



**TARLETON
STATE UNIVERSITY**

Member of The Texas A&M University System

**Internship Manual
For
School Counselor Interns**

2023-2024

Department of Counseling
College of Health Science and Human Services

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From the School Counseling Program Coordinator

On behalf of the Department of Counseling faculty, we would like to welcome you to the clinical internship phase of your graduate counseling training. We are honored that you have chosen to pursue your graduate studies at Tarleton State University and consider it a privilege to serve as your guide as you pursue your license/certification.

This *School Counseling Program Handbook* serves as a guide to help you better understand the requirements, policies, procedures, and responsibilities during your field placement. Your program faculty considers this handbook "required reading" for all School Counseling students. The CMHC Program Handbook and clinical handbook are also considered required reading. Although you are assigned a Faculty Advisor when admitted to the program, it is ultimately your responsibility to know the information in this handbook.

Faculty contact information is listed in this handbook and available online. Since program policies and requirements may change from one year to the next, you must refer to the most current handbook as you plan your graduate program, enroll in classes, and plan for field placements and graduation.

This handbook is not intended to list all Tarleton State University policies comprehensively. In addition to this handbook and talking with your faculty advisor, please review the Tarleton State University Graduate Catalog.

You are about to engage in the exciting process of becoming a school counselor, and we are delighted that you have selected our school counseling program. As this handbook will demonstrate, the process and experiences offered at Tarleton University are planned to ensure a comprehensive personal and professional educational experience. As a faculty, we are honored to accompany you on your journey. Please contact me at wilder@tarleton.edu if you need additional information.

Kindly,

Chris Wilder
School Counseling Program Coordinator

Introduction

This manual supplements the counseling department program handbook and clinical handbook. School counseling students are expected to adhere to the guidelines of the program handbook, clinical handbook, and this school program handbook.

School counselors are professionals who work with children and adolescents, school faculty, and families in the schools. School counselors are asked to address an increasingly complex array of social and psychological problems based on several specific skills.

To competently serve youth in schools, school counselors must develop an awareness of the ecosystems affecting children and the unique factors that contribute to their development and social and academic success. This requires a solid understanding of the dynamic ways in which national origin, race, ethnicity, religion, sexual orientation, gender, gender-identity, and disability affect child development and relationships. School counselors must also be familiar with other systems of human ecology, especially the school system, the workforce, and the nature of family dynamics. For school counselors to be effective, they must practice culturally relevant and culturally competent interventions.

Mission Statement

The Department of Counseling seeks to prepare professional counselors who have developed sound counseling skills through diverse experiential learning, acquired a comprehensive theoretical knowledge base, and developed a strong professional counselor identity. The Department intends for graduates to be moral and ethical thinkers, scholars, and leaders who demonstrate civility and integrity while contributing meaningfully and responsibly to the counseling profession.

Vision Statement

The Department of Counseling seeks local, state, regional, national, and international prominence as a collaborative and transformative community engaged in exemplary research, education, and service that benefit the counseling profession and the public it serves.

Tarleton State University School Counseling Mission

The mission of the School Counseling Track is to prepare exemplary professional school counselors and leaders. The school counseling curriculum educates well-rounded counselors who demonstrate competencies as set forth by the Texas Education Agency and the American School Counselor Association. The curriculum uses a scholar-practitioner approach that integrates the use of current technology, onsite practicum experiences, and intellectual and creative resources to work with an increasingly diverse and global society.

Department Academic Advisors

The Professional School Counseling Coordinator may serve as your academic advisor. Your advisor can assist you with the following services:

1. Application to the school counseling program
2. Registration Information
 - a. Drop/Add forms

b. Graduation

4. Maintenance of school counseling program student records.
5. Current tracking of courses, enrollment, and student status.
6. Field Placement services.

School Counseling Program General Information

The Clinical Mental Health Counseling Program (CMHC) at Tarleton State University has been accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 2017. CACREP does not accredit the school counseling program. However, the unique program design allows qualified students the opportunity to pursue the M.S. degree in CMHC and meet the educational requirements to become a Texas Certified Professional School Counselor. Educational programs leading to school counselor certification in Texas are typically 48 credit semester hours, leading to a master's degree. Minimum requirements for CMHC programs consist of a 60-credit semester hour program.

School Counseling Interns are expected to complete 160 clock hours of services, consistent with activities and responsibilities typical of a Professional School Counselor. School counseling students are strongly recommended to complete their internship over the two long internship semesters. Furthermore, school counseling students should have a secondary placement in a qualified mental health setting. The requirements of this manual are to be completed concurrently with the requirements outlined in the Department of Counseling Practicum/Internship Handbook.

Texas Education Agency Certification Standards

Ongoing educator preparation program support for certification in a certification class other than classroom teacher

Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment.

For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference needs to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor, as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

(1) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.

(2) At least one of the formal observations must be on the candidate's site in a face-to-face setting.

(3) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.

(4) An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

Standards Required for the School Counselor Certificate

(a) School Counselor Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).

(b) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history and philosophy of counseling;
- (2) counseling and consultation theories and practices;
- (3) career development theories and practices;
- (4) the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;
- (5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;
- (6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (7) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;
- (8) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;
- (10) the characteristics and educational needs of special populations;
- (11) techniques and behavioral interventions to assist teachers with classroom management;
- (12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;
- (13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
- (14) counseling-related research techniques and practices;
- (15) developing and teaching best practices on leadership skills;
- (16) how cultural factors and group membership impact individual students;
- (17) the comprehensive school counseling program model;
- (18) how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and
- (19) an understanding of systems, including family dynamics and school environments.

(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating *The Texas Model for Comprehensive School Counseling Programs*;

- (2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;
- (5) coordinate resources, referrals, and follow-up procedures for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (7) participate in the selection, use, and interpretation of assessments and assessment results;
- (8) use multiple sets of information and data to make decisions about students, programs, and services;
- (9) use counseling-related research techniques and evidence-based practices to address student needs;
- (10) advocate for a comprehensive school counseling program that is responsive to all students;
- (11) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (12) maintain proficiency in counseling and campus-related technology; and
- (13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.

(d) Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services;
- (5) act as a consultant to help learners achieve success inside and outside of school;
- (6) advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;
- (7) create a program mission, goal, and services in alignment with the school mission and campus improvement plan;
- (8) create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program;
- (9) establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);
- (10) increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;
- (11) provide school-wide professional development and parent workshops throughout the school year;
- (12) support participation in fair-share responsibilities versus non-counseling related duties;
- (13) know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and
- (14) develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.

(e) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on

similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;
- (3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;
- (4) take a positive, strength-based approach that builds on commonalities versus differences in all learners;
- (5) understand how environment and behavior may impact or influence individual learners;
- (6) ensure equitable access to programs and services for all students;
- (7) understand how family values, group membership, and culture intersect;
- (8) acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;
- (9) increase students' awareness and include their voices regarding educational and individualized plans; and
- (10) ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.

(f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (1) demonstrate effective communication through oral, written, and nonverbal expression;
- (2) use knowledge of group dynamics and productive group interaction;
- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to community resources;
- (5) develop and implement strategies for effective internal and external communications;
- (6) facilitate parent/guardian involvement in their children's education;
- (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community;
- (9) take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;
- (10) effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;
- (11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and
- (12) facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.

(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) apply research-based practice to improve the school guidance and counseling program;

- (5) engage in ongoing professional development to improve the school guidance and counseling program; and
- (6) engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.

School Internship Requirements

- Students must complete a *minimum of 160* site supervised contact hours in the placement. Direct hours obtained at the school internship site may apply to the 120 direct hours required in the CACREP internship. The internship is for the duration of the semester(s) regardless of the number of hours obtained. The site supervisor must verify these hours. Site supervisors are also asked to sign, and thereby verify, supervision of at least one (1) hour of individual/triadic face-to-face supervision each week. In addition to the log requirements noted in the Practicum & Internship Handbook, students must submit the **TEA Summary Log Form** that will be sent to you as a separate file.
- Each school intern student must complete a minimum of three observations with the school counseling coordinator, which can be in-person at the school site **or** audio/video recordings. All observations must total 135 minutes.
- Based on the three observations, students must have three supervisory sessions with the school counseling coordinator. The school counseling coordinator will also meet with the site supervisor within the first month of each semester, usually in conjunction with viewing your first observation at your school internship.
- The site supervisor and the school counseling coordinator must observe the intern delivering a classroom guidance lesson, conducting a group session (could be audio/video recording or in-person), and counseling an individual student (audio/video recording).

School Counseling Internship Sequence

The internship sequence is intended to provide the student with a comprehensive site-based experience characteristic of school counselors' tasks. Students are required to complete a minimum of 160 supervised hours for school internship. Hours cannot be accumulated until the university's official fall semester start date. The following are expectations for the fall and spring practicums.

1. **Completion of the School Counseling Seminar.** To be eligible for a school counseling internship, school counseling students must complete the School Counseling Seminar with a grade of "B" or better.
2. **Onsite Supervisor:**
 - a. The site supervisor must have **no less than three years of experience as a certified school counselor**, be currently certified, and be assigned by the campus or district administrator.
 - b. Meets **one hour** a week to provide supervision over students' work.
 - c. Verifies and signs weekly internship hour log.
 - d. Verifies and signs end-of-semester internship log.
 - e. Completes student performance evaluation at mid-semester and end of the fall and spring semesters and submits to university field supervisor.
 - f. Works with students and the university to create a meaningful internship experience.
3. **Student Counselor:**
 - a. Submits signed student contract by August 10.
 - b. Obtains professional liability insurance before the official start of the internship semester.
 - c. Keeps track of weekly and semester hours log.
 - d. Obtains parental and client consent for counseling. Turns in signed counseling consent forms to university field supervisor. (will be provided or use school district's form)

e. Obtains parental and client consent for video recording. Turns in signed video recording consent forms to university field supervisor.

4. **Hours Requirements**

a. Direct Hours may include:

- Individual counseling
- Intake interviews
- Sessions with parent's on client's behalf
- Face-to-face student scheduling
- Career guidance and counseling
- ARD/504 consultation
- Group counseling
- Leading/Co-leading a developmental/psychoeducational guidance program
- Consultation (psychoeducational) with parents, teachers, administrators, counselors
- Psychological assessment administration and interpretation

b. Classroom/Large Group Guidance

- Facilitating classroom guidance lessons meeting
- Facilitating the implementation of a school-wide Character Education presentation
- Presentations to students for transition to middle and high school
- Bullying prevention classroom guidance
- Student/Parent Orientation presentations
- Leading a college-access/scholarship presentation for parents
- Facilitating a financial aid or student/parent information nights
- Facilitating a Career Night for students/parents

c. Indirect Service involves hours of preparation for client contact. Generally speaking, indirect service is anything that SUPPORTS the direct delivery of services to clients. Category examples:

- Staffing
- Record keeping and review Supervision
- Review of recordings
- Attending staff meetings
- Informal assessments
- Program presentation s
- Observations
- Professional reading or participation in professional training workshops or seminars
- Coordination and planning of school-wide activities and programs
- Creating and maintaining a program calendar
- Analyzing data to drive program
- Working within Teacher PLC's to integrate the N.C. Guidance Essential Standards; integrating character traits into classroom lessons
- Data evaluation meeting as it pertains to school counseling program which supports the school improvement plan
- Coordinating testing or annual assessment of academic progress (i.e. EOGs)
- Planning and coordinating a Career Day
- Planning and implementation of PALS mentor program
- Leading school-wide programs and activities such as Red Ribbon Week, College Application Week, Food Drives, Thanksgiving and Christmas lists of needy families, Backpack buddies
- Community outreach

5. Formal Observations:

- Students are required to participate/complete a minimum of three up to four formal observations.
- Observations include individual counseling, group counseling, and classroom guidance lessons.
- Clients must be from the population you are serving as a school counselor.
- Total time on observations must add up to a minimum of 135 minutes.
- Student will be evaluated on each session. Subsequent sessions cannot be recorded until the university field supervisor evaluation has been received.
- Additional observations may be required based on counseling skills and training needs.

Suggestions for Recording

It is the responsibility of counselor trainees enrolled in practicum and internship to supply appropriate equipment for recording counseling sessions. In most cases this means digital movie files. These recordings are the basis of individual supervision, group supervision, and evaluation leading to the final course grade. The Department has recording equipment available and field site placements may have recording equipment.

Be Aware: Recordings must be clearly audible and have clear a view of both counselor trainee and client.

Steps to Take to Assure Good Recordings:

1. **DO NOT** use handheld mini-recorders because they do not have the power and range necessary. Video recorders that utilize digital movie files are acceptable as long as the faculty instructor or field site supervisor is willing to accept them. **DO NOT** use cell phones or tablets to record because these are not secure ways of storing videos.
2. It is highly recommended to use a video recorder that will accept a separate microphone plug and purchase the separate microphone. The microphone embedded in the video recorder usually cannot pick up all voices and/or allows too much interference (e.g., recording itself, recording the air conditioner). **An "omni-directional" microphone is highly recommended since it picks up sounds from different directions.**
3. Always check equipment before a session to be sure it is working adequately. Place the microphone away from air conditioning/heating vents, clocks, and fluorescent lights. Sometimes it helps to place the recorder on a book or towel to reduce table vibrations that can impair sound quality. Video cameras should be aimed to include both counselor trainee and the client, not just the client. Remember that the further away a video camera is the less effective the microphone mounted in the camera will be. Therefore, it is best to attach an external microphone or use a camera with a good external microphone.
4. All consent forms for recording must be signed before a recorder is turned on. Never record a session without signed permission. Provide copies of the consent forms to your site supervisor and a "Site Supervisor Verification of Informed Consent" form to your university supervisor when submitting the recording.
5. Label and store digital files securely. Never use a client name to label a recording; instead, use some sort of code. The only people who should ever hear/see a counseling session recording are: the trainee, course instructor, site supervisor, and class. Do not review recordings where family members or friends can hear or see them. Do not carry recordings around – keep them secure.
6. **Remember: Counselor trainees MUST immediately transfer the session recording from the camera's internal memory or memory card to the folder designated by the course instructor in a secure cloud-based server (OneDrive, GoReact, etc.) that is supported by a Business Associate Agreement (BAA) with Tarleton State University. Once the transfer is made, the recording will be immediately deleted from the camera's internal memory or memory card. The student is responsible for disposing all recordings by the end of the semester. Saving a recording past the time that it is reviewed by the university supervisor is a serious breach of the student's duty to protect clients' confidentiality. Once reviewed for supervision/grade, the recording must be destroyed and the university supervisor will attest this in writing to the student's site supervisor.**

School Counselor Ethics Codes

Texas Educators Code of Ethics

<http://ritter.tea.state.tx.us/sbecrules/tac/chapter247/ch247.pdf>

Texas Administrative Code including Licensed Professional Counselor Code of Ethics

[Title 22 Texas Administrative Code, Chapter 681 – 2019](#)

American School Counseling Association (ASCA) Code of Ethics

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Texas School Counselor Association Code of Ethics

http://www.txca.org/tca/TSCA_Home.asp?SnID=862881304

American Counseling Association Code of Ethics

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

Field Placement Requirements Checklist

- ☐ **Course Completion** - Completed all courses on the degree plan with no courses lower than a "B"
- ☐ **Academic Standing & Professionalism** – Student is in good standing in the program.
- ☐ **Field Site** – Field placement must take place at a school accredited by TEA or other schools approved by TEA. Approved TEA schools are those accredited by the Texas Private School Accreditation.
- ☐ **Field Placement Contract** – Students must have a completed and signed a *Field Placement Contract* by August 10 before internship enrollment. Students will not be allowed to do internship without the signed contract. It is strongly advised that students begin the process at least 2 months before the fall internship. School districts may have their own additional form requirements.
- ☐ **Onsite Supervision** – The site supervisor must have **no less than three years of experience as a certified school counselor**, be currently certified, and be assigned by the campus or district administrator. The site supervisor will guide, assist, and support the internship student and report the student's progress to the university field supervisor. Students must meet with their site supervisor at minimum one hour per week.
- ☐ **Professional Liability Insurance** – documentation of insurance will be turned in during the first week of the practicum course. Student is responsible for confirming that their CMHC student policy covers work in a school setting.
- ☐ **University Field Supervisor** – The Tarleton School Counseling Coordinator will provide required formal observations and written feedback of those observations.
- ☐ **Video Observation** – To fulfill formal observation requirements, we conduct video observations. Your internship placement must allow for video recording of actual school counseling work being done. Role plays and/or volunteer clients does not constitute a formal observation and will not fulfill this requirement. We adhere to strict guidelines to maintain confidentiality and security of video-recorded observations.
- ☐ **Important Notice** – The forms required in this manual are a supplement, or an additional requirement to the forms required in the clinical handbook. You are required to submit all internship forms as required in the clinical handbook and assure the school counseling coordinator receives those forms.
- ☐ **Note:** Students must complete all internship and degree requirements to meet qualifications for graduation.

Texas School Counselor Certification Requirements Checklist

The school counseling track in the counseling program at Tarleton State University meets all requirements for the Texas Education Agency's (TEA) certification in school counseling. In order for our program to sign off on Texas school counselor certification, students must have the following:

- Graduate with a Tarleton master's degree in counseling.
- Copy of valid teaching certificate from TEA.
- A signed copy of your Official Service Record.
- Pass the TExES #252 School Counselor Exam.
- Completed SBEC Certification Application form.
- Completed practicum (internship) at a TEA approved school.
- Statement of approval from the school counseling coordinator.

Site Registration

Tarleton State University - Department of Counseling

☐ 5399A Internship

☐ 5399B Internship

*****PLEASE ATTACH A COPY OF YOUR CURRENT TEXAS MENTAL HEALTH LICENSE/TEA CERTIFICATE TO THIS FORM. *****

PLEASE PRINT ALL INFORMATION. *This document must accompany the field placement contract and be filed with the instructor at the first class meeting.*

Counselor Trainee: _____ Semester/Yr: _____

Counselor TraineeUIN: _____ Effective dates of placement: ____/____/____ to: ____/____/____

SITE INFORMATION

School: _____

Address: _____ City: _____

Name of Director/School Principal: _____

Office phone: _____ Email: _____

SITE SUPERVISOR INFORMATION

School: _____

Address: _____ City: _____

Name of Site Supervisor: _____ Office phone: _____

Email: _____ TEA ID#: _____

Highest degree earned: ☐ EdD ☐ PhD ☐ MS ☐ MEd ☐ Other(specify) _____

Year degree earned: _____ Discipline (e.g., counseling, psychology) _____ Supervisor Credentials: _____

☐ Texas LPC, license# _____ ☐ Texas LPC-S, license# _____ ☐ NCC, certification #: _____

☐ Other? _____ Supervisor's years of experience appropriate to this setting? _____

I affirm that the site supervisor has a master's degree in counseling or a related field and has been certified as a school counselor for at least three years.

Principal/Administrator

Date

Site Supervisor

Date

**Please include a copy of your certification with this form.*

NOTE: *A qualified Site Supervisor must have a master's degree in counseling or a counseling-related field and certified as a school counselor for at least three years.*

Internship Field Placement Contract

Tarleton State University - Department of Counseling

5399A Internship

5399B Internship

The counselor trainee is responsible for distributing copies of this contract to the field site supervisor and retaining a copy. The original document is filed with the faculty instructor on the first night of class.

Trainee: _____ Semester/Year: _____

Trainee UIN: _____ Trainee Email: _____

Trainee TEA # _____

Trainee Address: _____

Field Site (Agency or School): _____

Site Address: _____

Site Phone: _____ Agency Director or School Principal: _____

Agency Director or School Principal Email: _____

Site Supervisor: _____

Supervisor Email: _____ Phone: _____

Internship Contract effective from ____/____/____ through ____/____/____ for 20 hours per week.

Responsibilities of the Counseling Department, the counselor trainee, and the field site placement:

NOTE: Counselor trainees in the Clinical Mental Health Counseling program may use their work settings as a field placement only if they can demonstrate that they will perform duties different from those currently performed (on the basis of a bachelor's degree) and with a different site supervisor.

The Counseling Department agrees to:

1. Provide counselor trainees who have completed the required pre-requisites for internship.
2. Identify a qualified faculty supervisor to coordinate the internship experience. The faculty instructor will be available for consultation with the site supervisor regarding trainee progress.
3. Provide weekly group supervision (class) facilitated by the faculty supervisor and individual supervision as needed.
4. 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:

1. Provide sufficient opportunities for the trainee to fulfill during the semester a minimum of 120 hours of direct client contact (individual, family, and group counseling). The site supervisor will assist the counselor trainee in generating direct client contact opportunities.

2. 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.
3. 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 orientation to the field site and its policies and procedures.
4. Develop a weekly attendance and activity schedule with the counselor trainee based on a minimum of 20 hours weekly spent at the field site.
5. 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 site supervisor, to work alone in a building, or be without immediately accessible consultation services.
6. Provide a qualified 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 site supervisor is an LPC (TX), LMFT (TX), L.P. (TX), LCSW (TX), or LMSW (TX) who has at least 2 years of experience, and holds a master's degree in a counseling-related field.** If the trainee uses her or his work setting for internship, the site supervisor must be different from the employment supervisor. School counseling supervisors must have a masters in counseling or a related field and be certified for a minimum of three years.
7. Provide a written evaluation of the counselor trainee's progress at the midpoint and end of internship.
8. Collaborate with the designated faculty supervisor for internship and the Clinical Coordinator regarding placement procedures and concerns.

The counselor trainee agrees to:

1. 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.
2. Develop a weekly attendance and activity schedule with the site supervisor based on spending a minimum of 20 hours weekly at the field site during internship.
3. Provide counseling and counseling-related services consistent with the trainee's level of training and supervision and the professional counseling role.
4. 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 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 site supervisor, the trainee's behavior is detrimental to the operation of the field site and/or client care. The site supervisor will notify the faculty supervisor or Clinical Coordinator of a termination action. A TSU internship termination action is separate from any employment relationship the trainee may have at the field site.

The parties below agree to the terms of this contract:

Counselor Trainee (print)

Trainee signature & date

Site Supervisor (print)

Site Supervisor signature & date

Internship Faculty Supervisor (print)

Internship Faculty Supervisor signature & date

Emergency/Crisis Management Plan
Tarleton State University - Department of Counseling

_____ 5399A Internship _____ 5399B Internship

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,

1. Imminent suicide attempt
2. Drug overdose
3. Aggressive reaction (present or imminent)
4. Physical illness or adverse physical reactions requiring immediate medical attention
5. Psychotic reaction or other serious psychological disturbance
6. Report of child abuse
7. 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.

Field Experience Plan
Tarleton State University - Department of Counseling

☐ 5399A Internship ☐ 5399B Internship

This document must accompany the field placement contract and be filed with the instructor at the first class meeting.

Counselor Trainee: _____ Semester/Yr: _____

Counselor Trainee UIN _____

Field Site Placement _____

Proposed schedule for counselor trainee at field site placement:

	Times trainee is expected to be at field site (e.g., 8am-2pm)	# hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total weekly hours for internship = 20 hrs		

Please specify & describe activities likely to be undertaken by the counselor trainee during this placement experience.

NOTE: the majority of trainee direct service hours MUST be in individual, group, or family counseling.

- ☐ Individual counseling/psychotherapy: ☐ adults ☐ adolescents ☐ children
- ☐ Intake interviewing:
- ☐ Group counseling (leading or co-leading); please specify focus of group:
- ☐ Marriage, family, & relationship counseling:
- ☐ Consultation w/ other professionals regarding client services:
- ☐ Psychoeducational activities relevant to the field site:
- ☐ Record keeping (e.g., diagnosis, reports, treatment plans):
- ☐ Outreach (e.g., program presentation):
- ☐ Receiving supervision (individual or group at the site); please specify which type:
- ☐ Career counseling:
- ☐ Case conferences or staff meetings:
- ☐ Other (describe):

Counselor Trainee (print)

Counselor Trainee signature & date

Site Supervisor (print)

Site Supervisor signature & date

Internship Ethics Agreement
Tarleton State University - Department of Counseling

☐ 5399A Internship

☐ 5399B Internship

Semester/Year _____

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.

1. 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 document and keep it with Practicum/Internship Handbook.

2. 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).
3. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship class and site.
4. I understand that my responsibilities include keeping my faculty supervisor(s) informed regarding my training experiences.
5. 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.
6. I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.

 Counselor Trainee Printed Name:

 Counselor Trainee Signature and Date:

 Counselor Trainee UIN#

Trainee Consent for Recording
Tarleton State University - Department of Counseling

☐ 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

 Counselor Trainee UIN

 University Supervisor Signature

 Date

Client/Parent Consent for Recording
Tarleton State University - Department of Counseling

Client Name: _____

Field Site: _____

Client age: _____

I agree to be counseled by a counselor trainee in the master's degree professional counseling program at Tarleton State University. The counselor trainee is a graduate student who has completed advanced coursework in counseling and is supervised by a faculty instructor and a field site supervisor.

I further consent to the recording of these counseling sessions for the purpose of supervision and evaluation of my counselor trainee's work. The sole purpose of these recordings is to improve my counselor trainee's skills. I understand these recordings may be reviewed during individual or group supervision meetings directed by my counselor trainee's faculty instructor, faculty supervisor, and/or field site supervisor.

All recordings are considered confidential material and will be treated with professional respect and courtesy according to the Code of Ethics of the American Counseling Association, American School Counseling Association (if applicable), the Texas LPC Code of Ethics, as well as Texas state laws. Recordings will be erased/destroyed after review. Absolutely no recordings will be maintained after the current university semester is completed.

NOTE: As a client or parent, you may request a copy of this form. Thank you for your willingness to participate in the training of competent professional counselors.

Client/Guardian Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Site Supervisor Verification of Client or Parental Consent Form**Tarleton State University - Department of Counseling**☐ 5399A Internship☐ 5399B Internship

Semester/Year _____

Counselor-in-Training's Name: _____

Client's Initials (in reverse order) : _____ Client's age: _____ Client's Gender Identity: _____

Field Site: _____

Field Site Supervisor: _____

"As the site supervisor for the counselor trainee identified above, I am verifying that a "Client or Parental Consent Form" was completed prior to any recording being made of this client and that I am not identifying the full name of the client to the university supervisor to protect the confidentiality of the client. "

Signatures:

Site Supervisor_____
Date_____
Counselor Trainee_____
Date_____
Univ Supervisor_____
Date

Student Ethics Agreement
Tarleton State University - Department of Counseling

☐ CNSL 5399 A ☐ CNSL 5399 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: _____

Tarleton State University – Department of Counseling

Clinical Mental Health Counseling Course Rotations

SIX-HOUR TRACK

FALL	SPRING	SUMMER
CNSL 5350 – Foundations of Counseling	CNSL 5311 – Multicultural Counseling	CNSL 5351 – Career Counseling
CNSL 5353 – Counseling Theories and Applications	CNSL 5304 – Human Growth and Development	CNSL 5354 – Group Procedures for Counseling
FALL	SPRING	SUMMER
CNSL 5358 – Diagnosis and Treatment Planning	CNSL 5391 – Ethical Foundations of Counseling	CNSL 5394 – Behavioral Addictions and Substance Abuse
CNSL 5356 – Introduction to Family Counseling	CNSL 5313 – Crisis Interventions and Management	CNSL 5332 – Psychopharmacology
FALL	SPRING	SUMMER
CNSL 5381 – Assessment in Counseling	CNSL 5357 – Pre-Practicum	CNSL 5397 – Practicum
Elective	CNSL 5301 – Research Methods in Counseling	Elective
FALL	SPRING	SUMMER
CNSL 5399A – Internship	CNSL 5399B – Internship	

FALL	SPRING	SUMMER
CNSL 5350 – Foundations of Counseling	CNSL 5311 – Multicultural Counseling	CNSL 5351 – Career Counseling
CNSL 5353 – Counseling Theories and Applications	CNSL 5304 – Human Growth and Development	CNSL 5354 – Group Procedures for Counseling
	CNSL 5301 – Research Methods in Counseling	CNSL 5394 – Behavioral Addictions and Substance Abuse
FALL	SPRING	SUMMER
CNSL 5358 – Diagnosis and Treatment Planning	CNSL 5391 – Ethical Foundations of Counseling	CNSL 5397 – Practicum
CNSL 5356 – Introduction to Family Counseling	CNSL 5313 – Crisis Interventions and Management	CNSL 5332 – Psychopharmacology
CNSL 5381 – Assessment in Counseling	CNSL 5357 – Pre-Practicum	Elective
FALL	SPRING	SUMMER
CNSL 5399A – Internship	CNSL 5399B – Internship	
Elective		

NINE-HOUR TRACK

POTENTIAL ELECTIVES		
CNSL 5393 – Play Therapy	CNSL 5382 – Behavioral Management	CNSL 5352 – Seminar in School Counseling
CNSL 5392 – Counseling Children and Adolescents	CNSL 5359 – Evidence Based Counseling	CNSL 5371 – Couples Counseling
CNSL 5325 – Building and Managing a Private Practice	CNSL 5374 – Counseling Grief and Loss	CNSL 5375 – Sexual Orientation and Gender Identity

Tarleton School Counseling Program

STUDENT CONTRACT

We are delighted that you have chosen to pursue graduate study in counseling at Tarleton State University. Consistent with the goals of the Clinical Mental Health Counseling (CMHC) Program, school counseling students are expected to develop values and ethics to guide personal and professional decisions and behavior. These dispositions are founded on the concepts of caring, fairness, flexibility, honesty, responsibility, and social justice. Accordingly, students are expected to respect individual differences, work cooperatively, explore alternative theories and viewpoints, appreciate the unique abilities of self and others, respect various forms of self-expression, and accept responsibility for one's choices.

As a student in school counseling, you are expected to maintain a high level of academic achievement. Towards this end, students are required to meet Tarleton Graduate School and Counseling Department grade requirements. Furthermore, students on academic probation are not allowed to enroll in the required internship courses. Because courses are offered only once a year, we require students to follow the course sequence as listed in this handbook.

Completion of the master's degree is dependent not only on academic performance but also on the demonstration of appropriate interpersonal skills, professional demeanor, and social and ethical judgment. If concerns arise, program faculty will meet to evaluate the severity and nature of the concern and to suggest an appropriate course of action. Some suggestions may include: desist temporarily from course work, repeat courses, professional development and/or remediation activities, or withdraw from the program permanently. The faculty reserves the right to make recommendations based on their professional judgment concerning student needs and concerns.

To be eligible for school counselor certification in the State of Texas, all field placements must be fulfilled in a TEA-approved school. Additional requirements are outlined in this handbook.

Please carefully weigh this commitment with other personal and professional demands. Attendance in each class is paramount and high-quality work is expected.

I have carefully read the above statement and the contents in this handbook. I agree to the terms as outlined. Please sign and email student contract to wilder@tarleton.edu

Student Signature

Date

Print Student Name

UIN