site:

Positive aspects of the site:

Negative aspects of the site:

Quality of the supervision you received:

Would you recommend this site to other students (why or why not)?

If you would be willing to discuss your evaluation, please provide your name and phone number.

Name

Phone Number with area code



Student's Evaluation of Site Supervisor

Circle the number that best represents **your supervision experience** at your Clinical site. This information will assist the faculty in improving supervision and select appropriate sites for future Clinical placements.

	<b>A. Strongly Agree</b>	<b>B. Agree</b>	<b>C. Disagree</b>	<b>D. Strongly Disagree</b>
1. Treated me with respect and values me as a person.	A ___	B ___	C ___	D ___
2. Recognized that my counseling skills was a "work in progress" and facilitated their development.	A ___	B ___	C ___	D ___
3. Gave me useful feedback when I did something well.	A ___	B ___	C ___	D ___
4. Gave me useful feedback when I did something wrong.	A ___	B ___	C ___	D ___
5. Supervision was a helpful part of my Clinical experience.	A ___	B ___	C ___	D ___
6. "Set me up" for success by providing a listening ear and appropriate support.	A ___	B ___	C ___	D ___
7. Provided helpful suggestions for developing my counseling skills.	A ___	B ___	C ___	D ___
8. Was frequently late and unprepared for supervision.	A ___	B ___	C ___	D ___
9. Helped me work on my specific goals.	A ___	B ___	C ___	D ___
10. Was spontaneous and flexible in our supervisory sessions to meet my specific needs.	A ___	B ___	C ___	D ___
11. Encouraged me and listened to my counseling development struggles	A ___	B ___	C ___	D ___
12. Supervision was a waste of time. (if agree, please explain below)	A ___	B ___	C ___	D ___
13. Encouraged me to use a variety of new and/or different techniques with clients.	A ___	B ___	C ___	D ___
14. Encouraged me to develop my own personal counseling style.	A ___	B ___	C ___	D ___
15. Was familiar with my counseling theory and helped me incorporate it into my work with clients.	A ___	B ___	C ___	D ___
16. Focused on verbal and nonverbal behavior of my clients and me.	A ___	B ___	C ___	D ___
17. Encouraged ethical behavior by appropriate modeling and encouraged me to engage in professional behavior.	A ___	B ___	C ___	D ___
18. Maintained confidentiality with information discussed in supervision.	A ___	B ___	C ___	D ___
19. Was available for consultation when needed.	A ___	B ___	C ___	D ___
20. Encouraged me to address affect & client's "meaning."	A ___	B ___	C ___	D ___
21. Was sensitive to diversity issues and expected the same from others.	A ___	B ___	C ___	D ___
22. Overall, I felt supported during my Clinical experience.	A ___	B ___	C ___	D ___
23. Provided opportunities for a variety of experiences.	A ___	B ___	C ___	D ___
24. Trained me in completion of and managing required paperwork.	A ___	B ___	C ___	D ___
25. Initially explained evaluation criteria clearly and utilized it fairly.	A ___	B ___	C ___	D ___

Additional Comments:

**Texas Woman's University**  
**Department of Human Development, Family Studies, and Counseling**  
**Counseling and Development Program**

**D-4 Evaluation of Professional School Counseling Intern by Site Supervisor**

Instructions: Rate the student on the items listed below by circling a letter for each category. Items represent skills and dispositions identified by as key in School-Counselor training. Please remember to take into account the trainee's developmental level in considering expectations (these expectations shift over the course of training). Please write comments at each evaluation identifying strengths and areas of growth as well as plans for addressing those growth areas.

Use the following scale to rate the intern according to expectations for their developmental level.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
Unsatisfactory	Adequate	Does Well	Outstanding	Outstanding (top 3%)	Not observed

<b>Professionalism:</b>	<b>Mid-Term</b>						<b>Final</b>					
Professional dress; punctuality (on-time to internship, meetings, supervision, etc., start/end sessions on time); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the school environment through appropriate interactions with all school personnel; makes thoughtful use of supervision and other feedback; communicates respect for the perspectives of others through actions; other professional expectations.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
<b>Self Awareness &amp; Growth:</b>	<b>Mid-Term</b>						<b>Final</b>					
Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on session dynamics and case conceptualization. Willing to continue exploring how self impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
<b>Foundations</b>	<b>Mid-Term</b>						<b>Final</b>					
1: Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
2: Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
<b>Prevention and Intervention</b>	<b>Mid-Term</b>						<b>Final</b>					
1: Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
2: Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	1	2	3	4	5	N/A	1	2	3	4	5	N/A

3: Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development

1 2 3 4 5 N/A 1 2 3 4 5 N/A

4: Demonstrates the ability to use procedures for assessing and managing suicide risk.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

5: Demonstrates the ability to recognize their limitations as a school counselor and to seek supervision or refer clients when appropriate.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

**Diversity and Advocacy**

**Mid-Term**

**Final**

1: Demonstrates multicultural competencies in relations to diversity, equity, and opportunity in student learning and development.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

2: Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of student.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

3: Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

4: Engages parents, guardians, and families to promote the academic, career and personal/social development of students.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

**Assessment**

**Mid-Term**

**Final**

1: Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

2: Selects the appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

3: Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

4: Makes appropriate referrals to school and/or community resources.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

5: Assesses barriers that impede students' academic, career, and personal/social development.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

<b>Research and Evaluation</b>	<b>Mid-Term</b>					<b>Final</b>						
1 Applies relevant research findings to inform the practice of school counseling.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
2: Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
3: Analyses and uses data to enhance school counseling programs.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
<b>Academic Development</b>	<b>Mid-Term</b>					<b>Final</b>						
1: Conducts programs designed to enhance student academic development.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
2: Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
3: Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
<b>Collaboration and Consultation</b>	<b>Mid-Term</b>					<b>Final</b>						
1: Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
2: Locates resources in the community that can be used in the school to improve student achievement and success.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
3: Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
4: Uses peer helping strategies in the school counseling program.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
5: Uses referral procedures with helping agents in the community (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
<b>Leadership</b>	<b>Mid-Term</b>					<b>Final</b>						
1: Participates in the design, implementation, management, and evaluation of a comprehensive developmental school-counseling program.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
2: Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g. parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	1	2	3	4	5	N/A	1	2	3	4	5	N/A
<b>Professionalism:</b>	<b>Mid-Term</b>					<b>Final</b>						
Professional dress; punctuality (on-time to internship, meetings, supervision, etc., start/end sessions on time); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the	1	2	3	4	5	N/A	1	2	3	4	5	N/A

school environment through appropriate interactions with all school personnel; makes thoughtful use of supervision and other feedback; communicates respect for the perspectives of others through actions; other professional expectations.

**Self Awareness & Growth:**

**Mid-Term**

**Final**

Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on session dynamics and case conceptualization. Willing to continue exploring how self impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.

1 2 3 4 5 N/A 1 2 3 4 5 N/A

**Mid-Term Comments**

**Strengths:**

**Growth Areas:**

**Final Comment**

**Strengths:**

**Growth Areas:**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Supervisor Signature**

\_\_\_\_\_  
**Date**

Campus Name, District Name & Grade Levels Served (SC Students):\_\_\_\_\_

**Texas Woman's University  
Department of Family Sciences  
Counseling and Development  
Program**

**D-5 Mid-term Evaluation of Student by Site Supervisor**

Name of Student Counselor
Name of Setting where Field Experience was Completed
General Client Population
Name and Position of Supervisor (rater)

**TO THE RATER:** This form is to be used at mid-term to evaluate your supervisee's performance in your setting. Please use the following rating scale and check the appropriate number that best evaluates the student counselor on each area of her/his performance. Please take an opportunity to discuss your evaluation with your supervisee – both things that are satisfactory and things that need improvement. This will provide useful feedback for their professional development. Thank you so much for your time and service! You provide a useful service to our students and to the counseling profession.

UNSATISFACTORY	ADEQUATE	DOES WELL	*****TOP 10%***** OUTSTANDING	TOP 3%	Not Observed
1	2	3	4	5	N/A

**PERSONAL CHARACTERISTICS**

- |   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| 1. Sensitivity  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 2. Conducts self in professional manner<br>(application of ethical standards, appearance, etc.) | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 3. Awareness of own strengths and weaknesses  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 4. Cooperation with professional and staff personnel in Setting                                 | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 5. Dependability and responsibility   | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 6. Ability to communicate verbally and in written form  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |

COMMENTS (indicate supervisor's personal strengths:)

UNSATISFACTORY	ADEQUATE	DOES WELL	*****TOP 10%***** OUTSTANDING		Not Observed
				TOP 3%	
1	2	3	4	5	N/A

**INDIVIDUAL COUNSELING**

Ability to establish and maintain an effective counseling relationship:

- |  |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
| 7. Relates at an appropriate level (If not, circle unsatisfactory)             | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 8. Gains client's confidence   | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 9. Is a good listener  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 10. Shows acceptance of clients  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 11. Specifies problem in concrete terms  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 12. Able to provide theoretical rationale for use of own counseling procedures | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 13. Evaluated as effective by clients  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 14. Overall individual counseling skill  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |

**GROUP EXPERIENCES**

Indicate type and extent of student counselor's group experiences (group counseling, group training, classroom guidance, etc.) at your setting.

**Miscellaneous Counseling Skills**

- 15. Degree of effectiveness of group leadership skills
- 16. Testing administration and interpretation
- 17. Knowledge of **referral resources** available related to occupations / personal / social needs
- 18. Application of **career development** theory
- 19. Ability to work as an effective consultant for family members, school personnel, etc. as needed

Summary comments / Needs Improvement

Overall Rating

Supervisor's Signature

Date

Student's Signature

Date

Campus Name, District Name & Grade Levels Served (SC Students):





**Texas Woman's University  
Department of Human  
Development, Family Studies, and  
Counseling Counseling and  
Development Program**

**D-6 FINAL EVALUATION of Student by Site Supervisor**

Name of Student  
Counselor

Name of Setting where Field Experience was

Completed
General Client Population
Name and Position of Supervisor (rater)

**TO THE RATER:** This form is to be used at the end of the semester to evaluate your supervisee's performance in your setting. Please use the following rating scale and check the appropriate number that best evaluates the student counselor on each area of their performance.

UNSATISFACTORY	ADEQUATE	DOES WELL	*****TOP 10%*****		Not Observed
			OUTSTANDING		
				TOP 3%	
1	2	3	4	5	N/A

**PERSONAL  
CHARACTERISTICS**

- |  |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
| 1. Sensitivity   | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 2. Conducts self in a professional manner<br>(application of ethical standards, appearance,<br>etc.) | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 3. Awareness of own strengths and weaknesses   | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 4. Cooperation with professional and staff personnel in<br>Setting                                   | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 5. Dependability and responsibility  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 6. Ability to communicate verbally and in written form   | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |

COMMENTS:

**ASSESSMENT AND APPRAISAL**

- 16. Understanding and use of individual records                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_
- 17. Ability to select appropriate instruments                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_
- 18. Ability to administer instruments                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_
- 19. Ability to interpret instruments                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

COMMENTS (scope and quality of student's use and interpretation of standardized tests and other instruments)

UNSATISFACTORY	ADEQUATE	DOES WELL	*****TOP 10%***** OUTSTANDING		Not Observed
				TOP 3%	
1	2	3	4	5	N/A

**INDIVIDUAL COUNSELING**

Ability to establish and maintain an effective counseling relationship:

- 7. Relates at an appropriate level (If not, circle unsatisfactory)                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_
- 8. Gains client's confidence                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_
- 9. Is a good listener                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_
- 10. Shows acceptance of clients                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

Ability to facilitate counselees resolution of concerns:

- 11. Specifies problem in concrete terms                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_
- 12. Able to provide theoretical rationale for use of own counseling procedures                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_
- 13. Evaluated as effective by clients                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_
- 14. Overall individual counseling skill                    1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

COMMENTS (quality, extent, etc.):

## GROUP EXPERIENCES

Indicate type and extent of student counselor's group experiences (group counseling, group training, classroom guidance, etc.) at your setting.

15. Degree of effectiveness of group leadership skills

COMMENTS:

### Referrals

Knowledge of referral resources available in the following areas:

- |                                  |       |       |       |       |       |
|----------------------------------|-------|-------|-------|-------|-------|
| 26. Training / Educational needs | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 27. Employment Services          | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 28. Psychological Services       | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |

COMMENTS (scope and quality of student's referral skills):

<b>UNSATISFACTORY</b>	<b>ADEQUATE</b>	<b>DOES WELL</b>	<b>*****TOP 10%***** OUTSTANDING</b>		<b>Not Observed</b>
				<b>TOP 3%</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

### Information Service

20. Application of career development theory \_\_\_\_\_

Ability to locate appropriate sources of information related to:

- |  |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
| 21. Training / Education   | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 22. Occupations  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 23. Personal / Social Needs  | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |
| 24. Ability to help clients interpret information in light of individual needs | 1 ___ | 2 ___ | 3 ___ | 4 ___ | 5 ___ |

COMMENTS (quality and extent of student involvement in information service area):

**Consultation**

25. Ability to work as an effective consultant for family members, school personnel, etc. as needed

COMMENTS:

**SUMMARY COMMENTS – List any areas that need improvement:**

GENERAL COMMENTS: Overall rating

Supervisor's Signature

Date

Student's Signature

Date

Campus Name, District Name & Grade Levels Served (SC Students):

---

**Supervisor Evaluation of Clinical Students**

**D-7 Faculty Site Visit**

**Texas Woman's University Counseling Program**

Student's Name: \_\_\_\_\_ Faculty Supervisor's Name: \_\_\_\_\_

Clinical Class: \_\_\_\_\_ Semester: \_\_\_\_\_

Site Name: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

District Name (SC): \_\_\_\_\_ Grade Levels Served (SC): \_\_\_\_\_

Please choose best descriptor of place of employment	Mental health Agency	Non-profit agency	School elem.	School middle	School high	Other (please specify)

How many TWU students have you supervised throughout the current academic year?	
---	--

<b>Please answer the following questions about the TWU student that you supervise. Use scale to the right:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Not Applicable</b>
Student demonstrate an adequate understanding of the impact of social and cultural factors that influence the counseling process and decision making.						
The program prepares students with an adequate understanding of the impact of the stages of human development on the counseling process.						
The program prepares students to understand ethical issues and, if necessary, suggest a course of action.						
Students exhibit and understand the value of and demonstrate the skills necessary to serve as an advocate for their clients.						
The students are capable, with supervision, to administer, score, and interpret necessary tests when working with clients.						
The program prepares students to utilize counseling theory in their work.						
The program provides students with the skills they require to initiate a counseling session, develop rapport, gather information and establish counseling goals.						
Students demonstrate the ability to apply a variety of group skills.						
Students demonstrate the ability to discuss research and evaluation models and concepts as they related to their work at the agency, school, or organization.						
The program provides students with information regarding factors influencing career choices and economic and social/cultural conditions within our working community.						

<b>Please evaluate the TWU Counseling Program based on your experience with our <u>students</u> in their <u>clinical courses</u>:</b>						
The program offers support as required to clarify or resolve issues related to student development and training.						
The placement process typically operates smoothly and in a timely manner.						
I would recommend the counseling and development preparation program to others.						
The program faculty are available to provide consultation regarding students in placement adequate to the needs of our school or agency.						
I think the faculty do a good job in preparing students.						
Our agency/school is pleased to be affiliated with the TWU counseling program.						
The program provides students with an understanding of the role counselors play as social agents of change.						
Students identify with the counseling profession as demonstrated by their relationship with peers and participation in school / agency activities.						
The program provides clear and concise guidelines with respect to site supervision and training requirements.						

Briefly describe what you believe to be the strongest feature of the TWU counseling program.
Briefly describe what you believe to be the weakest feature of the TWU counseling program.
Please take a few moments and comment on any items on this survey that you believe reflect strongly on the TWU counseling program.
Please take a few moments and comment on any items on this survey that you believe are particularly problematic for the TWU counseling program.
Please take a few moments and offer 2 or more specific recommendations for improving the quality of the TWU counseling program.

**D-8 Clinical Video Practicum Evaluation Rubric**

Student Name \_\_\_\_\_ Faculty Number \_\_\_\_\_ Date: \_\_\_\_\_ Video Score: \_\_\_\_\_

5	"Developing skills are "Exceptional, highly developed skills; consistently well-performed; clear direction in working with this client. Faculty Recommendations / Mandates Optional.
4	"Developing skills meet expectation; helpful. There is immediacy and intentionality to do good. Faculty Recommendations / Mandates Optional.
3	Marginal / Needs work: Responses not helpful or somewhat helpful, but missed too many opportunities, or appropriate skills were non-existent when should be. Faculty Recommendations / Mandates Optional.
2	Doesn't meet current expectations; however, student clearly demonstrates the ability to "do no harm" and some usage of basic skills. Specific areas of improvement are noted in "Faculty Recommendations" and/or "Faculty Mandates" included with this evaluation.
1	Student clearly does not meet expectations. Specific areas of improvement are noted in "Faculty Recommendations" and/or "Faculty Mandates" included with this evaluation.

	<b>Skill</b>	<b>Behavior Description</b>
1)	Body Language and Appearance	Maintains open, relaxed, confident posture. Uses head nods and body gestures to encourage client talk.
2)	Vocal Tone	Vocal tone communicates caring and connection with the client. Rapport is established. Counselor communicates smoothly and warmly with client.
3)	Minimal Encouragers	Uses prompts (uh huh, okay, right, yes) to let client know s/he is heard; however, does not overuse them.
4)	Silence	Uses silence appropriately.
5)	Using Immediacy	Recognizes here-and-now feelings, expressed verbally or nonverbally.
6)	Interrupts storytelling	Appropriately interrupts client's storytelling. Refocuses session to appropriately address client's situation(s) to facilitate a more productive session.
7)	Questioning	Doesn't overuse questions. Asks open-ended questions that encourage the client to continue talking. Uses closed questions sparingly.
8)	Paraphrasing / Reflection of content)	Engages in brief, accurate, and clear rephrasing of what the client has expressed.
9)	Reflecting Feeling	States succinctly the feeling and the content of the problem faced by the client ("You feel _____when _____.")
10)	Expressing Meaning	Ability to link content and feeling together to allow client to gain awareness / insight into the problem. ("You feel because" or "You feel when.")

**Faculty's "Total Scores" are averaged and ONLY the FINAL TOTAL SCORE is reported to the student. This score is reported, along with anonymous typed comments from each supervisor (labeled "Supervisor #1, Supervisor #2, etc.).**

**Comments:**

### **D-9 Student Self-Evaluation – End of Semester**

1. Identify the three most important ways (general or specific) that you have developed as a counselor through this clinical experience.

A.

B.

C.

2. Identify the three areas of growth on which you intend to focus in the future, to enhance your effectiveness as a counselor. For each area, state a concrete, measurable goal.

A.

B.

C.



**APPENDIX E**  
**LPC Documentation**

TEXAS BEHAVIORAL HEALTH EXECUTIVE COUNCIL  
TEXAS STATE BOARD OF EXAMINERS OF PROFESSIONAL COUNSELORS  
Practicum Documentation Form



**PRACTICUM/GRADUATE INTERNSHIP  
DOCUMENTATION**

*Please type or print legibly.*

Name of Applicant: \_\_\_\_\_  
(Last) (First) (M.I.)

Applicant's Social Security Number: \_\_\_\_\_ — \_\_\_\_\_ — \_\_\_\_\_ DOB: \_\_\_\_\_

Name of agency or organization where practicum was completed: (One form per site)  
\_\_\_\_\_

Course number of practicum/internship [as it appears on the graduate transcript] \_\_\_\_\_

University arranging practicum: \_\_\_\_\_

Date of counseling practicum/internship: From: \_\_\_\_\_ To: \_\_\_\_\_  
(mm/dd/yyyy) (mm/dd/yyyy)

1. Number of clock-hours of direct client counseling contact during practicum/internship: \_\_\_\_\_
2. Number of clock-hours of indirect client counseling contact during practicum/internship: \_\_\_\_\_
3. Total number of clock-hours awarded for referenced practicum/internship: \_\_\_\_\_

➤ **Type(s) of counseling: (check all appropriate types)**

General \_\_\_ Marriage & Family \_\_\_ Group \_\_\_ Individual \_\_\_ Drug & Alcohol Abuse \_\_\_

Career & Vocational \_\_\_ Rehabilitation \_\_\_ Academic \_\_\_ Child & Adolescent \_\_\_

➤ **Setting(s): (check all appropriate settings)**

Private Practice \_\_\_ School \_\_\_ Hospital \_\_\_ Volunteer \_\_\_ Univ. Counseling Center \_\_\_

Non-profit organization \_\_\_

Practicum/Internship Supervisor Name (print): \_\_\_\_\_

Supervisor Credentials/Title: \_\_\_\_\_ City, State: \_\_\_\_\_

I CERTIFY THE APPLICANT ABOVE SUCCESSFULLY COMPLETED THE COUNSELING PRACTICUM LISTED ABOVE,  
AND I AFFIRM THE INFORMATION GIVEN ON THIS FORM IS TRUE AND CORRECT.

\_\_\_\_\_  
Practicum/Internship Supervisor or School Official Signature /Credentials, Title Date

Mail to: TX BHEC TSBEPC, 333 Guadalupe, Ste. 3-900, Austin, TX 78701

Applicant Name: \_\_\_\_\_

Page 1 of 1

Practicum Documentation Form