

Counseling Program

Internship in Counseling

EDUC 7317

3 semester credit hours

Spring Semester 2021



Instructor: Todd T. Russell, Ph.D.

Office: SRSU Uvalde Campus A126

Office Phone: (830) 279-3025 Cell Phone: (210) 253-0884

Email: trussell@sulross.edu

Student Availability and Office Hours:

Available for virtual assistance via Collaborate, email, text or voice

9:00 am – 12:00 pm Mondays, Wednesdays and Thursdays

Available at other times by appointment

Teaching Assistant & Graduate Student Mentor:

Ms. Enedelia Soto-Quintanilla

Cell: (830) 275-2906

RGC Email: exs18hz@sulross.edu

Gmail: eny2121@gmail.com

Clinic Director & Graduate Student Mentor:

Mr. Tad Martinez

Cell: (830) 255-0962

RGC Email: tam16ij@sulross.edu

Gmail: tad.mtz@gmail.com

Community Counseling Clinic: <https://www.srsu-mrg-ccc.org/>

Clinic Email: srsu.mrg.counseling@gmail.com

Counseling Program Web Page: <https://www.sulross.edu/page/4849/master-education-counseling>

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Internship Overview

The ***Internship in Counseling*** (EDUC 7317) is designed to provide the advanced graduate student in the Counseling Program with a clinically supervised independent fieldwork experience to facilitate further development as a professional counselor in specific work settings. Like the practicum, the internship experience requires dedication, a willingness to risk new behaviors and experiment with new methods, assumption of personal responsibility, and a major commitment of emotional and physical energy.

Internship Purpose

The purpose of this fieldwork experience is to provide advanced counseling students with supervised practice in counseling and psychotherapy in school, institution, and/or agency settings. Intern counselors are clinically supervised by university faculty members and site-based counseling supervisors.

Note: The intern counselor must continue to maintain the student liability insurance obtained prior to beginning the initial practicum experience. (*Interns who are maintaining the same student liability insurance obtained during the Practicum in Counseling are not required to resubmit the insurance verification.*)

Internship Prerequisites

This internship course can only be taken after successful completion (i.e., a grade of B or better) of the *Practicum in Counseling* (EDUC 7316) and with the approval of the university instructor.

Internship Structure

Like the ***Practicum in Counseling*** (EDUC 7316), the ***Internship in Counseling*** (EDUC 7317) is not a traditional graduate course. The intern's primary responsibility is to further enhance the practice of counseling in a school, agency, or institutional setting. To successfully complete the three-semester credit hour internship, each intern must complete a minimum total of 450 clock hours of counseling experience, with a minimum of 175 direct-contact clock hours (face-to-face counseling). (The minimum number of contact hours is increased each semester by 50 hours toward the total and 25 hours toward the minimum number of direct face-to-face counseling contact until the accreditation mandated total of 600 clock hours is reached.) When all requirements have been met, the intern will be granted a final letter grade which signifies completion of the fieldwork experiences in the Counseling Program. The intern is responsible for maintaining regular weekly contact with the university instructor via

weekly group supervision meetings on Collaborate Ultra, online blog, telephone, email, or in-person meetings. The intern is required to maintain a weekly blog (an informal and personal journal of the internship experiences) on the Blackboard site for the *Internship in Counseling* (EDUC 7317). Once all requirements have been completed, and the **Internship Portfolio** is submitted to the university instructor, the grade of Incomplete (I) will be changed to a final letter grade. Exemplary completion of all requirements of the internship will earn the student a final grade of A. Students are encouraged to pace the internship work in appropriate balance with other career and life demands.

Student Learning Outcomes

Upon successfully completing the requirements of the *Internship in Counseling* (EDUC 7317) the student will be able to:

1. Identify and explain the skills necessary for providing effective counseling and psychotherapy. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Internship Experience Record, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Personal Review and Self-Evaluation, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
2. Initiate and conduct effective counseling relationships. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Internship Experience Record, the Comprehensive Counseling Experiences and Recordkeeping, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
3. Establish and maintain therapeutic alliances with clients through effective listening, empathy, reflection of feeling, and other counseling skills. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Comprehensive Counseling Experiences and Recordkeeping, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
4. Select and implement appropriate interventions based on an evolving clinical hypothesis. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Comprehensive Counseling Experiences and Recordkeeping, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
5. Identify and describe the criteria necessary for selecting clients for group counseling. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Internship Experience Record, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
6. Conduct effective group counseling with appropriate group counseling intervention skills. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Internship Experience Record, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*

7. Measure and assess client appropriateness in group counseling situations. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Internship Experience Record, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
8. Conduct assessments of client problem areas and needs. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Internship Experience Record, the Comprehensive Counseling Experiences and Recordkeeping, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
9. Design and implement counseling treatment plans based on clinical assessments. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Comprehensive Counseling Experiences and Recordkeeping, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
10. Assess and respond to clients in crisis. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Internship Experience Record, Comprehensive Personal Review and Self-Evaluation, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
11. Employ the appropriate skills required for providing professional consultation. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Internship Experience Record, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
12. Develop and maintain effective working relationships with clinical supervisees. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Internship Experience Record, the Student-Counselor Evaluation of Clinical Supervisor Form, Comprehensive Personal Review and Self-Evaluation, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
13. Instruct and model appropriate counseling skills to supervisees. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Internship Experience Record, the Student-Counselor Evaluation of Clinical Supervisor Form, Comprehensive Personal Review and Self-Evaluation, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
14. Relate research findings and theories to the practice of counseling. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Personal Review and Self-Evaluation, the Student-Counselor Evaluation of Clinical Supervisor Form, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
15. Discuss and describe an evolving integrated personal approach to counseling. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor*

Evaluation Form, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Personal Review and Self-Evaluation, the Student-Counselor Evaluation of Clinical Supervisor Form, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.

16. Model a commitment to continued learning in the field of counseling. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Internship Experience Record, Comprehensive Personal Review and Self-Evaluation, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
17. Articulate a professional identity that incorporates an awareness of self and an understanding of and respect for diversity. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, Comprehensive Personal Review and Self-Evaluation, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
18. Demonstrate awareness of one's own cultural self while employing culturally competent skills for counseling diverse populations. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Personal Review and Self-Evaluation, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
19. Establish and maintain a social-justice oriented approach to counseling. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, Comprehensive Personal Review and Self-Evaluation, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
20. Determine and apply the knowledge, sensitivity and clinical skills needed to work with diverse populations. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Personal Review and Self-Evaluation, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*
21. Identify and implement ethical standards and decision-making in clinical settings. *Assessment of this objective will be conducted by the Internship Counselor Blog, the Intern Counselor Evaluation Form, the Comprehensive Counseling Experiences and Recordkeeping, Comprehensive Personal Review and Self-Evaluation, instructor observation of video recorded counseling sessions, and instructor observation of Intern Counselor's interactions and responses during Clinical Supervision.*

Internship Requirements

A student's final grade in the *Internship in Counseling* (EDUC 7316) will be based on the successful completion of the following:

1. Select an internship site and site supervisor, and complete the Internship Placement Form, and return to the instructor prior to logging contact hours. Interns may choose to work at more than one site. Complete the Internship Placement Form for each site and supervisor and email to the instructor prior to logging contact hours toward the Internship requirements.
2. Maintain the professional liability insurance you obtained prior to beginning the *Practicum in Counseling* (EDUC 7316).
3. Edit and revise the Professional Disclosure Statement that you created for the *Practicum in Counseling*. Your current version must indicate your role as an intern.
4. Allocate, and be available for, at least five (5) hours per week of counseling contact through the **College and Community Counseling Services**. Clients are assigned to interns by the Coordinator of the Counseling Program in consideration of geographic convenience.
5. Successfully complete a minimum of 300 clock hours of internship experience, which includes a minimum of 150 clock hours of direct contact. A minimum of 20 hours of direct contact in a volunteer (unpaid) capacity is required as part of the 300 clock-hour total for those interns who are participating in a paid internship experience or accruing counseling hours at their place of employment.
6. Maintain a regular journal of your internship experiences online in the form of an Internship Counselor Blog on the Blackboard system. Interns will use the same Blackboard site as practicum counselors. The blogs should include at least twice-per-week entries (300-500 words in length) based on the events and experiences of that week's internship encounters. You are required to interact with fellow interns by commenting on their blog content through posting replies. Your initial blog entry must be posted by the end of the first full week of the semester or summer session.
7. Maintain the Weekly Internship Log of counseling-related experiences and complete an end-of-the-experience Summary of Internship Hours (when you have completed all requirements); the weekly logs and summary are due, as part of your final portfolio, to the instructor, when you have completed the required clock hours. If you do not complete the internship requirements at the end of a given semester, you are not required to submit anything to the instructor.
8. All interns will receive grades of PR – indicating “*in progress*” – until they have completed all required fieldwork hours and documentation. Interns who receive a PR will be required to enroll in the internship each semester until they complete the fieldwork and documentation requirements. Students who are continuing the same internship experience from a previous semester are not required to resubmit documentation.
9. Establish and maintain three (3) continuous-contact counseling relationships (at least eight sessions per each of the three cases), and complete weekly case notes (SOAP, DIP, or agency

specific) and a Comprehensive Case Summary; comprehensive case study files should be included in the final portfolio. Site supervisors should approve case notes. Similar to the practicum requirements, interns are not required to maintain such copious documentation for all clients, but rather only for the three specific cases that will be counseled for at least eight sessions. The particular school or agency in which the internship is being conducted may require additional documentation and/or record-keeping to be maintained on each client.

10. Maintain contact with the instructor (in person, via online blogs, via telephone or text, or via email) on a regular basis for the review and supervision of counseling skills.
11. Read various texts and articles posted on Blackboard and/or recommended by the instructor. This is an individualized requirement based on the intern's specific needs.
12. Engage in self-review and self-evaluation for at least one hour per week, and complete a comprehensive written Self-Evaluation which is to be included in the final portfolio. The final Self-Evaluation is a narrative of two to three pages in length that critically examines and discusses the internship experience, personal strengths and weaknesses, acquired knowledge and skills, and goals for continued professional growth.
13. Include site supervisor's internship documentation letter in the *Internship Portfolio*. The intern's final grade is partially based on the feedback from the site supervisor. Any unprofessional or unethical behavior on the part of the intern will result in the student's immediate removal from the internship; the student will receive a final grade of F; and the student will be denied enrollment in any future fieldwork courses at Rio Grande College.
14. Include a completed Internship Site Evaluation in the final *Internship Portfolio*.
15. Finalize and submit to the instructor the complete *Internship Portfolio* when all requirements of the internship have been met. It is due on or before the first day of the university-specified final examination period. The *Internship Portfolio* can simply be an expansion of the *Practicum Portfolio* that was submitted at the completion of the practicum requirements. Therefore, upon successful completion of all fieldwork requirements the counseling student will have one complete document that verifies completion of both the practicum and the internship. *(If you have not completed all requirements by the end of the semester or summer session, you do not need to submit any forms or documents. You will receive a final grade of PR on your transcript.)*

Proficiencies for Counselors

Proficiencies that students must master in this fieldwork experience are derived from two sources: the *State of Texas Standards Required for the School Counselor Certificate* (§239.15) and the *Council for the Accreditation of Counseling and Related Educational Programs* (CACREP).

The following school counselor certification standards (TAC §239.15) are addressed in this fieldwork experience:

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

- (2) counseling and consultation 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;
- (13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
- (14) counseling-related research techniques and practices;
- (17) the comprehensive school counseling program model;
- (19) an understanding of systems, including family dynamics and school environments.

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;
- (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;

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;
- (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;

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

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;
- (5) develop and implement strategies for effective internal and external communications;
- (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;
- (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

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;
- (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

The following CACREP Common Core standards are addressed in this fieldwork experience:

Professional Counseling Orientation and Ethical Practice

- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

Social and Cultural Diversity

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Human Growth and Development

- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Career Development

- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- j. ethical and culturally relevant strategies for addressing career development

Counseling and Helping Relationships

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

Group Counseling and Group Work

- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups

Assessment and Testing

- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability,
- i. use of assessments relevant to academic/educational, career, personal, and social development
- k. use of symptom checklists, and personality and psychological testing
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Research and Program Evaluation

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Counseling Program Objectives: Student Learning Outcomes

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ✿ Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ✿ Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- ✿ Comprehend the role and function of the counselor in a variety of work settings.
- ✿ Know and apply the professional standards of practice and the relevant code of ethics.
- ✿ Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ✿ Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- ✿ Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ✿ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ✿ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

Counseling Program Marketable Skills

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling will possess the following marketable skills:

1. The Master of Education Counseling student will demonstrate analytical and critical thinking skills.
2. The Master of Education Counseling student will demonstrate empathy and listening skills.
3. The Master of Education Counseling student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy: The marketable skills are included in the course syllabi for the Master of Education in Counseling; and the faculty present and discuss these skills online or in-class with students. Each marketable skill includes consideration of the cultural influences on an individual's perceptive outlook. The cultural focus will be reflected in all courses and considered explicitly in *Multiculturalism and Diversity in Counseling* (EDUC 6318) and *Bilingual and Bicultural Counseling* (EDUC 6340). Reflective writing or research assignments will be emphasized in all counseling classes with specialized research focus in the following graduate courses: *Research Methodology* (EDUC 5301), *Psychopathology* (EDUC 6319), *Substance Use, Abuse and Addiction* (EDUC 6320), and *Counseling and the Neurosciences* (EDUC 6350).

Internship Requirements

A student's final grade in the *Internship in Counseling* (EDUC 7317) will be based on the successful completion of the following:

16. Select an internship site and site supervisor, complete the **Internship Placement Form**, and return to the instructor prior to logging contact hours. Interns may choose to work at more than one site. Complete the **Internship Placement Form** for each site and supervisor and email to the instructor prior to logging contact hours toward the *Internship* requirements.
17. Maintain the professional liability insurance you obtained prior to beginning the *Practicum in Counseling* (EDUC 7316).
18. Edit and revise the **Professional Disclosure Statement** that you created for the *Practicum in Counseling*. Your current version must indicate your role as a counseling intern.
19. Allocate, and be available for, at least five (5) hours per week of counseling contact through the **Community Counseling Clinic**. Clients are assigned to interns by the Clinical Manager and Mentor in consideration of geographic convenience and client caseload.

20. Successfully complete a minimum of 450 clock hours of internship experience, which includes a minimum of 175 clock hours of direct client contact. A minimum of 20 hours of direct contact in a volunteer (unpaid) capacity is required as part of the 450 clock-hour total for those interns who are participating in a paid internship experience or accruing counseling hours at their place of employment.
21. Maintain a regular journal of your internship experiences online in the form of an **Internship Counselor Blog** on the Blackboard site. Interns will use the blog feature on the Blackboard site for the *Internship in Counseling* (EDUC 7317), but all Collaborate Ultra meetings and supervision sessions will be scheduled on the Blackboard site for the *Practicum in Counseling* (EDUC 7316). The blogs should include at least twice-per-week entries (300-500 words in length) based on the events and experiences of that week's internship encounters. You are required to interact with fellow interns by commenting on their blog content through posting replies. Your initial blog entry must be posted by the end of the first full week of the semester or summer session.
22. Maintain the **Weekly Internship Log** of counseling-related experiences and complete an end-of-the-experience **Summary of Internship Hours** (when you have completed all requirements); the weekly logs and summary are due, as part of your final **Internship Portfolio**, to the university instructor, when you have completed all specified requirements. If you do not complete the internship requirements at the end of the initial semester of enrollment, and you are granted an Incomplete (I), you are not required to submit anything to the university instructor.
23. Establish and maintain three (3) continuous-contact counseling relationships (at least eight weekly sessions per each of the three cases), and complete weekly case notes (SOAP, DIP, or agency specific) and a **Comprehensive Case Summary**; comprehensive case study files should be included in the final **Internship Portfolio**. Site supervisors should approve case notes. Interns are not required to maintain such copious documentation for all clients, but rather only for the three specific cases that will be counseled for at least eight sessions. The particular school or agency in which the internship is being conducted may require additional documentation and/or record-keeping to be maintained on each client.
24. Maintain contact with the university instructor (through weekly group supervision on Collaborate, in person, via online blogs, via telephone or text, or via email) on a regular basis for the review and supervision of counseling skills.
25. Read various texts and articles posted on Blackboard and/or recommended by the university instructor. This is an individualized requirement based on the intern's specific needs.
26. Engage in self-review and self-evaluation for at least one hour per week, and complete a comprehensive written **Self-Evaluation** which is to be included in the **Internship Portfolio**. The final Self-Evaluation is a narrative of two to three pages in length that critically examines and discusses the internship experience, personal strengths and weaknesses, acquired knowledge and skills, and goals for continued professional growth.
27. Include the site supervisor's completed **counseling intern Evaluation Instrument** in the final **Internship Portfolio**. Student counselor's final grade is partially based on the feedback from the site supervisor. Any unprofessional or unethical behavior on the part of the intern will result in the student's immediate removal from the *Internship*; the student will receive a final grade of F; and the student will be denied enrollment in any future *Internship* courses at Middle Rio Grande. If the Clinical Supervisor assesses any item to be of poor or a low level demonstration (e.g., ratings of 0 or 1) the university instructor should be notified of such either prior to or at the time that this evaluation is conducted.

28. Include a completed **Evaluation of Clinical Supervisor** in the **Internship Portfolio**. This instrument provides a platform for the Intern to evaluate the supervision, guidance and mentoring of the clinical supervisor. Interns must complete this evaluation form for each clinical supervisor at the end of the internship experience and share the feedback with the clinical supervisors during exit interviews or final supervision sessions.
29. Include a completed **Internship Site Evaluation** in the final **Internship Portfolio**.
30. Upon completion of all *Internship* requirements, schedule an individual exit interview with the university instructor. You will provide recordings and clinical documentations of your counseling work and the university instructor will complete the **Internship Skill Evaluation**, which must be included in the final **Internship Portfolio**.
31. Finalize and submit to the university instructor your complete **Internship Portfolio**, if you have completed all stated requirements for the *Internship* on or before the first day of the university-specified final examination period.

Internship Counselor Blog

Within Blackboard, under the content area entitled **Internship Counselor Blog**, you have the ability to create an individual journal blog. When you open this subheading click on “Create Blog Entry”, this will allow you to create your personal blog for the internship. It is important that you keep the same blog throughout the semester. After the initial creation of your blog, you should not have to click on “create blog entry” again. You can modify your blog entries by clicking the down arrow that is beside the title of your blog. By selecting the Edit option the blog will allow you to type your weekly responses to fieldwork experiences and your individual counseling sessions. Remember to add your new entry prior to your previous blog entry; making sure to date and time each entry. The blogs should include at least twice-per-week entries (300-500 words in length) based on the events and experiences of that week’s internship encounters. When commenting on your fellow student’s blogs simply click on the Comment button at the bottom of their blog. At various points throughout the semester, the instructor will provide feedback to individuals regarding the content and depth of the journal blog entries. You are required to read and comment on other students’ journal blogs by posting appropriate replies. Our discussions, disclosures, and debates across the **Internship Counselor Blogs** serve as our weekly group supervision meeting; this is our virtual supervision class. You are encouraged to respond to the questions and comments of others in the body of your blog, as opposed to posting individual replies to replies.

Your **Internship Counselor Blog** should include a detailed account of the activities and experiences encountered during your fieldwork experiences. Additionally, you will include your personal reactions, thoughts, and feelings about these experiences and adventures. Blogs should not be used as critiques of colleagues or supervisors, but rather thorough demonstrations of personal awareness and professional understanding. Interns must protect the confidentiality of clients and fellow staff members by using first names only. In your initial blog entry, please tell us about your internship plans for this semester, your personal and professional goals, and your expectations for the internship. Additionally, in your initial blog entries describe and discuss your internship site(s) and situation(s). You must protect the

confidentiality of clients and fellow staff members by using first names only. In accordance with the *Ethical Standards of the American Counseling Association*, counselor blogs can only be viewed by fellow counselors, clinical supervisors and the university instructors.

Distance Education Statement

Although the *Internship in Counseling* (EDUC 7317) is a field-based counseling practice experience, a large portion of the information and learning resources will be shared via the Blackboard platform. All counseling interns are required to participate in weekly group supervision meetings on the Collaborate Ultra feature of Blackboard. During the spring semester 2020 the weekly Collaborate meetings will be on Wednesday from 7:30 p.m. to 9:00 p.m. All group supervision meetings will be recorded and will be accessible to students for review. Recommended readings, resources, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual aspect of this field-based course.

The policy on Distance Education at Middle Rio Grande is as follows:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Accessibility and Safe Learning Environment

The Counseling Program of Middle Rio Grande is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment on the basis of any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. All conduct of this nature is expressly prohibited, regardless of whether it violates the law.

The Counseling Program of Middle Rio Grande supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Middle Rio Grande on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The Counseling Program is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Students with disabilities are provided assistance in gaining opportunities for full participation in programs, services and activities. The Coordinator of Student Services (830-279-3003), Ms. Kathy Biddick (kbiddick@sulross.edu), serves as the Disability Services Coordinator and she is located in Uvalde. Services available to all students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Middle Rio Grande and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Middle Rio Grande can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.
 - a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
 - b. A description of the diagnostic criteria and/or diagnostic test(s) used.
 - c. A description of the current functional impact/limitations of the disability.
 - d. Treatments, medications, assistive devices/services currently prescribed or used.
 - e. A description of the expected progression or stability of the disability over time.
 - f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration. If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures. The Counseling Program prohibits all conduct of this nature whether or not such conduct violates any applicable laws.

Professional Counseling Identity and Behavior

In registering for classes in the Counseling Program at Middle Rio Grande, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, contributing to class discussions, and fully participating in all experiential learning activities. Counseling faculty members maintain specific attendance and participation requirements for each particular class. Faculty members may impose academic penalties upon absences from some classes and/or experiences; however, such penalties for absences will be a part of each course syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office.

The Counseling Program expects graduate students to demonstrate the following characteristics and attitudes at all times inside and outside the classroom:

- Ψ **Commitment** to professional identity as a counselor, investment, advocacy, collaboration, and interpersonal competence
- Ψ **Openness** to ideas, learning, change, giving and receiving feedback, others, and self-development
- Ψ **Respect** to self and others, including honoring diversity, self-care, and personal wellness
- Ψ **Integrity** demonstrated through personal responsibility, maturity, honesty, courage, and congruence
- Ψ **Self-awareness** modeled through humility, self-reflection, and understanding of context

The Counseling Program has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. By the time a student is admitted to the Experiential Block, it is expected that she or he has thoroughly read and comprehended the complete policies, procedures and recommendations of the most recent issue of the **Counseling Program Handbook**. This document details and describes all aspects of the

Counseling Program, from taking the first courses to passing the Comprehensive Oral Examination and graduating with the Master's in Counseling. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in counseling, some students discover (or faculty may advise) that they are not appropriate for the counseling field and/or the field of counseling is not appropriate for them. Faculty of the Counseling Program will provide continuous, honest and pragmatic feedback to each student regarding progress and suitability in this program.

Unethical behavior (as defined by the *Code of Ethics* of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Middle Rio Grande, and may subject the student to civil penalties as well. Professional behavior is expected of each and every student at all times across all counseling courses. Failure to maintain professionalism is considered unethical behavior.

The Counseling Program emphasizes professional, personal, and academic development as essential in counselor education and training. Students must not only excel academically, but must adhere to the professional and ethical standards of the profession, demonstrate effective counseling skills and competencies, and focus on their own personal development as it impacts their ability to work effectively and ethically as counseling professionals.

Counseling students are expected to attend to their own social and emotional development through extensive self-reflection and mindfulness. They must be open to new and divergent ideas, prepared to examine their own values and assumptions, ready to recognize their own prejudices and biases, willing to be present in the moment with highly uncomfortable (painful) emotions that initially evoke the “*fight-flight-freeze*” hijacking of the primitive limbic system, able to receive critical feedback in the company of peers with an open mind and a tender heart, and capable of engaging in personal growth and transformation. At times this will involve examining one's own life experiences while creating space and understanding for one's inner demons and emotional obstacles to personal growth. Willingness to do this important personal work is an integral part of any counselor's professional training.

Therefore, graduation from the Counseling Program requires that students successfully complete the academic and experiential requirements with mindful regard to both professional and personal development. Students must, in the professional judgment of the faculty and supervisors, understand and behave in accordance with the professional standards of behavior, meet the requisite counseling competencies and skills to work as an effective professional counselor, and be free from any psychological or emotional impairment that may act as a barrier to effective interpersonal and therapeutic interventions.

Ethical Practice Statement

Carefully review the *Code of Ethics* of the American Counseling Association (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>) and sign the **Ethical Practice Statement**. Return this signed form to the instructor prior to beginning any field-based experiences.

*All counseling interns are required to read the **Code of Ethics** of the American Counseling Association and then sign and submit to the university instructor this Ethical Practice Statement prior to engaging in any direct counseling experiences.*

Ethical Practice Agreement

I have read and subscribe to the professional Ethical Standards of the American Counseling Association. I understand that it is my obligation to protect the privacy of the clients about whom I have confidential information, and to not reveal confidential materials (information, case notes, video tapes, audio tapes) to unauthorized persons, except where state law requires, without the written consent of the client. I am aware that I am prohibited from discussing my clients with anyone except my supervisors, professors, and professional colleagues.

I have read the Ethical Standards of the American Counseling Association and I agree to abide by these standards and the confidentiality rules stated above. I understand that violation of this agreement, or any unprofessional behavior, may subject me to civil penalties, as well as exclusion from further internship experiences in the Counseling Program of Sul Ross State University Middle Rio Grande.

Printed Name: _____ Student ID Number: _____

Home Address: _____ City: _____ Zip: _____

Cell Phone: _____ Preferred Email: _____

Signature: _____ Date: _____

Professional Liability Insurance

Verification Form

counseling intern: _____ Student ID Number: _____

Begin Internship Experience: _____

Intern's Home Mailing Address: _____

Insurance Company/Provider: _____

Insurance Company Address: _____

Policy Number: _____

Period of Coverage: _____

My signature below certifies that the above information is accurate and true.

Signature of counseling intern

Date Signed

Return this completed form to the university instructor prior to beginning your fieldwork experiences.

Internship Site and Site Supervision

Each intern enrolled in the *Internship in Counseling* (EDUC 7317) must accumulate a minimum total of 450 clock hours of counseling experience, with a minimum of 175 direct-contact clock hours (face-to-face counseling). It is important to note that in order to eventually be in full compliance with national accreditation standards, the minimum number of contact hours is increased each semester by 50 hours toward the total and 25 hours toward the minimum number of direct face-to-face counseling contact until the accreditation mandated total of 600 clock hours is reached. The internship site must be a school, agency, or institution in which counseling and psychotherapy (individual, group, couples and/or family) are the primary services. Interns are required to make all necessary arrangements with potential fieldwork sites and are required to complete the **Internship Placement Form** as soon as a fieldwork site has been established. Completed Internship Placement Forms are due to the university instructor prior to beginning any fieldwork activities or experiences.

The intern is responsible for maintaining regular weekly contact with the university instructor via weekly group supervision meetings on Collaborate Ultra, online blog, telephone, email, or in-person meetings. The intern is required to maintain a weekly blog (an informal and personal journal of the internship experiences) on the Blackboard site for the *Internship in Counseling* (EDUC 7317). Interns who are not able to complete all specified requirements in a given semester will be awarded a grade of **I** (incomplete) for that semester of internship work and they will have up to one calendar year to complete all specified requirements. Once all requirements have been completed, and the **Internship Portfolio** is submitted to the university instructor, the grade of Incomplete (I) will be changed to a final letter grade. Exemplary completion of all requirements of the internship will earn the student a final grade of A. Students are encouraged to pace the internship work in appropriate balance with other career and life demands.

The site supervisor must be a credentialed and experienced counselor who is willing and able to meet with the intern on a regular basis for clinical supervision. Site-based individual clinical supervision should be conducted at least one hour per week or one hour of clinical supervision for every ten hours of client contact. Procedures and methods for conducting clinical supervision are entirely at the discretion of the site supervision. The site supervisor must sign the weekly internship logs and submit the **counseling intern Evaluation Instrument** (included in the latter sections of this **Handbook**). A student's final grade is partially based on the feedback from the site supervisor. Any unprofessional or unethical behavior on the part of the intern will result in the student's immediate removal from the *Internship in Counseling* (EDUC 7317) and the student will receive a final grade of F. At the end of the internship experience, when all specified requirements have been met, the student must complete an **Internship Site Evaluation** (included in **Internship Portfolio**).

The university instructor is available to meet with interns at their fieldwork sites on an as needed basis. If either the student or the site supervisor desires a site visitation, one will be scheduled. Unless the instructor hears otherwise from either the counselor-trainee or the site supervisor, it is assumed that everything is going well.

Internship in Counseling Site Supervisor Role Statement

The role of the Internship site supervisor includes:

- ✿ Providing one hour of individual supervision to the intern for every ten hours of counseling-related experience accrued.
- ✿ Providing an evaluation of the intern's development and progress prior to the end of the internship experience.
- ✿ Introducing and orienting the intern to the structure, programs, function, forms and procedural practices at the site.
- ✿ Familiarizing the intern with policies and procedures regarding case management, record-keeping and confidentiality, crisis team functions, abuse reporting procedures, and the consulting role.
- ✿ Orienting the intern to the dynamics and diversity of the client population.
- ✿ Affording the intern the opportunity to identify with the site supervisor as a professional practitioner by jointly participating in interviews, parent meetings, conferences, counseling sessions, classroom guidance lessons, and other relevant activities.
- ✿ Assigning and supervising the completion of tasks and responsibilities consistent with the intern's role at the site.
- ✿ Consulting with the Professor and Coordinator of the Counseling Program in the event that the supervisor becomes aware of personal or professional issues or limitations which are impairing the intern's learning and/or performance.
- ✿ Providing independent counseling experiences with a caseload that reflects a variety of client needs.
- ✿ Providing opportunities for decision-making and risk-taking.
- ✿ Introducing the intern to the professional and support staff associated with the site.
- ✿ Orienting the intern to the site policies regarding appropriate dress, office hours, scheduled meetings and conferences, and scheduled counseling sessions.
- ✿ Providing opportunities for gaining counseling experience in multiple areas such as individual counseling, small group counseling, couples and family counseling, psycho-education, and professional consultation.

Internship Placement Form

Practicum Counselor: _____ Student ID Number: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Cell Phone: _____ Alternate Phone: _____

Date to Begin Practicum: _____ Preferred Email: _____ Alternate Email: _____

Practicum Placement Site: _____

site supervisor: _____

Site Address: _____

City: _____ State: _____ Zip: _____

Supervisor Primary Phone: _____ Alternate Phone: _____

Supervisor Primary Email: _____ Alternate Email: _____

Verification of site supervisor

I understand the requirements of the *Internship in Counseling* (EDUC 7317) in the Counseling Program at Sul Ross State University Middle Rio Grande and I agree to serve as the clinical site supervisor for the above named intern. I agree to provide at least one hour of individual supervision to the above named intern counselor for every ten hours of internship experience accrued. I understand that the counseling intern will be providing counseling services to clients or students by conducting individual and small group counseling, as well as other counseling-related tasks and responsibilities. Additionally, I agree to contact Dr. Todd T. Russell, Professor of Counseling (210-253-0884), if the performance of the above named intern becomes problematic or unsatisfactory.

Site Supervisor: _____

Signature: _____ Date: _____

Professional Disclosure Statement

Client Informed Consent

Each counseling intern is required to develop a **Professional Disclosure Statement**. The site supervisor, and then the university instructor, must first approve this statement prior to the counselor-trainee engaging in direct-contact counseling services. The approved Professional Disclosure Statement must be readily available to all clients and/or the parents (when appropriate). A **Professional Disclosure Statement** must include a clear statement of the student's status as an intern in the Counseling Program at Middle Rio Grande, educational and training experiences, a description of services offered and methods employed, and reference to both the site supervisor and university instructor. Counseling interns may need to provide clients with a Spanish version of the **Professional Disclosure Statement**. An example of a **Professional Disclosure Statement** that includes a client statement of informed consent is included on the following page. Each intern should develop their own statement based on the above criteria. Intern counselors will need to prepare the statement in accordance with the specifications of the fieldwork site. Intern counselors are encouraged to use agency letterhead (internship site) and establish procedures for information dissemination. Before disseminating the **Professional Disclosure Statement**, interns must receive final approval from the university instructor.

All clients (or parents of minor children) must be provided with clear information about the counseling relationship prior to engaging in the counseling process. It is recommended that all clients (or parents of minor children) sign statements of informed consent. Some interns simply incorporate the statement of informed consent with the **Professional Disclosure Statement**. Discuss this issue with the clinical site supervisor.

Sul Ross State University Middle Rio Grande

Counseling Program

Department of Education

2623 Garner Field Road

Uvalde, Texas 78801

RGCCounselors@sulross.edu

Professional Disclosure Statement

The Counseling Program in the Department of Education at Middle Rio Grande conducts counseling fieldwork experiences each semester and during the summer. This semester Martha A. Ortiz will be working with the **Community Counseling Clinic** as a counseling intern.

Education and Experience

Experiential fieldwork is required of all advanced graduate students as they complete their counselor training program. Before participating in the fieldwork experiences, graduate students must complete required course work, and they must demonstrate competency in counseling skills and interventions. Martha A. Ortiz has a Bachelor's Degree in Sociology with a minor in Psychology. She has been a high school teacher for the past four years. Prior to teaching, Martha worked as a case manager for a nonprofit human services agency. She has skills and knowledge in the following areas: Multiculturalism and diversity, group counseling, ethical and legal issues, human growth and development, play therapy, community referral resources, and testing and assessment.

Services Offered

Interns are expected to work with clients who are seeking no-cost counseling services through the Community Counseling Clinic. The counselors may decide to conduct individual counseling, small group counseling, and/or couples and family counseling. The clinic provides counseling and behavioral health services for clients of all ages, from childhood through older adulthood.

Confidentiality

All client and counseling information is highly confidential and cannot be shared or released without the written permission of the client, or in the case of a client under the age of 17, permission of a parent or legal guardian. However, Texas state law requires the reporting of persons who present a danger to themselves or others and any known or suspected cases of child abuse.

Clinic Policy

Facilities for the Community Counseling Clinic consist of three counseling offices; one at each of the three campus sites of Middle Rio Grande. On Mondays through Thursdays the buildings are accessible from 8:00 a.m. to 9:00 p.m. (all evening counseling appointments must end by 8:45 p.m.). Friday counseling appointments can be scheduled between 8:00 a.m. and 4:00 p.m. Any late departures from the buildings will result in a breach of the security systems thereby setting off the security alarms. All licensed concealed hand gun holders are requested to leave their weapons at home or in their vehicle during counseling sessions.

Supervision

Martha Ortiz will be closely supervised by Dr. Todd T. Russell, Professor of Counseling at Sul Ross State University Middle Rio Grande (210-253-0884 or trussell@sulross.edu).

Client Informed Consent Statement

I agree to participate in counseling with a counseling intern in the Community Counseling Clinic. I understand that I will participate in counseling sessions that may be discussed confidentially with the clinical supervisor and counseling colleagues. I further understand that all counseling sessions will be digitally recorded for the purposes of clinical supervision, liability and client well-being. Digital recordings are routinely erased after the completion of counseling services. I further understand that all counseling sessions will be supervised by Dr. Todd T. Russell, Professor of Counseling at Middle Rio Grande.

Client's Printed Name: _____

Client's Signature: _____ Date: _____

Practicum Counselor's Printed Name: _____

Practicum Counselor's Signature: _____ Date: _____

Professional Disclosure Statement

Intern: Rogelio A. Ramirez

The Counseling Program in the Department of Education at Middle Rio Grande conducts counseling internship experiences each semester and during the summer. This semester, **Rogelio A. Ramirez** will be working at the **D’Hanis Metropolitan Mental Health Center** as a counseling intern.

Education and Experience

The counseling internship is a requirement for all advanced graduate students in the Counseling Program at Middle Rio Grande. Before participating in the internship experience, graduate students must complete required practicum experiences and course work, and must demonstrate competency in and knowledge of counseling theories and techniques. Rogelio A. Ramirez has a Bachelor’s Degree in Sociology from the University of Texas at San Antonio. For the past four years he has worked for the Texas Department of Family and Adult Protective Services as a case worker in the adult protective division. Mr. Ramirez has successfully completed graduate-level course work in personality and counseling theories, testing and assessment, group counseling, counseling skills and techniques, play therapy, human growth and development, graduate research, and couples and family counseling. Additionally, he has attended professional workshops and trainings in action-oriented therapy, the use of the expressive arts in counseling, and mindfulness-based counseling and psychotherapy.

Services Offered

Mr. Ramirez has volunteered to work with clients and patients of the D’Hanis Metropolitan Mental Health Center for the duration of the semester. As an intern counselor, he is able to provide individual, family, and small group counseling. Additionally, Mr. Ramirez will engage in professional consultation and collaboration when necessary for the benefit of his clients.

Confidentiality

All client and counseling information is highly confidential and cannot be released without the written permission of the client, or in the case of a client under the age of 17, permission of the parents. However, Texas state law requires the reporting of persons who present a danger to themselves or others and any known or suspected cases of child abuse.

Supervision

As an intern, Mr. Ramirez is closely supervised by Mr. Marco Tijerina, Assistant Director of the D’Hanis Metropolitan Mental Health Center (830-773-9675), and Dr. Todd T. Russell, Professor of Counseling at Middle Rio Grande (210-253-0884).

Personal Responsibility

In compliance with Texas state law, the university administration requests that licensed concealed hand gun holders leave their weapons at home or in their vehicle during all counseling sessions.

Client Informed Consent Statement

I agree to participate in counseling with Mr. Rogelio A. Ramirez. I understand that I will participate in counseling sessions that may be discussed confidentially with clinical supervisors. I further understand that Mr. Ramirez will be supervised by Mr. Marco Tijerina and Dr. Todd T. Russell.

Client’s Signature: _____

Date: _____

Intern’s Signature: _____

Date: _____

Information for Parents of Child Clients

Intern: Rogelio A. Ramirez

The Counseling Program in the Department of Education at Middle Rio Grande conducts counseling internship experiences each semester and during the summer. This semester, **Rogelio A. Ramirez** will be working at the **D'Hanis Metropolitan Mental Health Center** as a counseling intern.

Education and Experience

The counseling internship is a requirement for all advanced graduate students in the Counseling Program at Middle Rio Grande. Before participating in the internship experience, graduate students must complete required course work, and must demonstrate competency in and knowledge of counseling theories and techniques. Rogelio A. Ramirez has a Bachelor's Degree in Sociology from the University of Texas at San Antonio. For the past four years he has worked for the Texas Department of Family and Adult Protective Services as a case worker in the adult protective division. Mr. Ramirez has successfully completed graduate-level course work in personality and counseling theories, testing and assessment, group counseling, counseling skills and techniques, play therapy, human growth and development, graduate research, and couples and family counseling. Additionally, he has attended professional workshops and trainings in action-oriented therapy, the use of the expressive arts in counseling, and mindfulness-based counseling and psychotherapy.

Services Offered

Mr. Ramirez has volunteered to work with clients and patients of the D'Hanis Metropolitan Mental Health Center for the duration of the summer. As an intern counselor, he is able to provide individual, family, and small group counseling. Additionally, Mr. Ramirez will engage in professional consultation and collaboration when necessary for the benefit of his clients.

Confidentiality

All client and counseling information is highly confidential and cannot be released without the written permission of the client, or in the case of a client under the age of 17, permission of the parents. However, Texas state law requires the reporting of persons who present a danger to themselves or others and any known or suspected cases of child abuse.

Supervision

As an intern, Mr. Ramirez is closely supervised by Mr. Marco Tijerina, Assistant Director of the D'Hanis Metropolitan Mental Health Center (830-773-9675), and Dr. Todd T. Russell, Professor of Counseling at Middle Rio Grande (210-253-0884).

Parent Permission Statement

I give permission for my child to participate in counseling with Mr. Rogelio A. Ramirez, a counseling intern with Middle Rio Grande. I understand that the confidential counseling sessions will be discussed with a clinical supervisor. I understand that Mr. Ramirez will be supervised by Mr. Marco Tijerina (830-773-9675) and Dr. Todd T. Russell (210-253-0884).

Child's Name: _____

Parent's Signature: _____ Date: _____

Practicum Counselor's Signature: _____ Date: _____

Internship Experience Record

For purposes of verification and accountability, each intern must keep a log of all fieldwork experiences. Students should use a personalized (tailored for your particular site and experiences) grid format (**Weekly Internship Log**) and the **Summary of Internship Hours**. The completed internship experience logs and summary sheets are due at the completion of the internship experience and included in the final **Internship Portfolio**. To successfully complete the three-semester credit hour *Internship in Counseling* (EDUC 7317), each intern must complete a minimum total of **450 clock hours** of internship experience, with a minimum of **175 direct-contact clock hours** (face-to-face counseling). It is important to note that in order to eventually be in full compliance with national accreditation standards, the minimum number of contact hours is increased each semester by 50 hours toward the total and 25 hours toward the minimum number of direct face-to-face counseling contact until the accreditation mandated total of 600 clock hours is reached.

A minimum of 20 hours of direct contact in a volunteer capacity is required as part of the 450 clock-hour total if the counseling intern is completing the internship in his/her place of employment. It is beneficial for Intern to also keep “journal-like” logs for reflection and retrospection. This should be part of the **Internship Counseling Blog**. Counseling interns must obtain their site supervisor’s initials or signature each week and complete a summary sheet at the conclusion of the internship experience. Interns may be required to complete additional documentation as required by the specific agency or institution.

Summary of Internship Hours

Intern Counselor: _____ Date: _____

Internship Site: _____ Site Supervisor: _____

	<u>Direct Hours</u>	<u>Indirect Hours</u>
Week 1 (<i>Specify Dates</i>)	_____	_____
Week 2 (<i>Specify Dates</i>)	_____	_____
Week 3 (<i>Specify Dates</i>)	_____	_____
Week 4 (<i>Specify Dates</i>)	_____	_____
Week 5 (<i>Specify Dates</i>)	_____	_____
Week 6 (<i>Specify Dates</i>)	_____	_____
Week 7 (<i>Specify Dates</i>)	_____	_____
Week 8 (<i>Specify Dates</i>)	_____	_____
Week 9 (<i>Specify Dates</i>)	_____	_____
Week 10 (<i>Specify Dates</i>)	_____	_____
Week 11 (<i>Specify Dates</i>)	_____	_____
Week 12 (<i>Specify Dates</i>)	_____	_____
Week 13 (<i>Specify Dates</i>)	_____	_____
Week 14 (<i>Specify Dates</i>)	_____	_____
Week 15 (<i>Specify Dates</i>)	_____	_____
	<u>Total Direct Hours</u>	<u>Total Indirect Hours</u>
	_____	_____

Total Internship Hours: _____

Note:** Be sure to complete a single summary sheet to document your grand total of all contact hours for the entire experience when submitting the ***Internship Portfolio.

Comprehensive Counseling Experiences

Each intern is required to work with at least three clients on a continuous contact basis. Comprehensive counselor, or continuous contact, is defined as a minimum of eight weekly sessions. For these three cases, the intern is required to maintain regular session progress notes and then, upon termination, the counseling intern must complete a comprehensive case summary for each of the three clients. The intern is only required to maintain client files for just these three continuous contact cases. Case notes, records, and client files for other clients are not required to be included in the final ***Internship Portfolio***. Each of the three case files must include weekly contact or progress notes (either DIP, SOAP or agency specific) and a Comprehensive Case Summary. Counseling interns will be asked to discuss these clients during supervision sessions. Final case files for these three client cases are due as part of the final ***Internship Portfolio*** at the completion of all required fieldwork experiences. Also included in these client files are any other data or assessments collected on the clients.

Interns are not required to complete such copious documentation on all clients, but rather only three clients who are seen on a continuous contact basis of at least eight regular counseling sessions. The internship site may require additional record keeping for all or some of the clients counseled by the counselor-trainee – depending on the policies and procedures of the internship site. Interns are required to comply with all record-keeping and client documentation requirements of the internship site.

Counseling Contact Sheet: S.O.A.P. Template

The “SOAP” Format

Intern Counselor:

Date:

Client:

Session Number:

I. SUBJECTIVE:

Presenting concerns in client’s words; content of session; situational information contributing to understanding of the client. What was discussed? Where did the session go? Any new case information that is important to understanding client and concerns? Your recollection of what happened during the session.

II. OBJECTIVE:

Description of the client in terms of behavior, appearance, and affect. Observable description of what client did during session, what the vocal quality was, what emotions the client demonstrated or refrained from demonstrating, what the client’s interaction with counselor was.

III. APPRAISAL:

What is your current “working” hypothesis about this client and his/her concerns? What is the problem/purpose of counseling? What is the client working on or need to work on?

IV. PLAN:

What to work on; what to do to “get at” the problem; what to do to move towards resolution, including possible interventions, skills and techniques. Where to from here? What next? What will be your counseling strategy? Any homework assigned?

Counseling Contact Sheet: S.O.A.P. Example

Intern Counselor: Rogelio A. Ramirez

Date: July 22, 2020

Client: Austin Smith

Session Number: Three (#3)

I. SUBJECTIVE:

Austin seemed eager and excited to begin the counseling session. He said, "I have a lot to tell you today. I had a great weekend. My girlfriend and I are back together." In the first two counseling sessions, Austin was dealing with feelings of sadness and rejection upon breaking up with his girlfriend. In today's session he shared that the two of them had "made up" and were once again girlfriend-boyfriend. This session was very upbeat and positive. Austin also indicated that he was "taking it one day at a time" with his girlfriend. Near the end of the session, I suggested that next week we explore how easily and quickly he felt rejected by his girlfriend. I told him that sometimes it was good to explore the uncomfortable feelings at a time when we are actually feeling upbeat and happy. He agreed with this suggestion.

II. OBJECTIVE:

Austin is a 16 year-old male who just completed his sophomore year at Hondo High School. During our first two sessions, he was sad, somewhat withdrawn, and anxious about sharing his thoughts and feelings in counseling. Today he arrived smiling and jovial. His behaviors and mannerisms appeared upbeat, optimistic and positive. On several occasions he said that he was "excited" and "happy." He indicated that he had been "looking forward to today's counseling session."

III. APPRAISAL:

Austin presents as a "normal" adolescent male of 16 years of age. He is involved in his first romantic relationship/friendship. During the first two counseling sessions he was struggling to cope with his feelings of sadness and rejection at the break-up with his girlfriend. During today's session he was excited and giddy at being back together with his girlfriend. Like many adolescents his age, Austin experiences wide mood swings – happy and elated one day and then sad and withdrawn another day.

IV. PLAN:

In the next session we will address the mood swing pattern and his tendency toward self-loathing and condemnation when things are going stressful in his life.

Counseling Contact Sheet: D.I.P. Template

The “DIP” Format

Intern Counselor:

Date:

Client:

Session Number:

I. DESCRIPTION:

Description of the client in terms of behavior, appearance, and affect. Observable description of what client did during session, what the vocal quality was, what emotions the client demonstrated or refrained from demonstrating, what the client’s interaction with counselor was. Describe the presenting concerns using the client’s words; content of session; situational information contributing to understanding of the client; counseling interventions. Your recollection of what happened during the session.

II. IMPRESSIONS:

What are your thoughts about the client? What is your current hypothesis about this client and his/her concerns? What is the purpose of counseling? What do you think the client needs to work on?

III. PLAN:

What to work on and how to relieve symptoms, problems; to “get at” the problem; to move towards resolution, including possible interventions, skills and techniques to use in future sessions. Where to from here? What next? What will be your counseling strategy?

Counseling Contact Sheet: D.I.P. Example

Intern Counselor: Rogelio A. Ramirez

Date: July 22, 2020

Client: Austin Smith

Session Number: Three (3)

I. DESCRIPTION:

Austin is a 16 year-old male who just completed his sophomore year at Hondo High School. During our first two sessions, he was sad, somewhat withdrawn, and anxious about sharing his thoughts and feelings in counseling. Today he arrived smiling and jovial. His behaviors and mannerisms appeared upbeat, optimistic and positive. On several occasions he said that he was “excited” and “happy.” He indicated that he had been “looking forward to today’s counseling session.” Austin presents as a “normal” adolescent male of 16 years of age. He is involved in his first romantic relationship/friendship. During the first two counseling sessions he was struggling to cope with his feelings of sadness and rejection at the break-up with his girlfriend. During today’s session he was excited and giddy at being back together with his girlfriend. Like many adolescents his age, Austin experiences wide mood swings – happy and elated one day and then sad and withdrawn another day.

II. IMPRESSIONS:

Austin seemed eager and excited to begin the counseling session. He said, “I have a lot to tell you today. I had a great weekend. My girlfriend and I are back together.” In the first two counseling sessions, Austin was dealing with feelings of sadness and rejection upon breaking up with his girlfriend. In today’s session he shared that the two of them had “made up” and were once again girlfriend-boyfriend. This session was very upbeat and positive. Austin also indicated that he was “taking it one day at a time” with his girlfriend. Near the end of the session, I suggested that next week we explore how easily and quickly he felt rejected by his girlfriend. I told him that sometimes it was good to explore the uncomfortable feelings at a time when we are actually feeling upbeat and happy. He agreed with this suggestion.

III. PLAN:

In the next session we will address the mood swing pattern and his tendency toward self-loathing and condemnation when things are going stressful in his life. Client agreed to practice a brief five-minute mindfulness exercise each evening.

Comprehensive Case Summary Template

At the completion of your three comprehensive counseling experiences (a minimum of eight sessions with each of three clients) you must complete a Comprehensive Case Summary for each case study. Typically, comprehensive case summaries are about two to three pages in length. Use the following headings and appropriate responses in compiling your case summaries. Include the completed Comprehensive Case Summary, along with the session case notes, in your final *Internship Portfolio* that is due at the completion of all required fieldwork experiences.

I. Basic Information

Indicate client's name, date of birth, date of first session, date of last session, and total number of counseling sessions.

II. Client Description and Brief History

Provide brief description of your client by indicating such things as age, physical appearance, grade-level, living situation, family situation, etc. Also, indicate any relevant history, including family background, school, work, or medical history.

III. Presenting Problems

Indicate the client's presenting concerns and reasons for seeking and continuing counseling.

IV. Counseling Process

Describe the initial session, including your impressions. Provide a brief narrative of the subsequent counseling sessions. Major focus is on the process rather than the content. Note difficulties and progress as appropriate. Also, indicate the nature and reason for termination and client recommendations for the future or professional referrals.

V. Counseling Goals

Indicate your counseling goals, interventions, and rationales. Explain your counseling interventions and state your desired effect. Did this case involve any consultation with significant others? If so, explain your approach to consultation.

VI. Self-Evaluation

Provide a brief evaluation of your own counseling skills with this particular client. Did you accomplish your goals? If you could do it again, is there anything you would do differently?

Internship Self-Evaluation

All intern counselors are expected to spend one to two hours each week reviewing and critiquing their own counseling work. Personal and professional growth is highly dependent upon self-review, self-analysis and self-evaluation. Each student is required to complete a comprehensive self-evaluation at the end of all required fieldwork experiences which is included in the final **Internship Portfolio**. The **Internship Self-Evaluation** is a narrative (three to five pages in length) of the field-based experience, acquired knowledge and skills, and strengths and weaknesses. It is due as a component of the final **Internship Portfolio** at the completion of all required fieldwork experiences.

Counseling Intern Evaluation of the Clinical Supervisor

The **Counseling Intern Evaluation of the Clinical Supervisor** is an assessment tool designed to provide professional feedback to the clinical supervisor from the intern counselor. The instrument consists of items that reflect the multiple domains and competencies required of effective clinical supervisors. The general objective of this evaluation instrument is to provide the site supervisor with constructive feedback to help improve and enhance future supervisory processes and relationships. Interns must complete this evaluation form at the end of the internship experience and share the feedback with the site supervisor during an exit interview or final supervision session. Upon successful completion of the *Internship in Counseling* (EDUC 7317) the intern must include a copy of this completed evaluation in the final **Internship Portfolio**.

Internship Site Evaluation

All interns are required to complete an **Internship Site Evaluation** form in order to provide confidential feedback about the school, agency or institution in which the internship was conducted. The completed **Internship Site Evaluation** form is due as part of the **Internship Portfolio** at the completion of all required fieldwork experiences. Counseling interns are encouraged to share this honest feedback with the site supervisor, or various site administrators; however this is not a requirement of the *Internship in Counseling* (EDUC 7317). The only requirement is that the completed **Internship Site Evaluation** be included in the final **Internship Portfolio**.

Internship Site Evaluation

Intern Counselor: _____ Date: _____

Internship Site: _____

Site Supervisor: _____

1. What were the positive aspects of your Internship placement?

2. What were the negative aspects of your Internship placement?

3. For each item below, please circle the appropriate number with regard to your site supervisor:

1 = strongly agree **2** = agree **3** = undecided **4** = disagree **5** = strongly disagree

a. Helped you to work independently with clients.

1 **2** **3** **4** **5**

b. Helped you to improve your counseling skills.

1 **2** **3** **4** **5**

c. Helped you to obtain a variety of counseling-related experiences.

1 **2** **3** **4** **5**

d. Helped by giving you necessary information for understanding and working with clients.

1 **2** **3** **4** **5**

e. Helped by showing you or discussing with you various counseling methods and techniques.

1 **2** **3** **4** **5**

f. Helped you by providing valuable feedback regarding counseling skills and professional behavior.

1 **2** **3** **4** **5**

g. Helped you to feel welcome at the Internship site.

1 **2** **3** **4** **5**

h. Overall, this Internship placement was highly beneficial.

1 **2** **3** **4** **5**

Internship Skill Evaluation

Directions: The *Internship Skill Evaluation* must be completed by the university instructor of the *Internship in Counseling* (EDUC 7317) when the Intern has successfully completed all fieldwork requirements. Each of the five evaluation areas are worth a total of ten (10) points possible for a total of fifty (50) points possible. Each specified criteria is worth two points toward the ten possible in that particular evaluation area.

Intern: _____

Date: _____

Growth and Development

The intern demonstrated:

- Clinical awareness of the bilingual and bicultural client population of the Middle Rio Grande service area.
- Advanced knowledge of effective mindfulness-based treatment approaches and interventions.
- Professional resourcefulness through researching and accessing innovative ideas for working with unique client concerns and issues.
- An insightful ability to apply new information and concepts to the clinical setting.
- Significant growth and development from the beginning of the fieldwork experiences to the completion of all fieldwork requirements.

Comments:

Points Awarded: _____

Affective Equilibrium

The intern demonstrated:

- Personal willingness to sit with uncomfortable affect.
- Professional willingness to be present with client uncomfortable affect.
- Awareness of the natural occurrences and transient nature of uncomfortable emotions.
- Appropriate therapeutic balance between the client's emotional experiences and subsequent cognitions and/or behaviors.
- Genuine empathy of the client's present moment emotional experience.

Comments:

Points Awarded: _____

Therapeutic Risk-Taking

The intern demonstrated:

- Appropriate therapeutic risks in the counseling process.
- Various influencing skills and theoretically-specific interventions.
- Effective rapport-building and trust-maintaining strategies.
- Sensitivity and responsiveness to individual client's unique therapeutic needs.
- Awareness of the need to work outside of and beyond the rules of social protocol.

Comments:

Points Awarded: _____

Insightful and Integrated Personal Approach

The intern demonstrated:

- Formation of an integrated personal approach when developing and revising therapeutic hypotheses.
- Knowledge and skill in developing appropriate treatment plans, goals and outcomes, with clients based on an evolving integrated personal approach to counseling.
- Effective, poignant and non-interrogative intervention skills and techniques.
- Ability to evaluate the level of client risk, crises, and mental health emergencies.
- Awareness of the therapeutic value of identifying and addressing client strengths, resilience, positive assets and personal resources.

Comments:

Points Awarded: _____

Professionalism

The intern demonstrated:

- Ability to maintain all required case documentation and record-keeping.
- Capacity to effectively integrate supervisor feedback and instruction into the subsequent counseling processes.
- Knowledge and awareness of the codes of ethics, standards of practice, and Texas state laws and regulations.
- Personal insight by maintaining own well-being through monitoring personal attitudes, issues and life challenges that can present potential therapeutic obstacles.
- Knowledge and skill sufficient for a beginning-level counseling practitioner.

Comments:

Points Awarded: _____

General Evaluation Comments

Total Points Awarded: _____

Signature of university instructor: _____

Date: _____

Counseling Terminology and Glossary

Advocacy: Promotion of the well-being of individuals and groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.

Assent: To demonstrate agreement, when a person is otherwise not capable or competent to give formal consent (e.g., informed consent) to a counseling service or plan.

Assessment: Establishing the client's condition at the beginning of the therapeutic relationship.

Boundaries: The initial set up of the therapist/client relationship so that each party is both clear of their role within the therapy sessions, and the professional limits that are created.

Client: An individual seeking or referred to the professional services of a counselor for help with problem resolution or decision making.

Cognitive Dissonance: An unpleasant feeling that occurs when we hold inconsistent or conflicting ideas simultaneously, e.g. "I like smoking cigarettes", and "but I want to live a long time and smoking damages my health". The theory suggests that holding two such opposing views leads to denying our true values or deciding on irrational behavior, such as deciding that "smoking is fine if I only smoke low-tar brands."

Commitment: A commitment is required from the client for the hard work and pain that can be involved in the working through of issues. Appointments need to be kept and time keeping is important. Therapists will also make a commitment to ensure and maintain their practices.

Comorbid or Co-Occurring: Two or more mental disorders are diagnosed simultaneously in the same client.

Confidentiality: All discussions that take place between a counsellor and a client are treated with respect and discretion. An agreement is usually made during the first session about confidentiality. If exceptional circumstances arise, where there is a need to involve someone else, your consent should be sought for a change in this agreement.

Consent: Permission that is freely given by the client to the counselor.

Counselor: A professional (or a student who is a counselor-in-training) engaged in a counseling practice or other counseling-related services. Counselors fulfill many roles and responsibilities such as counselor educators, researchers, supervisors, practitioners, and consultants.

Counselor Educator: A professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of counselors-in-training in graduate school programs in counseling and related fields.

Counselor Supervisor: A professional counselor who engages in a formal relationship with a practicing counselor or counselor-in-training for the purpose of overseeing that individual's counseling work or clinical skill development.

Couples Counseling: Conjoint (all members together at the same time) meetings and discussions oriented toward helping people better relate to and get along with each other as a unit or pair.

Culture: Membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles that are co-created with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors.

Disclosure: The telling of information by the client to the counselor. Under specific circumstances, a counselor may need to disclose information to another, but this would be discussed at the beginning of the sessions. In most situations, the permission of the client will be sought before this happens.

Diversity: The similarities and differences that occur within and across cultures, and the intersection of cultural and social identities.

Divorce Counseling: Counseling that relates to the divorce, either actual or pending, of two people and the effects on them and those around them, especially other family members and children.

Documents: Any written, digital, audio, visual, or artistic recording of the work within the counseling relationship between counselor and client.

Emotions: In psychology, emotions are seen in two ways. Some believe they are judgements on your environment and how it is meeting your desired goals. For example, if you want to be rich, and lose your job, your emotion of sadness in response to your goal being undermined. Others consider emotions as physiological perceptions and not judgements at all. They believe that the body reacts to the environment then emotions are merely responses to things like your heart beating, or your hormones fluctuating. Thus emotions are a response that can involve changes in behavior (how we act), subjective experience (how we feel) and physiology (how various systems in our bodies respond).

Ending: The *ending* refers to the final part of any course of counseling which can occur for many reasons. Usually, the specific problem that the client came to counseling for has been resolved. Whatever the reasons for finishing counseling, a proper ending is very important to bring the therapeutic relationship to a satisfactory close.

Ethics: A set of moral principles or rules of conduct for an individual or group. They determine choices made by the counselor. In therapeutic relationships, ethics underpin the nature and course of actions taken by the counselor. Ethics including ethical codes and principles aim to balance the power and ensure that the counselor operates for the good of the client and not for self.

Evaluation: The assessment of the therapy, carried out by the counselors. Some counselors ask for feedback from clients on how they have found the process.

Examinee: A recipient of any professional counseling service that includes educational, psychological, and career appraisal utilizing qualitative or quantitative techniques.

Forensic Evaluation: Any formal assessment conducted for court or other legal proceedings.

Group Counseling: Counseling conducted in a group setting, which can also be referred to as group therapy.

Interventions: The action of coming between persons and their problems to try and help the person face the reality of their problems, especially addictions; for example a family may all sit down and try to make a drug addict admit they have a problem and get them to agree to treatment.

Long-Term Counseling: Some forms of counseling do not have a specific end date. In these instances, a client would see their counselors until a conclusion is reached; no matter how long that takes.

Mental Health Counseling: A therapy or treatment that goes beyond treating dysfunction or pathology and deals more with the patient's self-awareness, personal growth, and wellness; a more global view of the patient's place in his world and the ways he reacts.

Mental Wellbeing: Mental wellbeing enables an individual to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community.

Mindfulness Counseling: A type of counseling that emphasizes awareness of the present moment and the feeling brought on by visualization of anxiety-producing situations without judging them good or bad.

Modality: This is another term used to describe the different theoretical approaches to therapy / types of therapy.

Multicultural/Diversity Competence: A capacity whereby counselors possess cultural and diversity

awareness and knowledge about self and others, and how this awareness and knowledge is applied effectively in practice with clients and client groups.

Multicultural/Diversity Counseling: Counseling that recognizes diversity and embraces approaches that support the worth, dignity, potential, and uniqueness of individuals within their historical, cultural, economic, political, and psychosocial contexts.

One to One Counseling: A session between one client and one counselor. This term implies that you are meeting face-to-face in direct therapeutic contact.

Online Counseling: The provision of contracted counseling over the Internet. Sessions are conducted via Skype or Face Time (or the equivalent video interaction programs); Voice over Internet Protocol (VoIP). This format of counseling can be beneficial for some clients, especially those who have difficulty in accessing traditional face-to-face services or who would prefer not to use them.

Personality Disorder: An unhealthy condition whereby portions of a person's psychological make up are at odds with others; where a person may work against his own best interests.

Play Therapy: Activities and discussions that use action-oriented and nonverbal play activities to bring forth and deal with psychological and emotional issues of the client.

Professional Conduct Procedures: Counselors adhere to an ethical framework. If a client has a problem with their counselors, they can use the Texas Counseling Association and/or Licensed Professional Counselor professional conduct procedures to bring a complaint against the counselor.

Psychiatry: A branch of medicine that treats disorders of the mind. A psychiatrist is medically trained (a fully qualified medical doctor) and can treat and prescribe medication for a range of mental health issues.

Psychology: The study of mind and behavior.

Psychopathology: The science and study of mental disorders, including all angles of research on why mental disorders happen such as psychological, genetic, social, and biological.

Records: The notes a counselor keeps as a record of the sessions. These are usually short factual records of the session that has just taken place and can be used as a memory aid for future sessions.

Referral: A potential client can be referred (sent) to a counselor by their doctor. Alternatively, people can refer themselves to counseling if they decide they want to see a private counselor or therapist.

Short-Term Counseling: Short term counseling is usually for a specific problem that may only take a few sessions to address. In a few situations one session may be sufficient.

Spirituality: The feelings, thoughts and beliefs about, or study of, gods or beings greater than human beings; a person's relationship with religious thought and ideas – especially the beliefs about death and the *after-death* experience.

Spiritual Counseling: Counseling that deals with a person's religious ideas and behaviors; can also be therapy done with a spiritual leader such as a pastor, priest or rabbi.

Student: An individual engaged in formal educational preparation as a counselor-in-training.

Supervisee: A professional counselor or counselor-in-training whose counseling work or clinical skill development is being overseen in a formal supervisory relationship by a qualified trained professional.

Supervision: Supervision is also known as consultative support and is a confidential process undertaken on a regular basis, which allows counselors to discuss their client work with someone else who is experienced in counseling.

Supervisor: Counselors who are trained to oversee the professional clinical work of counselors and

counselors-in-training.

Teaching: All activities engaged in as part of a formal educational program designed to lead to a graduate degree in counseling.

Theoretical Approach: Counselors and therapists work from a variety of theoretical approaches with their clients. These different types of therapy include Cognitive Behavioral Therapy (CBT), Psychodynamic, Person-Centered, Mindfulness-Based and Integrated Personal Approach (IPA).

Therapy: The act of being involved in counseling or therapy.

Time Limited: This refers to counseling that is designed to last for a specific length of time. This would be contracted for at the beginning of the sessions.

Training: The instruction and practice of skills related to the counseling profession. Training contributes to the ongoing proficiency of students and professional counselors.

Trauma: A physical wound or shock to the body produced by sudden physical injury, such as violence or a car wreck; also, an experience that causes significant psychological pain or suffering.

Trauma Therapy: Counseling that aims to help a person deal with a sudden physical or emotional shock or wound that causes significant pain or suffering.

APPENDIX A

Code of Ethics

https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

As Approved by the Governing Council of the
American Counseling Association

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