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**Department of Counseling
Clinical Handbook
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Clinical Handbook

This manual is a guide to the policies and procedures which govern the fieldwork courses (Practicum, Internship A, and Internship B) of students enrolled in the Clinical Mental Health Counseling Program. Students will be expected to read and follow the rules held in the manual, and are ultimately responsible for understanding these rules. This manual is also a guide to success in the clinical sequence of courses. If concerns or questions arise about the contents of the manual, the student should first address them to the clinical coordinator, for whom contact information is provided on the first page of this manual.

Preparing for Fieldwork

The following section of the manual will cover a variety of topics germane to preparing for your fieldwork experience. Before you begin your fieldwork you will need to understand what kinds of sites are acceptable in the program, select and interview at a fieldwork site, complete an fieldwork application and begin adjust your personal and professional schedule to accommodate.

The following are the academic requirements for enrolling in fieldwork courses:

Prerequisites for Enrolling in Fieldwork Courses

CNSL 5397 Practicum

Degree plan on file

A grade of B or higher in CNSL 5357 Pre-Practicum

Proof of having registered for the Comprehensive Exam

CNSL 5399 Internship A

Earn a Pass grade in CNSL 5397 Practicum

Passing the Comprehensive Exam

If the Comprehensive Exam is not passed, faculty and the clinical coordinator will assess whether the student will be permitted to progress in the clinical sequence on a case-by-case basis.

Things to do Before Practicum

Practicum is the beginning of the fieldwork portion of your education, and as result, it will take a significant amount of time and energy to successfully complete practicum. Here is a list of things you should complete before the semester that you take practicum.

- Attend the practicum orientation held by the clinical coordinator.
- Interview at an fieldwork site and receive an offer to complete your practicum at the site.
- Ensure that your site is pre-approved, and if it is not consult with the clinical coordinator on the steps necessary to ensure that your site can be approved.
- Discuss with your site what their video recording capabilities and policies are. If the site does not have appropriate video recording software procure your own.
- Determine which nights you will have class (including nights you'll attend practicum class) so that you can know which nights/days you can schedule clients.
- Have an earnest discussion with family, friends, and other important loved ones about changes that may occur during practicum such as: lack of time, lack of energy, feeling emotionally over extended, and what you need from them in terms of support.
- Consider returning to counseling, as this will be a fairly stressful time.
- Return to your self-care plan that you developed in Foundations of Counseling, and modify it to fit your current needs.

Scheduling Considerations

Practicum, Internship A, and Internship B, all comprise a significant change in the time commitments required of graduate students. Fieldwork courses require roughly 20 hours a week at one's site (possibly more if more than one site is being used) as well as a 3-hour class once a week in the classroom. In addition to these time requirements, the process can be emotionally exhausting, which can make balancing the schedule even more difficult.

Students with obligations such as demanding work schedules, family responsibilities, and more should carefully consider how to balance these demands so that their graduate education receives the proper attention and that they get quality experiences in their clinical training. As well, students may have to make sacrifices to give proper attention to the demands of their training. The program encourages you to think carefully about this before you enter your clinical courses.

An important question to consider is when your site is most likely to see clients. If you work with children (unless you are at a school setting) you will most likely spend your time there in the afternoons and evenings. Other settings such as correctional institutions may have more flexible schedules due to client availability.

It is ultimately the student's responsibility for re-arranging their schedule and obligations to ensure that they have both the time and emotional energy to enter the clinical training phase of their education.

Study Abroad Courses

Study abroad courses during fieldwork courses generally disrupt the continuity of care, and significantly impact the ability of students to complete the requirements of fieldwork courses. Thus students will not be permitted to take a study abroad course alongside any courses in the clinical sequence.

Student Responsibility for Fieldwork Sites

While the Department of Counseling does provide assistance in site selection for students, the final responsibility for acquiring a site lies with the student. The clinical coordinator provides the following supports for students looking for fieldwork sites

- Maintaining a list of pre-approved sites
- Providing orientations at the following times to help students learn about clinical procedures and fieldwork
- The semester before Pre-practicum
- The semester before Practicum
- The semester before Internship A
- The semester before Internship B
- Providing guidance on what steps to take to get a site approved
- Individual consultations with the clinical coordinator

Students should consider carefully what sites they would like to apply to, apply with plenty of time (in case an option falls through), and demonstrate professionalism through the application process, in the same way one would if they were to apply for a job.

Selecting a Fieldwork Site

The site(s) you select for your fieldwork can be very important, and as such there are a number of factors that one should consider.

Client Population

Think about the kind of clients you might like to work with in the future. One's fieldwork setting sets the foundation for their future work, and some fieldwork placements may result in job offers in the future. In selecting your fieldwork site you should consider groups you would like to work with as well as those that you find yourself uninterested in working with. Below are a sample of potential groups you may consider.

Age

Diagnosis

Sexual Identity/Gender Identity

Socio-Economic Status

Approach to Counseling

You will want to consider what kind of counseling you will want to learn in your fieldwork site. If you strongly align with a psychodynamic approach, you will want to consider if working at a site that emphasizes behavioral approaches is a fit for you. You may also have interest in a specific type of therapy such as play therapy or animal-assisted therapy, in which case you will want to think carefully about your site to ensure that both clients interested in that approach and qualified supervisors/facilities are available to ensure high quality learning.

Supervisor

Your site supervisor has a significant impact on your clinical training, and as such you should evaluate whether your site supervisor seems to have a personality and teaching style which you think would mesh well with your own. Some of the below are factors which might be important to know about a supervisor as you evaluate if there is a good fit.

General philosophy of counseling

Degree of organization

Conflict resolution style

Introversion/Extraversion

General communication style

Location

During your fieldwork courses you will have a number of responsibilities such as seeing clients, attending staff meetings, completing documentation, complete work for other courses, and completing assignments for your fieldwork course. As well, you may be spending evening times at your fieldwork site. Thus, you should carefully consider the commute that will be required to and from the site. Every hour you spend on the road is one that you're not spending in session with clients. Your fieldwork site must be within a 75-mile radius of the campus that you are taking your fieldwork course at, there will be no exceptions made. If a student does choose a site that is far away from their home, they will be completely responsible for any travel costs accrued and will be responsible for completing their coursework on time despite any difficulties that are presented by long commutes.

Desirable Activities at a Site

The following is a list of activities that an ideal site would provide a student with for their fieldwork experience.

Counseling and Therapy

The counselor trainee should:

Provide individual and group counseling.

Work with clients of different races, religious convictions, color, gender, sexual preference, and national origin.

Carry out the referral process.

Establish and maintain a counseling relationship from initial intake to termination or through referral if further care is needed, and carry out follow-up.

Assessment and Records

The counselor trainee should gain experience related to:

Administering, scoring, and interpreting group and individual assessment instruments of various types.

Reviewing background information and assessment information and preparing for a counseling interview.

Developing awareness of specialties, skills, and services offered by other helping professionals in the community, agency/institution.

Consultation

The counselor trainee should be involved in:

Maintaining a current list of community agency resources and personnel for referral and personally meet and establish contact with such personnel.

Participate in research concerning counseling-related activities.

Less Desirable Sites or Activities

Some sites might appear initially attractive, but not necessarily provide students with appropriate experiences. What follows are types of sites or activities at a site which are contraindicated for your fieldwork placement.

Private Practice Policy

When selecting an internship site, a solo private practice is not an acceptable placement. A solo private practice is defined as a business for profit whose employees consist only one licensed counselor. A solo private practice is frequently not a beneficial environment for a counseling student, as the practitioner has limited resources to provide oversight and support in case of emergencies, which can impact the safety of clients as well as that of the student.

Large group practices often more resemble a counseling agency and the clinical coordinator may consider such practices for approval for an internship site on a case by case basis.

Home Visits

Under no circumstance may students participate in home visits as part of their internship experience. While agencies may include case management or counseling appointments in the client's home to be more responsive to client needs, the program does not allow this as part of the fieldwork experience. Home visits frequently put students in an unfamiliar environment without full administrative support, and can result in the endangerment of the student as well as increase the potential for boundary crossing events. As such, no student will be allowed to engage in home visits.

Maximum Radius

When selecting a fieldwork site, a student must select a site that is less than 75 miles from their home campus. Faculty regularly make site visits to fieldwork sites, and selecting sites more than 75 miles from one's home campus makes unreasonable demands on faculty time. Sites must be located within the borders of the state of Texas (even if it is a site that practices tele-health). Interns who submit sites for approval or on their practicum/internship application that are more than 75 miles from their home campus may have their application rejected and be required to find a new site.

Fieldwork Placement at One's Employer

Some students may be employed at an agency which provides mental health services and wish to complete their fieldwork experience at that agency. The program will consider such an arrangement but under several strict conditions.

The student's fieldwork experience must be distinct and separate from their duties as an employee.

The site supervisor for the student must be different from their direct supervisor for employment.

The student must be conducting psychotherapy as a part of their fieldwork experience, and must differ significantly from any work a para-professional at the agency might provide.

A student must submit a Letter of Intent to Complete Fieldwork with Current Employer with their initial fieldwork application. A template and example can be found in Appendix A.

Site Application

Once you have identified several sites (at least three potential sites, and possibly more), there are several things you need to know and steps that must be taken. You should have a clear understanding of how to get a site approved by the Counseling Department (if it is not already), how to interview with the site, and how to submit your site application.

Site Approval

If you are interested in an internship site that is not currently on the list of approved sites (which is available on the counseling department webpage or upon request by clinical coordinator) there are situations under which you may get a site approved. A site must have the following properties to be considered for approval

- The proposed site supervisor must have a license for practicing psychotherapy independently and have had that full license for two years.
- The site supervisor must provide at least one hour of weekly individual or triadic supervision.
- The site must allow for the recording of sessions.
- The site may not be a solo private practice
- The site must require activities that are related to psychotherapy (as opposed to case management or other non-counseling services)

If the site meets all of these requirements, then you may send an email to the clinical coordinator and copy your proposed site supervisor to introduce them. Once the clinical coordinator has confirmed all of the aforementioned items, an affiliate agreement must be executed with the site, and then the site will be placed on the approved site list.

Interviewing at Fieldwork Sites

Secruing a site at which do to your clinical experiences during fieldwork courses is much the same as interviewing for a job, and such it should be a serious undertaking if you wish to be successful. Below are a few topics to consider when interviewing at sites

Dress

When you have a scheuled interview with a site how you dress for said interview may be something site supervisors and interviewers notice. It is important on the day of the interview to have engaged in appropriate hygiene activities and wear clothes that are clean without any signs of being disheveled. While every site may have a different culture around dress, in general the following combinations of clothing tend to be acceptable: Dress shirts/tops and slacks, a blouse and skirt, or a dress. In general, one should avoid T-shirts, jeans, pre-distressed clothes, clothing with slogans on them, and athletic shoes.

Additionally, one should attempt to get a sense of the general culture of the fieldwork site (to the extent that it is possible) before attending the interview. Certain sites (such as an equestrian therapy site) might have more relaxed dress code, while others (a group private practice that only accepts private pay clients) might have a more formal dress code. In general the two rules for interview dress are (1) keep in mind the culture of the organization and (2) overdressing is less of a problem than under-dressing.

Preparing your Resume

Like applying to a job, you should have a copy of a resume available for sites. One concern of many students is that they don't have much in the way of counseling experience. In general, many students don't have that as this is often their first position that involves counseling. Don't let a lack of direct experience discourage you!

On your resume, think about jobs you've had and how you can relate them to the skills a counselor may need. If you worked in customer service you had skills in de-escalating conflict. If you worked in childcare you developed knowledge about child-development and helping individuals self-regulate. Think about how the jobs you have had have taught you skills that were helpful in being a counselor.

Also consider adding any certifications/trainings that you have attended that may make you stand out (Example: If you were resident assistant at the dorms you may have had certifiations you had to take for substance abuse awareness or suicide prevention). Only list gradate

courses if they are not part of the core curriculum and point to a skill that your average counseling student might not have (grief & bereavement counseling; expressive arts therapy; play therapy, etc...)

Questions to Be Prepared for

Much like a job interview the professionals at the site will want to know about your background and what interests you in working at the site. As well, they will want to know about your work habits and how you respond to difficult situations. Below are some questions that students may experience during their interview.

How does interning at this site match with your career goals?
What kinds of clients are you really interested in working with?
What kinds of clients are you not interested in working with?
How do you handle stress?
How do you handle constructive criticism?
How do you de-escalate conflict?
What do you think your strengths are?
What do you think your weaknesses are?
How do you set boundaries with clients?
What is your counseling approach?
How would you build a relationship with a difficult client?

For each of these questions it would be wise to develop a thoughtful yet concise answer, with an anecdote to illustrate your point. DO NOT memorize your answer, as that will make it seem inauthentic.

Supervisor Training

Every 12 months, site supervisors must complete a supervisor training provided by the Counseling Department. The training will consist of watching a short video in which the clinical coordinator reviews requirements for site supervisors as well as a short questionnaire affirming that they understand the requirements for site supervisors for students in the CMHC program.

Students will be provided via email a link to the training and the questionnaire and should provide this information to their site supervisor. The training must be completed before the start of the semester and begin accruing hours. If for any reason a site supervisor changes, the new supervisor must complete the training as well as an update site registration form.

Fieldwork Application

Practicum

On the semester prior to the student's enrollment in 5397 Practicum, they must submit an application to the counseling department, which will be reviewed by the Clinical Coordinator. The student must provide a complete application, without any missing information for a site which has received prior approval to be allowed to register for practicum.

The deadline for fieldwork applications will be posted on the Department of Counseling website with instructions. It is ultimately the student's responsibility to submit an application. The number of fieldwork sections offered will be based upon the number of applications received. If a student does not provide their application by the deadline, the Department of Counseling cannot guarantee them a spot in a fieldwork course.

A student will need to complete the following for their application to practicum.

- Fieldwork Application
- Site Registration Form
- Field Experience Plan
- Ethics Agreement
- Proof of Insurance Liability

Site Supervisor completion of supervisor training (See Section: TITLE, pg.#)

Internship

If the student is remaining at the same site(s) as they did in practicum, then they only need to provide the site registration form (Appendix) for their site. If, however the student is adding a new site or replacing an old site with a new one, they must complete a fieldwork application by complete in the following items

Fieldwork Application

Site Registration Form

Field Experience Plan

Site Supervisor completion of supervisor training

Fieldwork Orientation

Every student in the counseling program will attend at least four orientations to their fieldwork experience. You will be invited to an orientation the semester before you are set to enroll in each of the following courses: Pre-practicum, Practicum, Internship A, and Internship B. These meetings are mandatory and must be attended before students may accrue hours in any clinical course.

The fieldwork orientations will be conducted by the clinical coordinator, wherein they will provide an overview of the expectations of the course in the next clinical sequence, tips for maximizing one's experience, clarification on handbook policies, and updates to the clinical program.

Fieldwork Expectations

The clinical sequence is a very new part of the journey of the counselor in training, and as such new expectations will be present for students in clinicals. While fieldwork is about gaining experience conducting therapy, the student must also realize that there will be expectations about academic assignments in the course, as well as clinical skills expectations, requirements in regard to professional conduct, and a required number of hours, which will be outlined further in this section of the manual.

Academic Expectations

While the clinical sequence of courses is focused on developing abilities in working with clients, student should be aware that they will still have academic obligations in the form of papers, presentations, and other relevant assignments to the courses. Clinical skills are one part of the puzzle in fieldwork courses. The following policies and items are important to keep in mind as an individual moves through the clinical sequence and attempts to achieve academic excellence.

Clinical Objectives for Fieldwork Courses

The following are the skills and knowledge that students are expected to acquire over the course of their fieldwork sequence.

The ability to appropriately screen for addiction, aggressive behavior, and harm to self or others.

Adherence to industry standards in documentation and record keeping

Suicide risk management techniques

Modifying one's theory and techniques to effectively impact members of various cultural groups.

The principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

Self-care strategies for counselors

Appropriate supervision seeking behaviors for counselors in training

Promoting optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

Connecting clients with appropriate resources aside from counseling.

The ability to advocate for policies and programs that promote well-being in our clients.

Academic Coursework in Fieldwork Courses

While the primary objective of fieldwork courses in the Clinical Mental Health Counseling program is to develop necessary clinical skills to be a successful licensed professional counselor, students should not assume that the only requirement for completing practicum or internship is the accrual of hours. Fieldwork courses still require assignments such as papers, tape analyses and transcripts, case conceptualization papers, and more. The assignments in fieldwork courses are designed to allow students to acquire the core competencies of being a licensed professional counselor and are the purview of the instructor of each course.

End of the Semester Meetings

Each semester in which a student is enrolled in fieldwork, they will have an end of the semester meeting with their internship instructor. This meeting is meant to finalize and turn in the required paperwork as well as process the growth they have experienced throughout the semester. Below is a list of items that will be required for Practicum and Internship A&B

Forms Required for Practicum

Site Supervisor's Midterm PCPE (one for each site)

Weekly Activity Log (one for each site)

Students end of the semester PCPE

University supervisor end of the semester PCPE

Students Evaluation of Site & Supervisor (one for each site)

University Supervisor Site Visit Form

University Supervisor bi-weekly check-in form

Forms Required for Internship A & B (turned in each semester)

Site Supervisor's Midterm PCPE (one for each site)
Weekly Activity Log (one for each site)
Students end of the semester PCPE
University supervisor end of the semester PCPE
Students Evaluation of Site & Supervisor (one for each site)
University Supervisor Site Visit Form

Evaluation of Student Performance

Student evaluation is a complex matter in fieldwork courses and is comprised of a variety of domains, which include the following

Appropriate professional behavior and comportment with clients, supervisors, colleagues, and fellow students.
Ability to effectively build relationships with clients to create positive change in their lives.
Conceptualization skills to understand a clients intra- and inter-personal dynamics to effectively craft treatment plans.
Completion of tape review assignments and other papers to demonstrate ability to conceptualize the role of the therapist, client dynamics, and intervention skills.

It is important to note that while accruing hours is a significant part of the internship process, it is not the sole requirement for a passing grade. Getting the required hours for a course in the fieldwork sequence is only one part of the minimum standard for passing the course and does not in and of itself constitute a justification for a passing grade.

The hours that a student accrues must be judged to be of high quality and in keeping with the expectations a reasonable person would have for a student at this point in their educational and professional development. A student who accrues all of their hours but does poorly on supervisor evaluations and written assignments may have difficulties achieving a passing grade in the course.

Clinical Expectations

One of the key expectations of students in fieldwork courses is to develop skills in providing psychotherapy in a variety of formats with a number of different sorts of clients. What follows are expectations the program and profession has of students who are beginning their work with clients.

Recording Clients

Students are required to record clients as part of their coursework in fieldwork courses. Before a student makes a recording with a client, they must both (a) have the student complete a recording consent form (found in the appendix of this manual) and (b) adhere to any site specific requirements regarding recording.

Students should record every client they have permission to, and should continue to do so until their fieldwork courses are complete. Students may be called on at any time during courses to present a current tape and as such they should be prepared with tape even if they are not specifically scheduled to tape.

Tapes submitted for evaluation should be spread throughout the semester, and under no circumstance should they try to accrue all of their required recordings in the first month of their fieldwork course. Such a practice is not acceptable, and fieldwork instructors reserve the right to require students to submit a current recording for any and all assignments.

While many fieldwork sites provide integrated recording options, some sites do not have recording equipment integrated into their clinics. In such cases it is the responsibility of the student to acquire a recording device of their own. Students may not under any circumstances use a phone or tablet as their recording devices, as such devices regularly back up to cloud storage solutions with unpredictable security measures. Even if a student believes that their device does not back-up to the cloud, such a recording device is not permitted. Students should carefully select their recording device to ensure it can capture quality video and audio. Fieldwork instructors expect that audio and video quality will be sufficient to both hear both the client and counselor as well as see the body language and facial expressions of the client and counselor.

Recordings must be handled with great care, as they constitute a client's protected health information. Recordings may be transported to class using an encrypted flash-drive or other removable media.

Currently the counseling program uses GoReact as its primary method of uploading videos of client sessions for assignments. All students **must use GoReact** and recordings will not be accepted in any other format. Students may be charged a fee for the use of GoReact when enrolling in clinical courses.

Emergency Management Plans

Students in fieldwork courses are required to learn about the agency guidelines for emergencies or crises, including what steps to take, who to contact, and at least one back-up person to contact in case they are unable to reach their primary supervisor.

Emergency situations include but are not limited to:

- Suicidal Ideation/Intent
- Homocidal Ideation/Intent
- Psychotic Episodes
- Showing up to session under the influence of alcohol/drugs
- Substance overdose
- The abuse or neglect of children, the elderly, or the disabled
- Physical aggression in session

Students will complete the emergency management plan which can be found in Appendix B, and will provide their faculty supervisor a copy as well as keeping a copy with their fieldwork paperwork.

Confidentiality

The profession of counseling is based upon the foundation and expectation of confidentiality between counselor and client. Below are the statutes in Texas law that guide our confidentiality

Texas Administrative Code, Title 22, Part 30, Chapter 681, Subchapter B, RULE §681.45 (b)

A licensee must not disclose any communication, record, or identity of a client except as provided in Texas Health and Safety Code Chapter 611 or other state or federal statutes or rules.

In summary, a client's status as a patient/client, the particulars of their treatment, diagnosis, or evaluation are consider confidential under state law. The primary exceptions to this confidentiality typically include: (a) disclosures of harm or intent to harm the elderly, the disabled, or children; (b) suicidal or homicidal ideation; (c) Disclosures which are directed by the client with an appropriate written consent; and (d) to the client's representative after their death.

Thus expectations of students are as follows:

- Students will not discuss the particulars of a client's case with family, friends, etc... and will restrict conversations about clients to their supervisor, colleagues at their site, and the fieldwork course they are enrolled in.
- Students should not discuss clients in a public place
- Students should not identify clients by full name in any documentation for the course (e.g. tape analysis papers) or send client protected information over an insecure method such as unsecure email, fax, etc...
- Students will not comment on any client(s) whether in general or specific on any social media or public forum on the internet.
- The counselor will follow all of their agencies guidelines regarding documentation and confidentiality. It is assumed that no documentation should leave the facility and that should the student complete documetnation through an online system, they conduct these in places where privacy is a reasonable expectation.
- Counselors who work in rural areas or other small communities should have conversations with their clients about how they will react when seeing their client in public and the steps they will take to avoid compromising their confidentiality.

Supervision

Supervision is an essential (and required) element of the fieldwork experience. This section of the manual outlines expectations, tips for getting the most out of supervision, and how to promote growth in supervision.

Supervisor Qualifications

Site supervisors serve as the fieldwork students primary contact at the site, their weekly supervisor, and the point of contact during a crisis. As such, the Counseling Department has specific standards for site supervisors.

- They must have a masters degree or higher in a mental health discipline. Such disciplines include (but are not limited to):
 - Clinical Mental Health Counseling
 - Marriage and Family Therapy
 - School Counseling
 - Social Work
 - Psychology
- The site supervisor must have a license to practice counseling independently without supervision. Examples of acceptable licenses include (but are not limited to):
 - Licensed Professional Counselor
 - Licensed Marriage and Family Therapist
 - Licensed Psychologist
 - Licensed Clinical Social Worker
 - Certified School Counselor (only if your fieldwork site is a school).
- Examples of unacceptable licenses include (but are not limited to):
 - Licensed Profession Counselor-Associate
 - Licensed Marriage and Family Therapist- Associate
 - Licensed Psychological Associate
- The site supervisor must have 2 years of experience commencing after having received a full license for independent practice.
- The supervisor must provide weekly individual or triadic supervision.
- The supervisor must be physically at the site and available for consultation in case of emergencies.

Site Supervisor Training

Every site supervisor will be asked to complete a brief training provided by the Counseling Department to review the requirements of the program as well as review of best principles of supervision. The training consists of a video and then completing a brief questionnaire confirming understanding of the material. Links to the content will be provided by the administrative assistant via email before the applications are due each semester.

Supervisors will only be asked to complete the training once every 12 calendar months.

Weekly Supervision Requirement

Site Supervision

During fieldwork courses students are required to participate in a variety of supervision experiences. Each intern must participate in weekly supervision to last at least one hour at their site to be conducted by their site supervisor in either individual or triadic formats.

Individual supervision consists of a full hour of supervision with the student and their site supervisor.

Triadic supervision consists of a full hour of supervision with the student, another student, and their site supervisor.

While students may participate in group supervision (3+ students and a supervisor), this will not meet requirements for weekly supervision, but may be counted as an indirect hour.

If during the course of internship, an intern does not participate in individual or triadic supervision at their site for two or more consecutive weeks (regardless of who initiated the lapse in supervision), it is the responsibility of the intern to immediately inform their faculty supervisor.

Class/Group Supervision

For each fieldwork class, students will be expected to participate in a 3 hour course which will constitute their group supervision for the fieldwork experience. While accruing hours is an important part of the fieldwork experience, students should be aware that class/group supervision is an essential part of the process.

During class students will be expected to present tapes according to a schedule, but students should always bring a tape to class, as their instructor has the right to request a video be shown even when they are not scheduled to present.

During video presentation of clients, students may be asked to provide feedback to colleagues. When providing feedback, students should be aware that showing one's work as a counselor to colleagues can be a sensitive experience. As such feedback should always have at least some reinforcing or positive element and should be undertaken with care and concern. Failure to be professional in feedback may result in a verbal correction from the faculty member and repeated instances may result in disciplinary measures being taken if the student chooses not to correct their behavior.

Tips for Success in Supervision

Students should arrive to supervision prepared to make the most out of their clinical education experience. Following the below guidelines will ensure students succeed in their supervision experience.

- Always review your video before supervision, and have a specific section that you would like to view.
- When you show a segment of tape, have a clinical question or struggle that you can bring to supervision. (example: "How do I handle it when a client is really emotional, do I let them sit with it or do I try to bring them out of intense feelings?")
- Listen with openness to your supervisors feedback. Your goal should always be to use supervision to grow and know that supervision is a valuable experience and that your supervisor is there to help you.
- Once you have received feedback check with your supervisor to make sure that you fully understand what messages were communicated.
- Establish a list of action items for you implement in future session so that you can implement feedback.
- If you're in triadic or group supervision, don't check out mentally when others are showing their videos. Watch the intently asking yourself the following questions:
- What are the unique skills this counselor is using that I could incorporate into my practice?
- What is the feedback the supervisor is giving to the other counselor that might be helpful to me as well?

Supervisor Responsibilities

Supervisors have a variety of responsibilities that students can expect to be carried out in their work with the student. Below is a non-exhaustive list of expectations.

- Supervisors are responsible for providing both formative and summative feedback of the students skills as a counselor in both written and spoken formats.
- Supervisors are responsible for providing students with education about interventions, conceptualization of clients, and how to manage personalization responses.
- Supervisors are responsible for helping the student develop insight about their own development as a counselor.
- Supervisors are responsible for providing regular time in supervision in either triadic or individual formats, for a time that is no less than 1 hour each week.
- Supervisors are responsible for providing guidance about policies and procedures of the setting in which the student works.
- Supervisors are responsible for helping provide the supervisee support and guidance during emergency situations with clients, including, but not limited to:
 - Clients expressing suicidal intent
 - Client's expressing homicidal intent
 - Clients experiencing a psychotic episode
 - Clients experiencing adverse reactions to drugs or alcohol in session

Student Responsibilities in Supervision

In individual or triadic supervision

- Arrive on time
- Contact the supervisor if you are unavoidably detained, and if you must cancel take responsibility to reschedule the supervision.
- Have all of your documentation prepared for your supervisor to sign (both documents from Tarleton such as midterm evaluations, as well as any documents that must be signed per site guidelines).
- Be able to provide at least a brief summary of each client you are currently seeing in counseling, so that your supervisor can be kept abreast of your caseload.
- Bring clinical questions and concerns to your supervisor-- remember this is a unique opportunity to learn from a seasoned professional.
- Be prepared to discuss at least one case in depth to your supervisor. Preparation for that discuss will likely include the following
- Having a cued video segment which you have watched before supervision
- Being able to share your current theoretical conceptualization about your client
- Being able to describe what interventions you've used thus far, and the ways in which you think they might (or might not) be working.
- Having questions about interventions and how to modify them for your client
- Considering ways in which your personality or history may be interacting with this particular client
- Developing at least one "clinical question" to help frame the supervision (ex: "When I do a consultation with parents, I give them parenting guidance and they seem to ignore it. So my question is 'How do help parents become more engaged in their child's mental health care?'")

In Group Supervision

The following is a non-exhaustive list of responsibilities and expectations of students in group supervision, (which may consist of staffing at their site, as well as the group supervision component of fieldwork classes).

- Arrive on time
- Listen attentively to the person presenting educational material or a case presentation
- When sharing feedback, providing feedback in a way that is meant to help the person presenting a case, and being mindful that the other person is also a growing professional that should be treated with kindness and respect.
- Avoid doing other work during group supervision such as working on case notes or checking messages on your phone.
- Prepare adequately for any presentation that you might be giving, knowing that the point of case presentations is both to sharpen your skills as well as provide others with an opportunity to learn.

Student Concerns Regarding Site Supervisors

Occasionally conflicts may arise between students and their site supervisors in the course of clinical training experiences. In such instances the first step should always be to attempt to address the issue with the site supervisor, by clearly stating the student's concerns and working together in good faith to negotiate a way to improve the current conflict or situation.

Should an impasse be reached between the site supervisor and the student, the student can then reach out to their faculty supervisor to receive guidance on how best to address the situation. Should the situation become unworkable the student may contact the clinical coordinator of the program for further guidance.

Changing Supervisors

At times, a student's site supervisor might change for a variety of reasons such as: the supervisor leaving the organization, the supervisor assuming a new role in the organization, or a mismatch between the population of clients the student is seeing and the supervisors' expertise.

In these instances the student will be required to complete a new updated site registration form as well as have the supervisor complete the Counseling Department site supervisor training.

Distance Supervision

With the advent of the COVID-19 pandemic, many practices have shifted to telehealth, and either maintained it as an offering among their other services or kept it as their primary offering. If a student is providing services solely through telehealth, then supervision may be provided via telehealth. However, if the student is providing any services through physical in-person formats then supervision must also be provided in-person

Professional Expectations

In addition to clinical and academic expectations, students are expected to demonstrate professional behavior as this is their entrance into the profession, and how we conduct ourselves as therapist is a fundamental part of learning to be a professional counselor.

Professional Demeanor

Students are expected to conduct themselves in a professional manner at field sites. Students should consult with their site supervisors about expectations for the site. Professional behavior must be consistent with the current ethical guidelines of the American Counseling Association and/or the American School Counseling Association.

Dismissal from a Site

Under certain conditions a student may be removed from a site by either the CMHC program or by their site itself. A non-exhaustive list of reasons for which a student might be dismissed from a site includes:

- Failure to follow CMHC program policies and procedures
- Failure to obtain and produce proof of current professional liability insurance
- Failure to function in a mature, responsible, and professional manner
- Failure to follow the ethical guidelines of the counseling profession, as outlined in the code of ethics for professional counselors by the Texas Board of Examiners of Professional Counselors, the American Counseling Association, and American School Counseling Association.
- Dishonesty regarding field placement log or contract, recording, or client consent
- Failure to maintain confidentiality of client records and/or client situations
- By request of the Clinical Coordinator/field site supervisor.

If at any point, a student is dismissed from a site for any reason, they shall immediately inform their faculty supervisor. Dismissal from a site shall result in a failing grade in a clinical course and will result in a Goodness of Fit Meeting to determine steps to address the difficulties that the student is experiencing. The outcome of the GOF may range from a remediation plan to removal from the program.

Withdrawing From a Site

At certain times during a student's fieldwork experience they may find it necessary to withdraw from a site. While unfortunate, this is a reality of fieldwork. When considering withdrawing from a site, the following procedures should be followed.

- Discuss your concerns with your faculty internship/practicum instructor
- The intern must review any contracts that have been signed with the site. It is the expectation of the program that interns fulfill their contractual obligations to the site unless the faculty supervisor or clinical coordinator deem extenuating circumstances exist which necessitate withdrawal from the site.
- The intern will communicate with their site supervisor their intent to leave the site providing no fewer than fourteen calendar days of notice.
- During the meeting with the site supervisor the intern should establish a plan for continuity of care to ensure that no clients are lost to care.
- Before their final day at the site, the intern should return any site property, make sure that clinical notes and other documentation are completed, and have appropriate internship paperwork completed (e.g. signing off on hours, evaluations, etc...)

Student Professional Liability Insurance

Students are required to apply for professional liability and malpractice insurance during their first semester of the program and are expected to continue to carry liability insurance through the duration of their training, with limits of \$1,000,000 per incident/\$3,000,000 aggregate. Though students may be covered under umbrella policies via fieldwork sites or if the student is otherwise employed in the mental health industry, they still must carry personal professional liability insurance policies.

Student professional liability insurance policies may be acquired for reasonable costs through the Texas Counseling Association, the American Counseling Association, and other related professional organizations.

Proof of current, valid professional liability insurance must be submitted to the clinical coordinator and the administrative assistant each semester a student is enrolled in fieldwork courses (e.g. Practicum, Internship A, Internship B).

Ethical Guidelines

Students in the Counseling program are expected to adhere to the ethics set forth by the Texas Board of Examiners of Professional Counselors and the code of ethics of the American Counseling Association at all times. Students should read the codes available at the following links:

ACA code of ethics: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Texas Board of Examiners of Professional Counselors:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=30&ch=681&rl=41](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=30&ch=681&rl=41)

While a student may not possess a license overseen by the board or be a member of ACA, they are expected to follow these codes at all times. Failure to adhere to these codes may result in a goodness of fit meeting to ascertain the reason for the behavior that fails to adhere to ethics as well as establishing steps to alter the behavior.

Student behavior in fieldwork courses is guided by six major principles

Autonomy
Beneficence
Non-Maleficence
Fidelity
Justice
Veracity

In particular the following areas of ethics are especially important for counselors

Confidentiality

When a student serves as a counselor they are entrusted with a client's innermost thoughts and secrets, which are to be treated with respect and care. Students should ensure that client information ranging from the fact that a person is receiving counseling to personal information about the client is kept confidential. This means that discussions about clients should only occur with colleagues at the site and with classmates in fieldwork courses. Documentation should be completed on secure computers in private areas. And under no circumstance can students discuss cases with family or friends outside of the profession.

Dual Relationships

Counseling is most effective when a counselor and client are both fully committed to the therapeutic relationship. This means that it is unethical to counsel family members, friends, or other associates. Furthermore, it is inappropriate for students to establish non-therapeutic relationships with clients outside of session.

Competence

Counselors only operate in areas of their competence, for which they have received appropriate training and supervision. Student counselors must have the awareness of where their competence lies and do not operate outside the areas of their expertise. If an emotional issue or life stress issue impairs their competence they discuss the issue with their site supervisor and faculty supervisor as soon as possible, and make plans that prioritize client welfare.

Social Media Policy

Social media includes the use of web-based technologies that allow the exchange of user-generated content. Users can interact with content on other users' pages, and they can participate from tablets, computers and mobile devices. Social media is an important method of interaction and collaboration between students, parents, faculty, staff, alumni, and others. Examples include, but are not limited to, Facebook, Twitter, YouTube, LinkedIn, Pinterest, Instagram, Instant Messaging systems, blogs, and other personal accounts

Social media is an evolving technology which at times has blurred some important boundaries for counselors. An student in clinical courses may not at any time “friend”, connect, or otherwise engage with clients on social media.

If a client messages, uses the @ symbol to engage the counselor, posts on their wall, or any other form of engagement, the counselor is to take the following steps: (1) Do not respond to the post, (2) contact the client on a hipaa-compliant platform (e.g. the email provided by the fieldwork site you are placed at) letting them know that you can’t reply to them on social media due to the social media policy of your program and (3) If possible delete the post to preserve the client’s confidentiality.

If a student in a fieldwork placement is concerned about a client’s safety and is unable to reach them, they are not to use social media as a form of contacting them. The student should follow their site’s guidelines for contacting missing clients.

The ACA code of ethics H.6 regarding social media, states that counselors separate their personal social media from any professional social media presence they have. Even when professional social media presences are developed, students are to in no way provide therapy via social media, as no social platform currently conforms to the guidelines required for our profession or HIPAA.

Students are strictly prohibited from posting about clients on social media, no matter how much they may have de-identified the material in the post. Posting about any facet of a session or a client will result in a GOF.

Hours

Direct Hours and Indirect Hours

For each fieldwork experience course, (practicum, internship A, and internship B) students will be required to accrue a certain number of direct and indirect hours at their fieldwork site.

Direct Hours are hours spent using counseling skills with actual clients in the delivery of therapy. Below is a list of example activities that may accrue direct hours. If you are having difficulty ascertaining whether an hour is direct or indirect, you may either contact your faculty for your fieldwork course or the clinical coordinator for clarification. Note: All direct hours must occur with a real client. Simulated clients or role-plays do not count for direct hours.

Counseling an individual Client

Leading or co-leading a process group

Leading or co-leading a psychoeducational group

Performing an intake interview (maximum of 10 hours each semester)

Conducting an assessment that requires interaction with client (maximum of 10 hours each semester)

Conducting couples therapy

Play Therapy

Expressive Arts Therapy

Family Therapy

Conducting a parent consultation for a child or adolescent client

Indirect Hours are hours spent in support of your counseling role, that do not involve direct contact with clients. Below is a list of example activities that are classified as indirect hours.

Writing case notes

Attending staff meetings

Participating in staff training

Observing other counselors

Watching your own videos of counseling

Preparing activities for counseling or groups.

Discussing cases with your colleagues at the site

Observation vs. Co-Counseling

When counting direct and indirect hours, it is important to make a distinction between observing/shadowing a counselor and co-counseling. Observation/shadowing is always an indirect hour. Observations may occur with you behind a two-way mirror or in the room with the counselor. Observation involves the student saying little other than possibly introducing themselves to the client. In contrast, co-counseling is when a student shares the responsibility with the other counselors to provide continued therapeutic interventions throughout the session.

Direct and Indirect Hours Requirements

Practicum	
Direct Hours	40
Indirect Hours	60

Internship A	
Direct Hours	120
Indirect Hours	180

Internship B	
Direct Hours	120

Indirect Hours	180
----------------	-----

In-Between Semester Hours

Students may choose to see clients in-between semesters for continuity of care, however none of these hours may be counted for internship or practicum requirements. The only hours which may be counted towards your fieldwork course hours requirements are hours that are accrued during the formal dates of the fall, spring, and summer sessions at Tarleton State University.

If a student wishes to see clients in-between semesters for continuity of care, they must continue to receive individual supervision from their site-supervisor, and they must complete the in-between semester counseling agreement and provide a copy to the clinical coordinator.

Carry-Over and Make-up Hours

Occasionally students may accrue more hours or fewer hours than are required by their fieldwork course. The following are policies that dictate situations in which hours may be carried over or made up.

Practicum

According to consultation with Tarleton's CACREP Liaison and the CACREP standards under which the CMHC program operates, hours in practicum may not be carried over, nor may they be made up in an internship course. Students must accrue 100 hours of which 40 hours must be direct contact in order to progress in the clinical sequence.

Internship

Students who make less than 50% of the required total # of hours, will be given an incomplete in internship, and make up the hours the following semester. Once the full balance of hours has been achieved, Jenny is required to send a copy of her paperwork to the department chair, the clinical coordinator, and her current internship instructor requesting her incomplete from the previous semester be removed.

Example: Jenny's first semester of internship got off to a slow start. She was still building a caseload, and the client population of her site was not always consistent in attending sessions. At the end of Internship A, she had accrued 100 direct hours and 140 indirect hours, for a total of 200 hours, which is approximately 66% of the hours required. Her professor provided her an incomplete since she had accrued at least 50% of her total hours, and she was allowed to enroll in Internship B. That semester she worked quite hard and accrued 140 direct hours and 220 indirect hours. She emailed the department chair, the clinical coordinator, and her current internship professor and was able to get the incomplete removed.

Students who have more hours than they need in internship may transfer some of these hours into the next semester. Students may bring any more than 60 hours of direct contact and 90 indirect hours into the next semester. The student must provide their new professor a copy of their signed WAL from the previous semester before those hours will be counted.

Texas LPC Board Requirements

The Texas State Board of Examiners of Professional Counselors requires a minimum of 300 hours of supervised experience that is "primarily counseling in nature" during the degree program. Students who wish to become LPCs in Texas should refer to the LPC Board Rules (Title 22, Texas Administrative Code, 681.31) for a fuller explanation of requirements to apply for an LPC.

Appendix A:Letter of Intent to Complete Fieldwork with Current Employer

Dear Clinical Coordinator of the Counseling Program,

I will be enrolling in practicum/internship in the summer. I currently work at Name of Agency which provides mental health counseling as part of the services that they offer to the community. I would like to complete my fieldwork experience there. My current position there is Work Title, and my direct supervisor is Name of Direct Supervisor. My duties are as follows

Duty 1

Duty 2

Duty 3

Duty 4

For my fieldwork experience, I committ to ensuring that my experience in practicum and internship will be markedly different from the duties that my employer requires of me, as I understand that fieldwork should provide me with new learning experiences. My site supervisor will be Name of Supervisor, who will be separeate from my direct work supervisor.

Sincerely,

Name

Appendix B:Emergency/Crisis Management

Tarleton State University - Department of Counseling

☐ 5397 Practicum ☐ 5399A Internship ☐ 5399B
Internship Semester/Year _____

This form must be completed for each semester of field placement and handed in on the first night of class. Trainees must retain a copy. Please attach a copy of any agency emergency/crisis response documents.

Any situation involving a client that is of a serious nature requiring immediate medical or psychotherapeutic attention constitutes an emergency; for example,

Imminent suicide attempt
Drug overdose
Aggressive reaction (present or imminent)
Physical illness or adverse physical reactions requiring immediate medical attention
Psychotic reaction or other serious psychological disturbance
Report of child abuse
Severe depression, anxiety, etc.

AGENCY POLICY: What is the agency policy about counselor trainees managing a client crisis such as those listed above?

EMERGENCY/CRISIS PROCEDURES:

During Field Placement Hours

Who is the counselor trainee to contact in case of an emergency/crises situation?

Name: _ _ Phone: _ _

If this person is not available, who else can the counselor trainee contact?

Name: _ _ Phone: _ _

Outside of Field Placement Hours: If the counselor trainee is concerned about clients and need to contact a supervisor outside of regular field placement hours, what procedures should be followed?

Appendix C:Field Site/Supervisor Registration

Tarleton State University - Department of Counseling

☐ 5397 Practicum ☐ 5399A Internship ☐ 5399B Internship

Student's Name: _____

Student's UIN: _____

Semester/Year: _____/_____

Site Information

Site Name: _____

Site Physical

Address: _____

Agency/Site Director: _____

Phone #: _____

Email: _____

Site Supervisor Information

Supervisor Name: _____

Highest Degree Type: _____

Highest Degree Discipline: _____

Licensure Type (e.g. LPC, LMFT, etc..) _____

Licensure #: _____

Years of experience post-licensure: _____

Email: _____

Phone #: _____

Appendix D:Field Experience Plan

Student name:_____

Student UIN:_____

Semester/Year:_____

Field Placement:_____

Proposed Schedule for Fieldwork Placement

	Times Student is Expected to be at Site	# of Hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Please specify activities to be undertaken at this placement (Note: No more than 10 hours may be counted for intakes, and no more than 10 hours for assessments).

Individual Counseling ☐ Adults ☐ Adolescents ☐ Children

Intake Interviews☐

Group Counseling☐

Relationship Counseling☐

Psychoeducation☐

Record Keeping☐

Outreach☐

Receiving Supervision ☐ Individual ☐ Triadic ☐ Group

Career Counseling☐

Staff Meetings☐

Student Name (Print)

Student Signature and Date

Appendix E: “Between Semesters” Agreement

_____ (Name of Site) agrees to allow _____ (name of student) to work under supervision at the internship site during the period between semesters. It is understood that the Department of Counseling and Tarleton State University has no legal connection to the counselor trainee during this period and will provide no supervision services.

This period covered in this agreement is: / / TO / /

Counselor Trainee (print) Trainee signature & date

Field Site Supervisor (print) Field Site Supervisor signature & date

Clinical Coordinator (print) Clinical Coordinator signature & date

Appendix F: Trainee's Self-Evaluation

Professional Counseling Performance Evaluation

Tarleton State University - Department of Counseling

☐ 5397 Practicum ☐ 5399A Internship ☐ 5399B Internship
☐ Mid-term Evaluation ☐ End of Semester Evaluation

Student _____ UIN _____

Fall/Spring/Summer 20____ Supervisor _____

Rating Scale

N – No Opportunity to observe
 0 – Does not meet criteria for program level
 1 – Meets criteria minimally for program level
 2 – Meets criteria inconsistently for program level
 3 – Meets criteria consistently for program level

Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective 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 meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content – understanding the salient 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 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 individual, without over identifying, and communicating this experience to the individual.	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 – communicating by 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 – responding with a clear understanding of the therapist's therapeutic intention.	N	0	1	2	3
k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.	N	0	1	2	3
3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3
4. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2	3
5. The student facilitates movement toward the individual's goals.	N	0	1	2	3
6. The student conceptualizes in a theoretically consistent manner.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem 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 the ability to analyze and resolve ethical dilemmas.	N	0	1	2	3
Professional Responsibility					
1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring the welfare of other's when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities needed to respond to others.	N	0	1	2	3

PLEASE PRINT

Student _____

UIN _____

Fall/Spring/Summer 20_____, Supervisor _____

Rating Scale

N – No Opportunity to observe

0 – Does not meet criteria for program level

1 – Meets criteria minimally for program level

2 – Meets criteria inconsistently for program level

3 – Meets criteria consistently for program level

Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, 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 conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	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, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3

_____**I can attest that all student recordings have been destroyed.**

COMMENTS:

Student Signature _____

Date _____

Adapted from Ladany, Hill, Corbett, & Nutt, 1996. Used with permission (01/13/2016)

Professional Counseling Performance Evaluation, created by the Professional Counseling Program of the Department of Counseling, Leadership, Adult Education & School Psychology, Texas State University-San Marcos

Appendix G: Site Supervisor Evaluation

Professional Counseling Performance Evaluation

Tarleton State University - Department of Counseling

☐ 5397 Practicum ☐ 5399A Internship ☐ 5399B Internship
☐ Mid-term Evaluation ☐ End of Semester Evaluation

Student _____ UIN _____

Fall/Spring/Summer 20____ Supervisor _____

Rating Scale

N – No Opportunity to observe

0 – Does not meet criteria for program level

program level

2 – Meets criteria inconsistently for program level 1 – Meets criteria minimally for

3 – Meets criteria consistently for program level

Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective 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 meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content – understanding the salient 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 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 individual, without over identifying, and communicating this experience to the individual.	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 – communicating by 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 – responding with a clear understanding of the therapist's therapeutic intention.	N	0	1	2	3
k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.	N	0	1	2	3
3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3
4. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2	3
5. The student facilitates movement toward the individual's goals.	N	0	1	2	3
6. The student conceptualizes in a theoretically consistent manner.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem 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 the ability to analyze and resolve ethical dilemmas.	N	0	1	2	3
Professional Responsibility					
1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring the welfare of others when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities needed to respond to others.	N	0	1	2	3

PLEASE PRINT

Student _____

UIN _____

Fall/Spring/Summer 20_____, Supervisor _____

Rating Scale

N – No Opportunity to observe

0 – Does not meet criteria for program level

1 – Meets criteria minimally for program level

2 – Meets criteria inconsistently for program level

3 – Meets criteria consistently for program level

Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, 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 conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	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, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3

____ I can attest that all student recordings have been destroyed.

COMMENTS:

Student Signature _____

Date _____

Adapted from Ladany, Hill, Corbett, & Nutt, 1996. Used with permission (01/13/2016)

Professional Counseling Performance Evaluation, created by the Professional Counseling Program of the Department of Counseling, Leadership, Adult Education & School Psychology, Texas State University-San Marcos

Appendix H: University Supervisor Evaluation

Professional Counseling Performance Evaluation

Tarleton State University - Department of Counseling

☐ 5397 Practicum ☐ 5399A Internship ☐ 5399B Internship
☐ Mid-term Evaluation ☐ End of Semester Evaluation

Student _____ UIN _____

Fall/Spring/Summer 20____ Supervisor _____

Rating Scale

N – No Opportunity to observe

0 – Does not meet criteria for program level
program level

2 – Meets criteria inconsistently for program level 1 – Meets criteria minimally for

3 – Meets criteria consistently for program level

Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective 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 meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content – understanding the salient 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 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 individual, without over identifying, and communicating this experience to the individual.	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 – communicating by 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 – responding with a clear understanding of the therapist's therapeutic intention.	N	0	1	2	3
k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.	N	0	1	2	3
3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3
4. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2	3
5. The student facilitates movement toward the individual's goals.	N	0	1	2	3
6. The student conceptualizes in a theoretically consistent manner.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem 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 the ability to analyze and resolve ethical dilemmas.	N	0	1	2	3
Professional Responsibility					
1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring the welfare of other's when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities needed to respond to others.	N	0	1	2	3

PLEASE PRINT

Student _____

UIN _____

Fall/Spring/Summer 20_____, Supervisor _____

Rating Scale

N – No Opportunity to observe

0 – Does not meet criteria for program level

1 – Meets criteria minimally for program level

2 – Meets criteria inconsistently for program level

3 – Meets criteria consistently for program level

Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, 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 conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	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, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3

 I can attest that all student recordings have been destroyed.

COMMENTS:

Student Signature _____

Date _____

Adapted from Ladany, Hill, Corbett, & Nutt, 1996. Used with permission (01/13/2016)

Professional Counseling Performance Evaluation, created by the Professional Counseling Program of the Department of Counseling, Leadership, Adult Education & School Psychology, Texas State University-San Marcos

Appendix I: Student Evaluation of Field Site & Supervisor

Tarleton State University - Department of Counseling

☐ 5397 Practicum

☐ 5399A Internship

☐ 5399B Internship

All practicum and internship trainees must complete the following evaluation of their field placement site. This will enable the Department of Counseling to review and update procedures in providing field placement, supervision, and training opportunities for subsequent students. Thank you.

Name _____ Student UIN _____ Semester/Year _____

Field Site: _____

Field Supervisor _____

Please check and comment.

Orientation to procedures: ☐ very good ☐ good ☐ average ☐ fair ☐ poor Comments:

Staff cooperation and support: ☐ very good ☐ good ☐ average ☐ fair ☐ poor Comments:

Staff meetings (general, in-service, etc.): ☐ very good ☐ good ☐ average ☐ fair ☐ poor Comments:

Assigned activities: ☐ very good ☐ good ☐ average ☐ fair ☐ poor Comments:

Case load: ☐ very good ☐ good ☐ average ☐ fair ☐ poor Comments:

Development of professional skills: ☐ very good ☐ good ☐ average ☐ fair ☐ poor Comments:

How would you rate the quality of supervision you received?

☐ very good ☐ good ☐ average ☐ fair ☐ poor Comments:

To what extent has the supervision met your needs?

Almost all of my needs have been met

Most of my needs have been met

Only a few of my needs have been met

Almost none of my needs have been met Comments:

How satisfied are you with the amount of supervision you have received?

☐ Very satisfied ☐ Mostly satisfied ☐ Indifferent or mild dissatisfied ☐ Quite dissatisfied Comments:

How available was your supervisor for consultation/supervision when needed?

☐ Almost always ☐ Often ☐ Sometimes ☐ Hardly Ever Comments:

Did your supervisor help you become more effective in your role as a counselor?

☐ Yes, definitely ☐ Yes, generally ☐ No, not really ☐ No, definitely not Comments:

Additional comments and recommendations:

Appendix J:Student Consent for Recording

Tarleton State University - Department of Counseling

☐ 5397 Practicum

☐ 5399A Internship

☐ 5399B Internship

Semester/Year:_____

This document may be used in either practicum or internship classes. It should be signed by the trainee and the original included in the application packet. The trainee should retain a copy.

Trainee: _____

(Printed name)

I agree to allow recording of counseling during my practicum or internship training. I understand that these recordings are strictly confidential and will be used for limited supervisory purposes only. I also understand that any of the recordings that are played during class, or any interviews that are conducted for demonstration/supervision purposes, even though I am not an active participant in the interview, are to be treated in accordance with the current American Counseling Association Code of Ethics, the American School Counselor Association Code of Ethics (if applicable), the Texas LPC Code of Ethics, and Texas state laws.

Counselor Trainee Signature

Date

University Supervisor Signature

Date

Appendix K: Spanish Consent Form
Formulario de consentimiento del cliente o de los padres
Universidad Estatal de Tarleton - Departamento de Consejería



☐ 5397 Practicum ? ☐ 5399A Pasantía ? ☐ 5399B Pasantía

Semestre / Año: _____

Cliente: _____ Edad del cliente: _____

Tutor: _____

Sitio de campo: _____

Revise y marque las casillas.

- ☐ Acepto recibir asesoramiento de un consejero en prácticas en el programa de consejería profesional de maestría en Tarleton State University. El aprendiz de consejero es un estudiante graduado que ha completado cursos avanzados en consejería y es supervisado por un instructor de la facultad y un supervisor. ?
- ☐ Además, doy mi consentimiento para la grabación de estas sesiones de asesoramiento con el propósito de supervisar y evaluar el trabajo de mi aprendiz de consejero. El único propósito de estas grabaciones es mejorar las habilidades de mi aprendiz de consejero. Entiendo que estas grabaciones pueden ser revisadas durante reuniones de supervisión individuales o grupos dirigidas por el instructor de la facultad, el supervisor de la facultad y / o el supervisor de mi consejero aprendiz.

Todas las grabaciones se consideran material confidencial y se tratarán con respeto y cortesía de acuerdo con el Código de Ética de la Asociación Estadounidense de Consejería, la Asociación Estadounidense de Consejería Escolar (si corresponde), el Código de Ética LPC de Texas, así como las leyes estatales de Texas. Las grabaciones se borrarán / destruirán después de la revisión. Absolutamente no se mantendrán grabaciones después de que se cumple el semestre universitario actual.

NOTA: Como cliente o padre, puede solicitar una copia de este formulario. Gracias por su disposición a participar en la formación de consejeros profesionales competentes.

Firmas:

Cliente (o padre / tutor si el cliente es menor de 18 años) Fecha

Aprendiz consejero Fecha

Appendix L: Student Ethics Agreement

Tarleton State University - Department of Counseling

☐ 5397 Practicum

☐ 5399 Internship A

☐ 5399 Internship B

Counselor Trainees should read and sign this form for every practicum and internship class. The original is to be returned to the instructor, and the student should retain a copy. This signed document is due on the first night of class.

I hereby attest that I have read and understood the current Code of Ethics of the American Counseling Association, American School Counselor Association (if applicable) and the Texas LPC Code of Ethics and will practice my counseling in accordance with these standards and with Texas state laws.

NOTE: Counselor Trainees are to download the aforementioned document and keep it with Practicum/Internship Handbook.

I hereby attest that I have read and understood the Retention Policy of the Department of Counseling and agree to abide by its provisions (Retention Policy is in this Handbook and the Program Handbook).

I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship class and site.

I understand that my responsibilities include keeping my faculty supervisor(s) informed regarding my training experiences.

I understand that I will not be issued a passing grade in practicum or internship unless I demonstrate the specified minimal level of counseling skill, knowledge, competence, and complete course requirements as outlined by my faculty instructor.

I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.

Student name (Printed)

Student Signature

Date

Appendix M: Practicum Field Placement Contract

Field Placement Contract

Tarleton State University - Department of Counseling

The counselor trainee is responsible for distributing copies of this contract to the field site supervisor and retaining a copy. The original document is included with the application for practicum.

Trainee: _____

Semester/Year: _____

Trainee UIN: _____

Trainee Email: _____

Field Site (Agency): _____

Site Address: _____

Site Phone: _____

Agency Director: _____

Agency Director Email: _____

Field Site Supervisor: _____

Supervisor Email: _____

Phone: _____

Practicum Contract effective from / / through / / for _____ hours per week.

The Counseling Department agrees to:

Provide counselor trainees who have completed the required pre-requisites for practicum.

Identify a qualified faculty instructor to coordinate the practicum experience. The faculty instructor will be available for consultation with the field site supervisor regarding trainee progress.

Provide weekly group supervision (class) facilitated by the faculty supervisor and individual supervision as needed.

Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the Clinical Coordinator.

5. Require the counselor trainee to provide liability insurance.

The field placement site agrees to:

Provide sufficient opportunities for the trainee to fulfill during the semester a minimum of 40 hours of direct client contact (individual, family, and group counseling). The field site supervisor will assist the counselor trainee in generating direct client contact opportunities.

Provide opportunities for trainee to regularly audio or video record counseling sessions with informed consent. Recordings are used for supervision and evaluation purposes. Recordings remain in the possession of the trainee and/or faculty supervisor at all times, and all recordings are erased by the end of the semester.

Provide a range of experiences to acquaint the trainee with the various duties and responsibilities of a professional counselor and provide oversight of the trainee's work including an online orientation to the field site and its policies and procedures.

Develop a weekly attendance and activity schedule with the counselor trainee based on a minimum of 8-10 hours Responsibilities of the Counseling Department, the counselor trainee, and the field site placement: weekly spent at the field site.

Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct professional counseling activities. Counselor trainees are not permitted to do home visits unless accompanied by their field site supervisor, work alone in a building, or be without immediately accessible consultationservices.

Provide a qualified field site supervisor who will oversee the trainee's field site experience and provide a minimum 1 hour weekly of individual supervision of the trainee's work. A qualified field site supervisor has a licensed to for the independent practice of counseling, who has at least 2 years of experience, and holds a master's degree in a counselingrelated field. If the trainee uses her or his work setting for practicum, the field site supervisor must be different from the employment supervisor.

Provide a written evaluation of the counselor trainee's progress at the midpoint and end of practicum.

8. Collaborate with the designated faculty supervisor for practicum and the Clinical Coordinator regarding placement procedures and concerns, provide a current copy of licensure and resume, and complete an online supervisor's orientation program once per calendar year

The counselor trainee agrees to:

Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.

Develop a weekly attendance and activity schedule with the field site supervisor based on spending a minimum of 8-10 hours weekly at the field site during practicum.

Provide counseling and counseling-related services consistent with the trainee's level of training and supervision and the professional counseling role.

Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The trainee will follow established guidelines to insure the security of recordings and will destroy all recordings by the end of the semester.

5. Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.

6. Purchase current liability insurance and adhere to the current ethical guidelines of the American Counseling Association, American School Counselor Association (if applicable), and the Texas LPC Codes.

7. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and field site placement.

8. Provide the Department of Counseling with a renegotiated field placement contract if there is a change of field site supervisor or field site.

Termination: It is understood and agreed upon by all parties to this contract that the field site placement may terminate the TSU practicum experience of the counselor trainee if, in the opinion of the field site supervisor, the trainee's behavior is detrimental to the operation of the field site and/or client care. The field site supervisor will notify the faculty supervisor or Clinical Coordinator of a

termination action. A TSU practicum termination action is separate from any employment relationship the trainee may have at the fieldsite.

The parties below agree to the terms of this contract:

<hr/>		St
udent Name (Print)	Student Signature	Date
<hr/>		
Site Supervisor Name (Print)	Site Supervisor Signature	Date
<hr/>		
iversity Supervisor Name (Print)	University Supervisor Signature	Date
		Uni