



COUN 6386 (M.A. & M.Ed. Tracks): Internship I & II Spring, 2018

COUN 6386 is a required course for M.A. in Clinical Mental Health Counseling, M.A. in Marriage, Couples, and Family Counseling, and M.Ed. in School Counseling, and meets the academic requirements for the Professional Counselor (LPC) in the State of Texas.

College of Education, Department of Counselor Education

Instructor: Gary K. Hood Ph.D., LPC
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Office hours: Before and after class and by appointment

Class Format: Face-to-Face

Class Day and Time: 5:30PM-8:20PM on the following evenings:

1/23/18
2/6/18
2/20/18
3/6/18
3/27/18
4/10/18
4/24/18
5/1/18

Location of Class: Woodlands Center, Room 348

Course Description: The course provides supervised experiences in a counseling setting. Study is made of the duties and responsibilities of the counselor at work. Two semesters of this course meets the 160-hour practicum required by TEA for students seeking school counselor certification. Prerequisite: COUN 6376 and subject to individual placement (3 credit hours).

Required Textbooks: No textbook is required for this this class.

Recommended Text:

Baird, B. N. (2005). The internship, practicum, and field placement handbook. Upper Saddle River, NJ: Pearson Education.

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders, fourth edition, text revision (DSM-IV-TR). Arlington, VA: American Psychiatric Association.

AND/OR

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author.

IDEA Objectives:

Essential:

- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IMPORTANT: COMPREHENSIVE EXAM INFORMATION

Students must take the Comprehensive Examination during their first semester of Internship. If they do not pass the examination, they may re-take it during their second semester of Internship. Students who choose to wait to take their Comprehensive Examination during their last semester may run the risk of staying an extra semester and delaying their graduation.

Course Objectives:

This course is primarily an experiential course in which students are expected to complete a minimum of **300 hours** of counseling experience in an appropriate work setting, of which **120 hours will be direct contact with clients/students**. Class will be devoted to group supervision, which may include case presentations, listening to/viewing recordings, consultation, feedback, discussions of counseling issues, or mini-lectures. The instructor will make **at least one on-site visit to your field placement/school during the semester**. For School Counseling student interns, two site visits will be required during your first semester of internship.

In addition, your internship site supervisor is invited and recommended to attend a Supervisor Workshop. This workshop will provide an orientation to the expectations of the supervisors and will give them an opportunity to meet your professors. Please encourage your supervisors to attend. Details will be forthcoming.

COUN 6386 will follow the 2009 CACREP Standards related to Internship as follows:

CACREP 2009 Standards

Core Standards

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	
Completion of supervised internship in the student's designated program area of 600 clock hours, with at least 240 clock hours of direct service, including experience leading groups (the 240 direct hours is spread across two consecutive semesters)	Engage in direct counseling experience with individuals, couples, children, families, and groups at an approved internship	Log of completed direct contact hours approved and signed by the internship student, site supervisor, and faculty instructor	III.G III.G.1
Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, performed by	Participate in one hour of individual/triadic supervision each week with an approved site supervisor throughout the internship	Supervision log of completed supervision hours approved and signed by the student and site supervisor	III. G.2

the onsite supervisor			
An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a faculty member	Attend all scheduled COUN 6386 class meetings	Attendance log maintained by faculty supervisor	III.G.3
The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g. record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings)	Engage in indirect counseling experiences associated with internship site protocol	Log of completed indirect contact hours approved and signed by the internship student, site supervisor, and faculty instructor	III.G.4
The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her clients	Presentation of video/audio recording to internship class and/or evaluation of live supervision form by site supervisor and/or internship faculty supervisor	Live supervision evaluation form and/or log of video/audio recording presented during internship class meetings	III.G.5
Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor	Evaluation by site supervisor on the student; Observation by faculty supervisor during site visit	Midterm and final evaluations by site supervisor; Feedback from site visit faculty internship supervisor	III.G.6

CMHC Specialty Standards

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment

Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling	Students will write an advocacy letter that focuses on currently public policy and government relations to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	Advocacy Letter	CMHC E4
Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services	Students will write an advocacy letter that incorporates knowledge of public policy at local, state, and national levels and addresses quality and accessibility of mental health services.	Advocacy Letter	CMHC E6
Maintain information regarding community resources to make appropriate referrals	As part of case presentation assignment, students will provide three potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation	Case Study Presentation	CMHC F.1
Advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients	As part of the case presentation, students will select one of their current clients at their internship site and draft a mock letter to a real referral source that will advocate for services (counseling, community, family, addiction, social, etc.) that will benefit the selected client. <i>The letter will be used as a course assignment only and will deidentify</i>	Advocacy Letter	CMHC F.2

	<p><i>information about the client to avoid breaches of confidentiality.</i></p> <p>The letter should be 1-2 pages in length and include a statement of the client's presenting problem, how current services are insufficient to meet the needs of the client, what services the client believes are needed for the client, and how the intern believes that services provided by the addressee of the letter will benefit the client.</p>		
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School Counseling Specialty Standards

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment
Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development (b) health and wellness (c) language (d) ability level (e) multicultural issues (f) factors of resiliency on student learning and development	Students will develop and present and case conceptualization that includes intervention and prevention plans related to: (a) atypical growth and development (b) health and wellness (c) language (d) ability level (e) multicultural issues (f) factors of resiliency on student learning and development	Case Study Presentation	SC D.3.
Advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	<p>As part of the case presentation, students will select one of their current clients at their internship site and draft a mock letter to a real referral source that will advocate for services (counseling, community, family, addiction, social, etc.) that will benefit the selected client.</p> <p><i>The letter will be used as a course assignment only and will deidentify</i></p>	Advocacy Letter	SC F.2

	<p><i>information about the client to avoid breaches of confidentiality.</i></p> <p>The letter should be 1-2 pages in length and include a statement of the client's presenting problem, how current services are insufficient to meet the needs of the client, what services the client believes are needed for the client, and how the intern believes that services provided by the addressee of the letter will benefit the client.</p>		
Engages parents, guardians, and families to promote the academic , career, and personal/social development of students	Final Reflection Paper: will discuss experiences related to engaging parents, guardians, and families to promote the academic , career, and personal/social development of students	Final Reflection Paper	SC F.2.
Makes appropriate referrals to school and/or community resources	As part of case presentation assignment, students will provide three potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation	Case Study Presentation	SC H.4.
Assesses barriers that impede students' academic, career, and personal/social development	As part of case presentation, students will describe and assess potential barriers that impede students' academic, career, and personal/social development	Case Study Presentation	SC H.5

Conducts programs designed to enhance student academic development	Final Reflection Paper: will discuss experiences related to conducting programs designed to enhance student academic development	Final Reflection Paper	SC L.1.
Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities	Final Reflection Paper: will discuss experiences related to implementing strategies and activities to prepare students for a full range of postsecondary options and opportunities	Final Reflection Paper	SC L.2.
Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school	Final Reflection Paper: will discuss experiences related to working with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school	Final Reflection Paper	SC N.1
Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Final Reflection Paper: will discuss experiences related to consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Final Reflection Paper	SC N.3.
Uses referral procedures with helping agents in the community (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families	As part of case presentation assignment, students will provide three potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation	Case Study Presentation	SC N.5.

Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Final Reflection Paper: will discuss experiences related to participating in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Final Reflection Paper	SC P.1.
Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g. parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)	Final Reflection Paper: will discuss experiences related to planning and presenting school-counseling-related educational programs for use with parents and teachers (e.g. parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)	Final Reflection Paper	SC P.2.

2016 Marriage, Couple, and Family Counseling Specialty Standards

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment
Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	As part of the case presentation assignment, students will provide a rationale for a systemic model of assessment, evaluation, case management for working with individuals, couples, and families	Case Study Presentation	MCFC 5.F.3.a.
Fostering family wellness	Students will develop and present a case conceptualization that includes intervention plans related to prevention, health, and wellness of couples and families	Case Study Presentation	MCFC 5.F.3.b.
Techniques and interventions of marriage, couple, and family counseling	As part of the case presentation assignment, students will provide a description of systemic techniques and interventions related to two approaches to marriage, couple, or family counseling	Case Study Presentation	MCFC 5.F.3.c.
Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	As part of case presentation assignment, students will provide descriptions of the systemic conceptualization and implementation of treatment, planning, and intervention strategies in marriage, couple, and family counseling	Case Study Presentation	MCFC 5.F.3.d

Strategies for interfacing with legal system relevant to marriage, couple, and family counseling	Students will reflect on ways they might interface (or did interface) with the legal system related to legal, professional, and/or business aspects relevant to marriage, couple, and family counseling	Final Reflection Paper	MCFC 5.F.3.e.
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MCFC Specialty area KPI:

The MCFC student has the ability to distinguish between the major models and theories of MCFC and can identify 5 common dynamics of distressed couples and families, which occur over the lifespan. The student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Additionally, the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques. The student has the ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, identifies and addresses MCFC ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. The MCFC student knows MCFC professional organizations. The student can articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC.

2009 CACREP Standards: Section III Professional Practice:

Supervisor Qualifications and Support

C. Site supervisors must have the following qualifications:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

Internship

G. The program requires completion of a supervised internship of 600 hours over two semesters in the student's designated program area, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member (this requirement is met by our class meetings).
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients/students.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Given the aforementioned standards supervisors must sign a weekly log documenting supervision sessions.

Course Requirements:

1. Each student will be required to engage in a minimum of 300 hours of internship experiences including a minimum of 120 direct hours. A minimum of 15 hours of individual supervision must be completed and signed for on the *Supervision Log* form.
2. Selected student/client sessions are to be audio- or video-recorded for critique and supervision purposes.
3. Prompt, regular attendance is expected for class, sessions with clients/students, and supervision.
4. Whether a member of ACA or not, the counselor intern must adhere at all times to the ethical standards of the American Counseling Association.
5. Each counselor intern is responsible for following the site's requirements for documentation, office and program procedures, and/or school guidelines and policies.
6. Students need to present to the instructor a copy of the appropriate professional disclosure, used at the internship site, by the second class meeting.
7. Students meet all specialty standards (CMHC, SC, MCFC) and program specific requirements. For example, MCFC interns must acquire a minimum of 30 hours direct contact with couples or families. MCFC students are also advised to complete 75 direct contact hours with couples or families over the span of COUN 6376, COUN 6386 I, and COUN 6386 II.

Course Outline

Assignments

Students are required to 1) complete all assignments and 2) demonstrate proficiency in the objectives.

1. **Professional Disclosure Statement.** Before you begin seeing clients, develop a Professional Disclosure Statement that is in line with the site and is approved by the University instructor. You will use this Disclosure Statement with all clients that you see at your site. You may use your Disclosure Statement from 6376 as a template. The Disclosure Statement shall contain the following information.
 - a. Name, title, address, and phone number
 - b. A listing of degrees, credentials, and licenses, including a clear statement that you are a student intern enrolled in COUN 6386: Internship
 - c. A statement of areas of competence
 - d. A general statement of counseling philosophy and a general proposed course of treatment
 - e. Confidentiality
 - f. Supervision
 - g. Fees and insurance
 - h. Appointments; and
 - i. Dissatisfaction/complaints

Students may use their own creativity and academic license to formulate a Disclosure Statement that changes the order or integrates the categories. The only requirement is that all of the above information be included in their statement

2. **Logs of all activities** will be maintained throughout the semester. The student should have three copies of the *Documentation of Practicum Experience* – one for the student, one for the field supervisor, and one for the university supervisor. By the end of the semester, students must have the minimum hours at a ratio of 120 direct/300 total.
3. **Evaluations by clinical supervisors** at your site(s) (midterm and final) will be completed by the clinical supervisor and turned in by the student. Your supervisor should review your evaluation with you. The midterm evaluation consists of two parts (included in this syllabus) including a form to note strengths and weaknesses and a Likert scale form. The final evaluation consists of only the Likert scale form. It is expected that growth will occur from the midterm to the final. Site supervisors should be requesting recordings of field students in addition to observing students directly in sessions. **Students cannot pass the course if any score on the site supervisor's final Likert scaled evaluation form is lower than a (3)**
4. **Site visit by the university professor** will be made at least one time. It is the student's responsibility to set up the site visit for the professor of the course. The site visit needs to include a meeting between the instructor, student and clinical supervisor at the internship site. Site visits will need to be scheduled for one hour in duration

5. **Students are required to submit a minimum of two session recordings to the instructor of the course.** You are required to review the recording and submit a typed session critique that contains the following elements. The recording should not be of an initial session or intake session with a client. Include an APA 6 formatted cover page when submitting this assignment.
 - a. Part I: Basic Information
 - i. Client initials
 - ii. Client's presenting concern when initiating counseling
 - iii. Summary of treatment plan, including goals for counseling
 - iv. Number of sessions client has attended with you/attended at facility
 - v. Progress made towards meeting counseling goals to this point, including evidence for noted progress (e.g. client report, assessments, parent or caregiver report, your own observation, etc.). If no progress has been made, explain lack of progress.
 - vi. Client's presenting concern for this session
 - vii. Your theoretical orientation
 - b. Part II: Session Critique. Select a 10-minute portion of the recording you want me to review. For this 10-minute segment, provide a critique that addresses the following points:
 - i. Client's presenting concern this session
 - ii. Relevance of presenting concern this session to overall treatment plan and counseling goals
 - iii. Summary of what transpired during 10-minute segment, including how this segment ties in with overall treatment plan and goals for counseling, as well as your goals during this 10-minute segment (e.g. what were you trying to accomplish as it relates to the client's overall treatment plan?)
 - iv. Self-Critique of your use of basic counseling skills in this 10-minute segment (include examples)
 - v. Self-Critique of your use of your guiding theory in this 10-minute segment (include examples)
 - vi. How would you improve your performance as a counselor during this 10-minute segment? Why?
 - vii. What skills did you demonstrate that you want to retain in your future sessions? Why?
6. **Students will present to the class a written case study** that will also include a 3-generation genogram, to illustrate or clarify client dynamics or other information presented. Other materials, such as, such as session recordings, activities used with the client counseled, etc. may be used in the presentation so long as confidentiality of the client is not violated. **Please have a paper copy of the genogram and treatment plan for the professor and class members.** This presentation should last approximately 30 minutes. *See instructions in this syllabus.*
7. **Students are required to create and turn in an Advocacy Letter**
 - a. As part of the case presentation, students will draft a mock letter to a real referral source or community resource that will advocate for services that will benefit the selected client (counseling, community, family, addiction, social, etc.). The letter should be 1-2 pages in length and include a statement of the client's presenting problem, how current services are insufficient to meet the needs of the client, what services the intern believes are needed for



the client, and how the intern believes that services provided by the addressee of the letter will benefit the client. ***The letter will be used as a course assignment only and students should de-identify information about the client to avoid breaches of confidentiality.***

OR

- b. Write a letter on behalf of the counseling profession to an elected representative, board member, or other institution/individual with power to influence the counseling profession that advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients (CMHC; MCFC) or advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students (SC).

8. **A paper summarizing the field practicum experiences** will be submitted before the last class meeting (*see next page for School Counseling and MCFC additional requirements*)

Below are some questions to consider when completing your paper:

- a. What were your expectations at the beginning of your internship?
- b. What were your goals at the beginning of your internship?
- c. In what ways did your site meet and not meet your expectations?
- d. What progress did you make towards reaching your goals?
- e. In what ways did your goals change?
- f. What were the most important things you learned in internship this semester?
- g. What are some areas where you still want to grow?
- h. How have you changed as a counselor and as a person as a result of your internship experience?

You don't have to follow this format linearly, and if there's some overlap, you can organize your reflection in a way that works for you. Approximately 3-5 pages in a good length, but you can go over if you need to do so. Please follow APA 6 guidelines for grammar and structure, including a cover page.

- a. **SCHOOL COUNSELING (M.Ed.) STUDENTS MUST INCLUDE THE FOLLOWING ELEMENTS IN THEIR FINAL REFLECTION PAPER:**
 - i. Experiences related to engaging parents, guardians, and families to promote the academic, career, and personal/social development of students (SC F.2.)
 - ii. Experiences related to conducting programs designed to enhance student academic development (SC L.1.)
 - iii. Experiences related to implementing strategies and activities to prepare students for a full range of postsecondary options and opportunities (SC L.2.)
 - iv. Experiences related to working with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (SC N.1)
 - v. Experiences related to consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development (SC N.3.)
 - vi. Experiences related to participating in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (SC P.1.)
 - vii. Experiences related to planning and presenting school-counseling-related educational programs for use with parents and teachers (e.g. parent education programs,



materials used in classroom guidance and advisor/advisee programs for teachers)
(SC P.2.)

b. **MCFC STUDENTS MUST INCLUDE THE FOLLOWING ELEMENTS IN THEIR FINAL REFLECTION PAPER:**

- i. Strategies for interfacing with legal system relevant to marriage, couple, and family counseling (MCFC 5.F.3.e.). Students will reflect on ways they might interface (or did interface) with the legal system related to legal, professional, and/or business aspects relevant to marriage, couple, and family counseling.

9. **Students are expected to be professional, participate in the class discussions, and provide feedback to their peers during case presentations.**

Professionalism Policy: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Please dress professionally in accordance with your internship site.

Tardiness, failure to have recordings, weekly logs, weekly readings or other required paperwork will be reflected in the professionalism/class participation grade. Drinks are allowed, but no food in class is allowed. Areas for eating are provided in the building. Please take scheduled breaks with the class unless there is an emergency.

Rubric for Student Intern Professionalism:

- 1) On time for class
- 2) Turns in weekly logs each class meeting
- 3) Turns in final paperwork on last night of class
- 4) Turns in evaluation forms on due dates
- 5) Turns in reading assignments on time
- 6) Turns in final reflection paper on time
- 7) Turns in final evaluation of the site and supervisor
- 8) Exhibits professional conduct in class (attentive and participates in discussion, is appropriate during class discussions, participates in class discussions, refrains from using cell phone or eating in class, waits for scheduled breaks).

Course/Instructor Requirements:

1. **Weekly Reading Reflections.** You will turn in ten (10) ½ page - 1 page reflections based upon what you read. Include in your reflection something *specific* with page number that you found interesting, and explain why you found it interesting. Your explanation might come from personal experience, client experience, or academic experience (i.e. something you read does not match what you learned). You do not need a cover page. The title of your paper should be the reading assignment for that class. **Reading assignments will be arranged with the instructor.**

Grades

Students must turn in all logs and evaluations; meet expectations for the recordings, case study, advocacy letter, and final paper; gain satisfactory evaluations by site supervisor; meet expectations for session recordings; and demonstrate high levels of professionalism to receive a grade of A or B.

Professional Disclosure Statement	Complete/Incomplete
Recording One	100 points
Recording Two	100 points
Readings	100 points total (10 points each)
Case Study	100 points
Advocacy Letter	50 points
Final Reflection Paper	50 points
Professionalism	50 points
TOTAL:	550 POINTS

*Current Weekly Logs must be turned to the instructor at the beginning of each class meeting. Failure to turn in Weekly Logs will result in a reduction of 10 professionalism points for each week that logs are not turned and complete (including all strikethroughs initialed and dated by supervisor if needed and no Whiteout) and with signatures.

*All final paperwork (Final Evaluation, final Weekly Logs, End of Term Activity Summary, Site Evaluation by Internship Counseling Student, Supervision Evaluation by Internship Counseling Student, Supervisor's Evaluation of SHSU Counseling Master's Program; COUN 6386 Supervision Log, Documentation of Practicum Experience Form) must be turned in to the instructor and complete and with all signatures by 5:00pm on the final Friday of the semester. Failure to do so will result in you receiving an automatic F for the semester. You must turn in this paper work to the Counselor Education Center. You are responsible for making arrangements to turn in final paperwork by the deadline. All final paperwork must be turned in at once and not over time.

Late assignment policy: All assignments must be turned in "complete". For late assignments, extra time may be "purchased" at the rate of 5 percent off the total assignment grade, per day, after 6:00 P.M. on the day the assignment is due, and bought at an additional 5 % daily up to 6 days. If the instructor notices something is missing and an assignment is deemed incomplete, grade deductions are retroactive to the original due date. If late more than 6 days, the assignment score will be 0. Any missing assignments must be completed, even if not turned in until after a 6 day delay. If, at the end of the semester, one or more assignments have not been turned in "complete", or requirements have not been met, the student will be assigned the letter grade of F for the class.



Schedule

Class 1	Orientation to the Class/Paperwork & Discussion of Sites
Class 2	Weekly Logs
Class 3	Weekly Logs; Weekly Reading Reflection
Class 4	Weekly Logs; Weekly Reading Reflection; Recording One; Mid-Term Evaluation;
Class 5	Weekly Logs; Weekly Reading Reflection
Class 6	Weekly Logs; Weekly Reading Reflection; Recording Two
Class 7	Weekly Logs; Weekly Reading Reflection
Class 8	Weekly Logs; Advocacy Letter; All Logs, Final Evaluation, End of Semester Paperwork, and Final Reflection Paper



Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Use of technology is not allowed unless it is being used to contribute to academic learning as it relates to the objectives of this course.
 - Technology during exams: There are no exams for this course.
 - Technology in emergencies: Students may receive phone calls and text messages in cases of emergency. It is expected that emergency phone calls and text messages be conducted in a manner that is not disruptive to the objectives of the class. Should students anticipate an emergency situation during scheduled class time, it is expected that they notify the instructor in advance, such as at the beginning of class or during a scheduled break.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

- 1) Students are permitted to miss one class (3 hours during fall and spring) with no penalty, but a call to the professor of the class is expected beforehand.
- 2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- 3) A drop of a letter grade will occur for each subsequent absence.
- 4) Repeated lateness will count towards an absence.

****For this class, any missed class must be made up by the student. Each class counts as group supervision and cannot be made up except by attending other group supervision meetings. If a student must be absent, she or he is required to make up the missed group supervision and is responsible for contacting the instructor with the reason for the absence.***



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Case Presentation Outline

Address each item below that is pertinent to your case. It is expected that some items may not be relevant to your client/student. Use a fictitious name or initials only.

1. **Identifying Data:** Client name, age, race or ethnicity, marital status, occupation, grade in school, members of household.
2. **Initial Presenting Concern:** Brief statement of the problem that led to client initially seeking counseling services
3. **Current Difficulties:** History of problem, precipitating events, symptoms, previous occurrences of problem, previous method of resolution, effects of problem on client's life. (This section should be extensive and detailed.)
 - a. **School Counselors:** What barriers impede student's academic, career, and personal/social development? (SC H.5)
4. **Physical Health History:** Significant health history, illnesses, injuries, current medications.
5. **Psychological Health History:** Previous treatment, duration, compliance, past and current psychotropic medication, past or current suicidal ideation/attempts.
6. **Educational History:** Where is client in school or what level of educational achievement did client achieve, significant school experiences, level of client's satisfaction with school achievement.
7. **Occupational History:** Client's work history, reasons for job changes, level of satisfaction with employment.
8. **Testing:** Summary of any psychological or educational assessments.
9. **Family and Home Background:** Construct appropriate multigenerational genogram. Describe in narrative form client's perspectives of the family and critical family incidents.
10. **DSM 5 Diagnosis** (Include this even if not required at your site. If your site still uses the DSM-IV TR or instead used ICD 10, include this information as well) (CMHC.L.1)
11. **Strengths and Resources:** Include the positive things going for the client or student that will help for addressing the problems and needs (personal, familial, intellectual, financial, social, spiritual, physical, medical, or affective supports)
12. **Theoretical Conceptualization and Treatment Plan**
 - a. **CMHC/MCFC** (CMHC L.2; MCFC 5.f.3.a-d)
 - i. **Theoretical Orientation** used in working with the client. Also discuss whether your theoretical orientation matches the expectations of your internship site. If there are differences, how you reconcile these differences.
 - ii. **Theoretical Conceptualization of Client** – including your theoretical conceptualization of how the client developed the presenting concern(s), how the client is dealing with the presenting concern(s), and barriers to the clients addressing these concerns independently.
 - iii. **Treatment Plan & Goals for Counseling using your Theoretical Conceptualization** – including theoretically consistent goals for counseling, as well as how your theory helps explain and justify the counseling goals you have established for the client. Use the treatment plan format you learned in Effective Human Behavior when presenting your

treatment plan to the class. *Please provide a hard copy of your treatment plan to each student in class.*

- iv. **Evidence that demonstrates progress towards client's goals**
- v. **Counseling techniques and/or strategies used to help client progress towards meeting objectives and goals** that are internally consistent with your guiding theory.
- vi. **MCFC students should use the rubric for case conceptualization and presentation that addresses the MCFC Specialty KPI listed on p. 9:**
 Ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, addressing ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention.
 Capacity to conceptualize and create a treatment plan that integrates knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Vertical stressors include family histories and multi-generation stressors, etc.; and horizontal stressors include medical issues, addictions, abuse, and other special issues. Additionally, the MCFC can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques in each case study.

Evidence	Novice	Competent	Proficient
Create a hypothesis that is consistent with the systems theory or approach chosen. The hypothesis synthesizes the conceptualization of the case in one paragraph.			
Treatment plan is systemic and addresses impact of larger systems			
Treatment plan is systemic and addresses vertical stressors from family history and multi-generational issues			
Treatment plan is systemic and addresses horizontal stressors such as addictions and abuse			
Treatment plan is systemic and addresses horizontal stressors such as medical issues, accidents, and other unpredictable events			
Describe the approach-related formal and informal			

assessments.			
Describe the differential and DSM/ICD diagnostics			
Describe the approach-related intervention techniques			
Describes the use of three case management skills that follow the internship site protocols AND are systemic.			
Illustrates how two ethical dilemmas were identified, discussed, and resolved with the help of the supervisor.			
Articulates the application of a wellness focus through specific treatment plan statements and specific interventions.			

Rubric for essay/paper: Completed during MCFC Assessment III in 6386 II

Articulates a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. (essay/paper)

Evidence	Novice	Competent	Proficient
Articulates a plan for employment, including the plans for implementation for each employment goal. Minimum three paragraphs.			
Writes about the plan for licensure and/or certification in a minimum of one paragraph.			
Describes the preferred model of ethical decision making, with reference(es). Minimum two paragraphs.			
Develops a one year, five year, and ten year plan for professional involvement as a MCFC. Minimum one paragraph.			

b. School Counseling (SC D.3)

- i. Design and implement prevention and intervention plan related to the effects of:



1. atypical growth and development
2. health and wellness
3. language
4. ability level
5. multicultural issues
6. factors of resiliency on student learning and development

13. Referrals: As part of case presentation assignment, students will provide **three** potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation (CMHC F.1; SC H.4; SC N.5)



COUN 6386 **Clinical Mental Health Counseling**/MCFC Internship

WEEKLY LOG (To be completed each week by supervisor and supervisee)

Student: _____

Supervisor: _____

Setting/location: _____

Dates of Service: _____ to _____

<u>Direct Hours Activity*</u>	<u>Weekly Hours*</u>	<u>Cumulative*</u>
Individual	_____	_____
Play Therapy	_____	_____
Group	_____	_____
Couple	_____	_____
Family	_____	_____
Intake	_____	_____
Consultant Role (Giving Consultation)	_____	_____
Workshop Given	_____	_____
Test Administration and Interpretation	_____	_____
Other Direct Experience**	_____	_____

Total Direct Hours

<u>Indirect Hours Activity*</u>	<u>Weekly Hours*</u>	<u>Cumulative*</u>
Individual Supervision	_____	_____
Group Supervision (SHSU Class)	_____	_____
Receiving Consultation from Other Professionals	_____	_____
+ Other Training Experiences	_____	_____
Preparation (Paperwork, reading, report writing, etc.)	_____	_____

Total Indirect Hours

Total Hours of Direct and Indirect

Signature of Clinical Supervisor

Date

Signature of Intern

Date

*You may only count hours once – NO DOUBLE-DIPPING OF HOURS IS ALLOWED!!

** Approval of Professor Required

+ Clinical staff meetings, test scoring, workshops, conferences, etc.



COUN 6386 **Clinical Mental Health Counseling**/MCFC Internship

END OF TERM ACTIVITY SUMMARY (To be completed at the end of each semester)

Student: _____

Supervisor: _____

Setting/location: _____

Dates of Service: _____ **to** _____

Direct Counseling Activity*

Number of Hours*

Individual	_____
Play Therapy	_____
Group	_____
Couple	_____
Family	_____
Intake	_____
Consultant Role (Giving Consultation)	_____
Workshop Given	_____
Test Administration and Interpretation	_____
Other Direct Experience**	_____

Total Direct Hours

Indirect Counseling Activity*

Number of Hours*

Individual Supervision	_____
Group Supervision (SHSU Class)	_____
Receiving Consultation from Other Professionals	_____
+ Other Training Experiences	_____
Preparation (Paperwork, reading, report writing, etc.)	_____

Total Indirect Hours

Total Hours of Direct and Indirect

Signature of Clinical Supervisor

Date

Signature of Intern

Date

*You may only count hours once – NO DOUBLE-DIPPING OF HOURS IS ALLOWED!!

** Approval of Professor Required



+ Clinical staff meetings, test scoring, workshops, conferences, etc.

COUN 6386 **School Counseling** Internship (TEA Practicum)

WEEKLY LOG (To be completed each week)

Student: _____

Supervisor: _____

Setting/location: _____

Dates of Service: _____ to _____

<u>Direct Counseling Activity*</u>	<u>Number of Hours*</u>	<u>Cumulative*</u>
Individual	_____	_____
Play Therapy	_____	_____
Group	_____	_____
Classroom Guidance	_____	_____
Parenting groups or conference	_____	_____
Career Planning	_____	_____
Consultant Role (Giving Consultation)	_____	_____
Workshop Conducted	_____	_____
Test Administration and Interpretation	_____	_____
Other Direct Experience**	_____	_____

Total Direct Hours

<u>Indirect Counseling Activity*</u>	<u>Number of Hours*</u>	<u>Cumulative*</u>
Individual Supervision	_____	_____
Group Supervision (SHSU Class)	_____	_____
Receiving Consultation from Other Professionals	_____	_____
Program development & program evaluation	_____	_____
Preparation (Paperwork, reading, report writing, etc.)	_____	_____
+ Other Training Experiences	_____	_____

Total Indirect Hours

Total Hours of Direct and Indirect

Signature of Supervisor

Date

Signature of Intern

Date

*You may only count hours once – NO DOUBLE-DIPPING OF HOURS IS ALLOWED!!

** Approval of Professor Required



+ Clinical staff meetings, test scoring, workshops, conferences, etc.

COUN 6386 **School Counseling** Internship (TEA Practicum)

END OF TERM ACTIVITY SUMMARY (To be completed at the end of each semester)

Student: _____

Supervisor: _____

Setting/location: _____

Dates of Service: _____ **to** _____

Direct Counseling Activity*

Number of Hours*

Individual	_____
Play Therapy	_____
Group	_____
Classroom Guidance	_____
Parenting groups or conference	_____
Career Planning	_____
Consultant Role (Giving Consultation)	_____
Workshop Conducted	_____
Test Administration and Interpretation	_____
Other Direct Experience**	_____

Total Direct Hours

Indirect Counseling Activity*

Number of Hours*

Individual Supervision	_____
Group Supervision (SHSU Class)	_____
Receiving Consultation from Other Professionals	_____
Program development & program evaluation	_____
Preparation (Paperwork, reading, report writing, etc.)	_____
+ Other Training Experiences	_____

Total Indirect Hours

Total Hours of Direct and Indirect

Signature of Supervisor

Date

Signature of Intern

Date

*You may only count hours once – NO DOUBLE-DIPPING OF HOURS IS ALLOWED!!

** Approval of Professor Required

+ Clinical staff meetings, test scoring, workshops, conferences, etc.



INTERNSHIP - MID-TERM EVALUATION (for CMHC, MCFC, and School students)

STUDENT_____ **DATE**_____

IDENTIFIED STRENGTHS OF THE INTERN:

- 1.
- 2.
- 3.

IDENTIFIED AREAS FOR GROWTH OF THE INTERN:

- 1.
- 2.
- 3.

PLAN FOR CREATING NEW PROFESSIONAL ACTIVITIES FOR THE REMAINDER OF THE SEMESTER:

PLAN FOR REMEDIATION FOR AREAS FOR GROWTH:

CHANGES PLANNED IN SUPERVISION (IF ANY):

Signature of Intern

Date

Signature of Clinical Supervisor

Date



Counseling Internship (CMHC/MCFC)

Mid Term/Final (Circle One) Evaluation Form

Counseling Student: _____

Supervisor: _____

Site Name: _____

The Off-campus Supervisor is requested to complete this form and confer with the counseling student midterm and at the end of the term. The form should be sent to the University Supervisor via mail or the counseling student.

Circle the number which best describes student performance in each category. If a category is not applicable, indicate so by placing "n/a" immediately next to the category number.

General Supervision Issues	<u>Requires Assistance</u>	<u>Appropriate Acceptable Performance</u>	<u>Exceptional Performance</u>
1. Demonstrate time, energy, and personal commitment in becoming an exemplary counselor	1 2	3 4	5 6
2. Accepts and uses constructive criticism to enhance self-development and counseling skills	1 2	3 4	5 6
3. Engages in open, comfortable, and clear communication with peers and supervisor	1 2	3 4	5 6
4. Recognizes own competencies and skills and share these with peers and supervisor	1 2	3 4	5 6
5. Recognizes own deficiencies and actively works to overcome them with peers and supervisor	1 2	3 4	5 6

6. Completes care reports and records clearly, punctually, and conscientiously	1	2	3	4	5	6
--	---	---	---	---	---	---

Counseling Process

7. Researches the referral prior to the first interview	1	2	3	4	5	6
---	---	---	---	---	---	---

8. Keeps appointments on time	1	2	3	4	5	6
-------------------------------	---	---	---	---	---	---

9. Begins the interview smoothly	1	2	3	4	5	6
----------------------------------	---	---	---	---	---	---

10. Explains the nature and objectives of counseling when appropriate	1	2	3	4	5	6
---	---	---	---	---	---	---

11. Is relaxed and comfortable in the interviews process	1	2	3	4	5	6
--	---	---	---	---	---	---

12. Communicates interest in and acceptance of the client	1	2	3	4	5	6
---	---	---	---	---	---	---

13. Facilitates client expression of concerns and feelings	1	2	3	4	5	6
--	---	---	---	---	---	---

14. Focuses on the content of the client's problem	1	2	3	4	5	6
--	---	---	---	---	---	---

15. Recognizes and resists manipulation by the client	1	2	3	4	5	6
---	---	---	---	---	---	---

16. Recognizes and addresses positive affect of the client	1	2	3	4	5	6
--	---	---	---	---	---	---

17. Recognizes and addresses negative affect of the client	1	2	3	4	5	6
--	---	---	---	---	---	---

18. Is spontaneous in the interview	1	2	3	4	5	6
-------------------------------------	---	---	---	---	---	---

19. Uses silence effectively	1	2	3	4	5	6
------------------------------	---	---	---	---	---	---

20. Is aware of own feelings in the counseling session	1	2	3	4	5	6
--	---	---	---	---	---	---

21. Communicates own feelings to the client when appropriate	1	2	3	4	5	6
--	---	---	---	---	---	---

22. Recognizes and skillfully interprets the client's covert messages	1	2	3	4	5	6
23. Facilitates realistic goal/setting with the client	1	2	3	4	5	6
24. Encourages appropriate action-step planning with the client.	1	2	3	4	5	6
25. Employs judgment in the timing and use of different techniques	1	2	3	4	5	6
26. Completes scheduled evaluation of goals, action-steps, and related reports during counseling	1	2	3	4	5	6
27. Utilizes appropriate assessment/diagnostic techniques when appropriate (may include DSM IV)	1	2	3	4	5	6
28. Administers and interprets tests appropriately	1	2	3	4	5	6
29. Closes the interview smoothly	1	2	3	4	5	6
Conceptualization Process						
30. Focuses on specific behaviors and their consequences	1	2	3	4	5	6
31. Recognizes and pursues incongruencies/inconsistent information	1	2	3	4	5	6
32. Uses relevant case data in planning both immediate and long-range goals	1	2	3	4	5	6
33. Uses relevant case data in considering various strategies and implications	1	2	3	4	5	6

34. Bases decisions on a theoretically sound and consistent rationale regarding human behavior	1	2	3	4	5	6
35. Is perceptive in evaluating the effects of own counseling behaviors	1	2	3	4	5	6
36. Demonstrates ethical behavior in counseling activity and case management	1	2	3	4	5	6

Additional Comments:

Clinical Supervisor

Date



My signature indicates that I have read the above report and have discussed the content with my supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Counseling Student

Date

(Adapted from: Boylan, Malley, & Scott: 1988)

Sam HoustonTM STATE UNIVERSITY

Counseling Internship (School)

Midterm/Final (Circle One)
Evaluation Form

Counseling Student: _____

Supervisor: _____

School Name: _____

The Off-campus Supervisor is requested to complete this form and confer with the counseling student midterm and at the end of the term. The form should be sent to the University Supervisor via mail or the counseling student.

Circle the number which best describes student performance in each category. If a category is not applicable, indicate so by placing "n/a" immediately next to the category number.

	<u>Requires Assistance</u>		<u>Appropriate Acceptable Performance</u>		<u>Exceptional Performance</u>	
School Counseling						
<i>Foundation:</i>						
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling	1	2	3	4	5	6
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	1	2	3	4	5	6
<i>Counseling, Prevention, and Interventions:</i>						
3. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	1	2	3	4	5	6
4. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	1	2	3	4	5	6
5. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	1	2	3	4	5	6
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	1	2	3	4	5	6

7. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	1	2	3	4	5	6
--	---	---	---	---	---	---

Diversity and Advocacy:

8. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	1	2	3	4	5	6
---	---	---	---	---	---	---

9. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	1	2	3	4	5	6
--	---	---	---	---	---	---

10. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	1	2	3	4	5	6
---	---	---	---	---	---	---

11. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	1	2	3	4	5	6
--	---	---	---	---	---	---

Assessment:

12. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	1	2	3	4	5	6
---	---	---	---	---	---	---

13. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	1	2	3	4	5	6
---	---	---	---	---	---	---

14. Analyzes assessment information in a manner that produces valid inferences when evaluations the needs of individual students and assessing the effectiveness of educational programs.	1	2	3	4	5	6
---	---	---	---	---	---	---

15. Makes appropriate referrals to school and/or community resources.	1	2	3	4	5	6
---	---	---	---	---	---	---

16. Assesses barriers that impede students' academic, career, and personal/social development.	1	2	3	4	5	6
--	---	---	---	---	---	---

Research and Evaluation:

17. Applies relevant research findings to inform the practice of school counseling.	1	2	3	4	5	6
---	---	---	---	---	---	---

18. Develops measureable outcomes for school counseling programs, activities, interventions, and experiences.	1	2	3	4	5	6
---	---	---	---	---	---	---

19. Analyzes and uses data to enhance school counseling programs.	1	2	3	4	5	6
---	---	---	---	---	---	---

Academic Development:

20. Conducts programs designed to enhance student academic development.	1	2	3	4	5	6
---	---	---	---	---	---	---

21. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	1	2	3	4	5	6
---	---	---	---	---	---	---

22. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	1	2	3	4	5	6
---	---	---	---	---	---	---

Collaboration and Consultation:

23. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	1	2	3	4	5	6
---	---	---	---	---	---	---

24. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	1	2	3	4	5	6
--	---	---	---	---	---	---

25. Uses peer helping strategies in the school counseling program.	1	2	3	4	5	6
--	---	---	---	---	---	---

26. Uses referral procedure with helping agents in the community (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families.	1	2	3	4	5	6
---	---	---	---	---	---	---

Leadership:

27. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	1	2	3	4	5	6
--	---	---	---	---	---	---

28. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers.)

1 2 3 4 5 6

Clinical Supervisor

Date



My signature indicates that I have read the above report and have discussed the content with my supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Student

Date

Sam Houston State University
COUN 6386 Internship

Site Evaluation by Internship Counseling Student

1 Poor 2 Satisfactory 3 Good 4 Excellent

1. Rate your site as an internship training facility 1 2 3 4



2. Rate your opportunities to do counseling 1 2 3 4

3. Rate your overall experience 1 2 3 4

Internship Site: _____

Internship Semester: _____ Year: _____

In what ways did your site allow you opportunities for growth as a counselor?

In what ways did you contribute to the site during your internship experience?

What, if anything, about the site was not a good experience for you and how could it be improved?

** Please note that this evaluation may be shared with future students considering this site/supervisor.



Sam Houston State University
COUN 6386 Internship

Supervision Evaluation by Internship Counseling Student

Name of Supervisor: _____

Internship Site: _____

Internship Semester: _____ Year: _____

What did you appreciate most about your supervisor?

What specific skills did you learn from your supervisor?

What, if anything, about your supervision experience could have been better?

How would you rate the overall supervision you received?

____ Poor ____ Satisfactory ____ Good ____ Excellent

** Please note that this evaluation may be shared with future students considering this site/supervisor.



Sam Houston State University
Evaluation for COUN 6386 Internship
Supervisor's Evaluation of SHSU Counseling Master's Program

PLEASE GIVE TO YOUR SUPERVISOR TO COMPLETE AT THE END OF THE SEMESTER AND INCLUDE WITH YOUR FINAL PAPERWORK

Site Supervisor: _____

Agency/School: _____

Please answer the Following Questions on a 5-Point Scale

Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

___ 1. SHSU prepares counseling students to follow ethical counseling practices.

___ 2. SHSU prepares counseling students to provide counseling services appropriate to the \
needs of the clients served at the agency (i.e., Clinical Mental Health, School).

___ 3. SHSU prepares counseling students to carry out the daily functions of a professional
counselor in an agency or school setting.

___ 4. SHSU prepares counseling students to meet the counseling needs of clients from diverse
backgrounds.

___ 5. SHSU prepares counseling students to complete notes and records in accordance with
the guidelines/procedures of the agency or school.

Please provide feedback as to how SHSU might improve the preparation of counseling students
to meet the changing needs of clients and the changing demands of the agency or school.

Sam HoustonTM
STATE UNIVERSITY
COUN 6386 Supervision Log

Supervision Date	Supervision Time	Discussion/Comments	Supervisor Initials	Counselor Initials

Supervisor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____



MFT Relational Hour Direct Client Contact with an Individual

Intern Name

Course and Section

Date of session

Site

The Department of Counselor Education at Sam Houston State University requires COUN 6386 Internship students seeking the LMFT Associate license to provide a minimum of 30 hours of direct therapeutic services to couples and families during each semester of COUN 6386. Additionally, interns can provide direct therapeutic service to an individual and can count the hour as "relational" if the intern presents the following documentation for each hour to be counted:

1) Client initial (for instructor's tracking purposes): _____

2) Members of the relational system that are relevant to treatment focus: _____

3) Relational dynamic(s) that is/are being treated:

4) Systemic theory(ies)/approach(es) which best explain the relational dynamic(s) treated:

5) Systemic hypothesis that guides your treatment and is connected to the relational system listed in #2 above and the presenting issue(s).



Sam Houston State University
Department of Counselor Education

COUN 6386

Supervisor Agreement to Supervise Between Semesters

(For 6386 Internship I students intending to see clients during breaks when the university is not in session, this form needs to be completed and on file with the student's Internship I instructor prior to the end of the Internship I semester.)

I, _____, as clinical supervisor for the site
_____, agree to continue meet with
_____ for supervision for an average of one
hour per week during the semester break as she/he continues to see clients and accrue direct
experience hours.

I understand that my supervisee is not officially enrolled in Internship class during this time, as the university is not in session, and that I will be the only one responsible for the supervision needs of this student during this time. I understand that my supervisee may gain up to 100 hours during this break (50 indirect, 50 direct).

Site Supervisor

Date

Clinical Supervisor

Date

Supervisee

Date

Use the weekly logs to track your between-semester hours, and then use the End of Term Log Activity Summary to record the hours you accrued between semesters. You will turn these forms in to your Internship II instructor at the beginning of your Internship II semester.