



**Admitted Student Handbook**  
**Master of Science Program**  
**Clinical Mental Health Counseling**  
**2020-2021**

**Texas A&M University – Central Texas**  
**College of Education**

01-2020

## **Preface**

The faculty and staff in the Clinical Mental Health Counseling Program would like to welcome you. This Handbook is meant to support master's students (admitted to the Graduate School and the Counseling and Psychology Department) with information about the Clinical Mental Health Counseling Program at Texas A&M University – Central Texas. This handbook will provide support to, but will not replace, the Texas A&M University – Central Texas Undergraduate and Graduate Catalog. Students are encouraged to be familiar with the most recent copy of the Texas A&M University – Central Texas Undergraduate and Graduate Catalog and meet with their faculty program advisor each semester.

**Students are responsible for adherence to the policies in the Handbook edition that was current during the semester when the student was admitted.**

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## Introduction

The Clinical Mental Health Counseling Program is one of five degree programs in the Department of Counseling and Psychology within the College of Education at Texas A&M University – Central Texas. The program was established to prepare professional counselors at the master’s (M.S.) level to meet licensure requirements in the state of Texas and to provide a pathway to become a Licensed Professional Counselor. The degree program is in the process of seeking accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## Program Mission

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Master’s in counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency based performance as well as the promotion of our students’ optimal state of health and wellness to foster continuous professional growth.

## Graduate Faculty

### Core Faculty:

Dr. Jeremy J. Berry, PhD, LPC-S, NCC  
Program Coordinator/Associate Professor  
[jeremy.berry@tamuct.edu](mailto:jeremy.berry@tamuct.edu)

Dr. Samantha Airhart-Larraga, PhD, LPC-S  
Assistant Professor  
[s.airhart-larraga@tamuct.edu](mailto:s.airhart-larraga@tamuct.edu)

Dr. Gerald Pennie, PhD, LPC, NCC  
Assistant Professor  
[gpennie@tamuct.edu](mailto:gpennie@tamuct.edu)

Dr. Levi McClendon, PhD, LPC, NCC  
Registered Play Therapist  
School Counselor Certification Preparation  
Coordinator /Assistant Professor  
[lmccclendon@tamuct.edu](mailto:lmccclendon@tamuct.edu)

Dr. Caroline Norris, PhD, LPC, NCC  
Clinic Director/Assistant Professor  
[carolinenorris@tamuct.edu](mailto:carolinenorris@tamuct.edu)

### Affiliate Faculty:

Coady Lapierre, PhD  
Practicum/Internship Director Associate  
Professor - LSSP  
[lapierre@tamuct.edu](mailto:lapierre@tamuct.edu)

Andria Schwegler, PhD  
Associate Professor – Experimental Psychology  
[schwegler@tamcut.edu](mailto:schwegler@tamcut.edu)

Sam Fiala, PhD  
Department Chair Associate  
Professor  
[sam.fiala@tamcut.edu](mailto:sam.fiala@tamcut.edu)

## **Program Objectives**

It is expected that all Clinical Mental Health Counseling students will exhibit competence in the counseling core areas. Competence will be shown through didactic courses, experiential courses, field experiences, examinations, research, papers, presentations, supervised practice with clients, and successful completion of the Counselor Preparation Comprehensive Examination. Graduates of the Clinical Mental Health Counseling Program are expected to have completed program objectives listed below.

### **Program Objectives for Counseling**

1. Clinical Mental Health Counseling graduates will develop strong professional identities as counselors.
2. Clinical Mental Health Counseling graduates will establish helping relationships with diverse clients.
3. Clinical Mental Health Counseling graduates will experience and understand counseling practices worldwide.
4. Clinical Mental Health Counseling graduates will understand individual and family development and transition across the life span including ways to promote optimal human development.
5. Clinical Mental Health Counseling graduates will demonstrate an understanding of theories and models of career development, counseling, and decision-making approaches for conceptualizing the interrelationships between work and mental well-being.
6. Clinical Mental Health Counseling graduates will demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.
7. Clinical Mental Health Counseling graduates will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.
8. Clinical Mental Health Counseling graduates will abide by relevant ethics, laws, and standards of professional practice.
9. Clinical Mental Health Counseling graduates will use theories and models to guide their professional practice.

### **Overview of Clinical Mental Health Counseling Program**

**Clinical Mental Health Counseling.** At the master's level, the 60-hour Clinical Mental Health Counseling program provides the academic training for counselors to work in a variety of positions in mental health agencies, such as counseling centers, drug and substance abuse centers, career counseling centers, mental health programs, employee assistance programs in business and industry, adult probation offices, MHMR agencies, corrections facilities, and private counseling practices. Completion of the

master's degree in Clinical Mental Health Counseling provides the graduate with the academic coursework requirements for Licensed Professional Counselor (LPC) in Texas.

**School Counselor Certification Preparation Track.** Qualifying Clinical Mental Health Counseling students may be eligible for the School Counselor Certification Preparation track, affording these students the opportunity to meet the academic requirements for both the Licensed Professional Counselor – Associate and School Counselor Educator Certification. This track prepares students to work in PreK-12<sup>th</sup> grade school districts in the State of Texas. See “School Counselor Certification Preparation Program” on page 10 for more information.

## **Clinical Mental Health Counseling Program Requirements**

The Clinical Mental Health Counseling Program requirements are described in this section of the *Handbook*. For organizational purposes, the discussion will begin with the program requirements for a master's degree in Clinical Mental Health Counseling.

### **Program Standards**

Students must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the code of ethics of relevant professional associations and the state of Texas. A student's acceptance in the Clinical Mental Health, Counseling, Counseling Psychology, Educational Psychology, Marriage and Family Therapy, or School Psychology programs does not guarantee professional fitness that is required to remain in the program. See Student Retention Policy described below regarding what procedures will be followed when faculty believe students are not fit for a particular program.

### **Academic Appeal Policy**

The College of Education Grade Appeal Policy was designed to protect students from biased or inaccurate evaluation procedures without unfairly impinging on the academic freedoms of the faculty. Consistent with this, it is recognized that:

- Students have the right for their work to be evaluated fairly and accurately using a method consistent with professional academic standards.
- Faculty members have the right to evaluate students' work using any method that is professionally acceptable, submitted in writing to all students, and applied consistently to all students.
- It is assumed that A&M-Central Texas faculty members appropriately evaluate students' work, so the burden of proof for a grade appeal lies with the student.

The process for appealing a professor's determination that a student has engaged in academic dishonesty is separate from the process for determining if a grade was determined fairly/accurately. If a student wishes to appeal a grade that was influenced by the faculty member's belief that the student violated the university's academic integrity policy and the student denies these allegations, the student must complete the university appeal process for accusations of violating the academic integrity policy prior to initiating a grade appeal.

## **Justification for an Appeal**

Grade appeals may only be initiated if the grade was influenced by one of the following:

- Error: A clerical/computational error was made in calculating/reporting the grade.
- Prejudice: The faculty member's evaluation of the student's work was influenced by the faculty member's negative attitude toward the student.
- Arbitrary method: The grading procedure employed departed substantially from accepted academic norms in a manner that indicated a failure to exercise professional judgment (e.g., no explanation given regarding the basis for assigning point values to assignments; grading procedure deviated substantially from what was stated in the syllabus without notifying students in advance of this change).
- Inconsistent application: The student's grade was not determined using the same process applied to other students in the course.
- Unsubstantiated charge of dishonesty: The grade was based on a charge of academic dishonesty by the student which has been determined by the university to be unsubstantiated by the evidence presented.
- Insufficient reasons upon which to base an appeal include:
  - Disagreement with course policies that are clearly communicated in writing to all students.
  - Faculty members have the right to evaluate students' work using any method that is professionally acceptable, submitted in writing to all students, and applied consistently to all students.
- It is assumed that A&M-Central Texas faculty members appropriately evaluate students' work, so the burden of proof for a grade appeal lies with the student.

## **Appeal Process**

A student who wishes to appeal a decision of a faculty member must request a review by that person within 30 calendar days of the originating event using the Grade Appeal Form (located on the website for the College of Education).

- The faculty member is required to give the student a written response within 15 calendar days.
- The response by the faculty member (or his or her immediate supervisor) should be made using the Appeal Response Form (located on the website for the College of Education).
- For an appeal of a course grade, the originating event shall be considered to be the posting of the grade to the university record. For an appeal of an assignment/exam grade, the originating event shall be considered to be the posting of the grade by the faculty member.

If the faculty member is not available, a response is not made within the specified timeframe, or if the student is dissatisfied with the response, the student should submit a written appeal to the Department Chair (or his or her designated proxy; the Chair must designate a proxy if he or she is the faculty member who assigned the grade to be appealed) within 60 calendar days of the originating event.

- This submission should include a copy of the original Grade Appeal Form, a copy of the Appeal Response Form from the faculty member, and a written explanation from the student addressing why he or she believes the faculty member's response was inadequate/unsatisfactory.
- The Chair (or proxy) then has 15 calendar days to respond to the written appeal.

If the student is unsatisfied with the decision of the Department Chair, the student may appeal in writing to the College's Academic Appeals Committee within 15 calendar days of notification of the decision from the Department Chair. The Committee will review the student's appeal and after hearing both sides of the incident, the committee may decide that no further review is justified or may render a recommendation to the College Dean within 30 calendar days of receiving the student's appeal.

- The Committee will consist of a minimum of three faculty members appointed by the College Dean and two student representatives.
- The student representatives will be the president of the university's Psychology and Counseling student organization and the president of the university's student chapter of the Association of Texas Professional Educators. If these students are not available to participate, they may appoint a replacement from within their respective organizations.
- The Committee may request additional information from the parties involved (e.g., course syllabus, work samples, testimony).
- The Committee will notify the student and faculty member that the appeal is under committee review.
- If the student or faculty member wishes to provide the Committee with additional materials explaining their position, this should be done within 7 calendar days of the time the committee is asked to review the appeal.
- The student and faculty member both have the right to present evidence in person to the committee, but the committee may deliberate in private.

The decision of the College Dean is final and will be communicated to the student in writing.

### **Student Retention Policy**

Every student enrolled in Graduate Studies is required to maintain a high level of performance and comply fully with the policies of the institution. Students who have achieved admission are expected to maintain a minimum 3.0 GPA on work completed at A&M-Central Texas. Graduate Studies reserves the right to suspend any graduate student who does not maintain satisfactory academic standing or fails to conform to University regulations.

**Probation** –At the end of any grading period, if a student's semester or overall GPA falls below the minimum required as set by the department (at least a minimum of 3.0 GPA), she/he will be given notice of unsatisfactory academic performance and put on probation. The student must attain a 3.0 cumulative GPA during her/his next period of enrollment. Failure to do so will result in suspension.

**Suspension** – At the end of any grading period, if a student's semester or overall GPA falls below a 2.0 she/he will be automatically suspended. Students may not attend classes for one long semester or the summer term. Upon return from suspension a student will sign a contract with Graduate Studies stipulating the conditions that must be met for the following term. At a minimum, the graduate student must maintain a minimum 3.0 GPA for every semester thereafter. Additional stipulations may be created on a case by case basis. A graduate student is allowed one suspension. If poor academic performance results in a second suspension, the student will be dismissed from the current program and may be permanently dismissed from the university.

**Suspension Appeal** – Under exceptional conditions, a student may write a letter of appeal to the Director of Graduate Studies. Consideration for reinstatement will be on a case by case basis and approved only *one* time by the Director of Graduate Studies or designee. There is no appeal beyond the Director of Graduate Studies.



## **Student Review Policy**

Students enrolled in graduate programs in preparation for professional licensure or certification (i.e., MFT, CMHC, School Counseling, SSP) in the Counseling and Psychology Department are expected to maintain high academic standards and to develop appropriate skills and dispositions needed to serve as professionals in the field for which they are training. Students are expected to conduct themselves with professionalism, exhibit developmentally appropriate levels of clinical competence, demonstrate social and emotional maturity, and conform to the guiding ethical standards for their field of study. A student's acceptance into a program does not guarantee continued fitness in that program. As such, faculty members teaching in the professional graduate programs of the Counseling & Psychology Department, using their professional judgment, continually evaluate each student's performance. If a faculty member believes that a student is not making satisfactory progress towards developing the skills and dispositions needed for professional practice, that faculty member will discuss the situation with the student. If the faculty member believes the student's performance did not (or is unlikely to) improve to acceptable standards after such a discussion, the faculty member may initiate the process of a formal Performance Fitness Evaluation (see Appendix B).

### Performance Fitness Evaluation Process

- ❖ Initiating a Performance Fitness Evaluation
  - The concerned faculty member should complete the Performance Fitness Evaluation Form, share a copy of the Form with the student, and place a copy in the student's file.
  - The faculty will contact the student to schedule a Performance Fitness Evaluation Meeting. The student has 5 working days to respond to the request to schedule a meeting. If the student does not respond by the close of business on the 5th business day, the faculty will notify the student of the day/time when a Performance Fitness Evaluation Meeting will take place.
- ❖ Performance Fitness Evaluation Meeting
  - An ad hoc faculty review committee will be formed to review the concerns raised by the issuing faculty; it will be comprised of the Program Coordinator for the program in which the student is enrolled and 2 other graduate faculty appointed by the Department Chair.
  - This meeting should take place within 10 working days of the student's response to the request to schedule a meeting (or within 15 working days of the time the issuing faculty member requested the meeting, whichever comes first).
  - At the meeting:
    - The student will be provided with the reasons for non-satisfactory progress in writing (at minimum this will include the Performance Fitness Evaluation Form completed by the issuing faculty).
    - The student will be given an opportunity to discuss the concerns with the faculty.
    - In addition to soliciting input from the student, the Committee may consult with any of the department faculty and/or relevant clinical supervisors regarding the evaluation of the student's fitness and/or development of remediation strategies.
    - Within 10 working days of this meeting, the student's Program Coordinator will report the recommendation of the committee to the student and to the Department Chair.
      - Possible recommendations include the following:
        - Student allowed to remain in program;
        - Student allowed to remain in program with conditions; or  Student dismissed from the program.

- If the student is recommended to stay in the program with conditions, the faculty review committee will develop a remediation plan and submit a written copy of this plan to the student within 10 working days of the meeting.
    - Appeals of the committee's recommendation regarding remediation should be made to the Department Chair within 10 working days of the receipt of the committee's recommendation.
    - If at any time the student is not making satisfactory progress in remediation, the faculty review committee may either modify the remediation plan or recommend the student be dismissed from the program.
  - If the student is recommended to be dismissed from the program, this will be reported to the student, the Department Chair, the Dean of the College of Education, and the Director of Graduate Studies.
    - Appeals of the committee's recommendation regarding dismissal should be made to the Dean of the College of Education within 10 working days of the receipt of the committee's recommendation.
  - A student's failure to respond within 10 days of notification of the committee's recommendation indicates the student's acceptance of the committee's recommendation.
- ❖ **Appealing the committee's recommendation**
- A student wishing to appeal the committee's recommendation should submit his/her appeal in writing to the Department Chair (if appealing a remediation plan) or to the Dean (if appealing dismissal from the program) within 10 working days of the receipt of the committee's recommendation.
  - The Department Chair may amend the remediation plan if it is determined that:
    - The remediation plan does not clearly address the concerns identified in the Performance Fitness Evaluation Form submitted to the student.
    - The remediation plan is overly broad or vague in its requirements.
  - The Dean will consider the appeal of dismissal based on results compiled by the Department Chair and notify the student of the decision within 10 working days of the appeal. The Dean's decision is final. The Dean may negate the committee's recommendation for dismissal if it is determined that:
    - The committee's decision was influenced by an unfair bias or prejudice against the student; ▪
    - The committee neglected to consider valid evidence that could have impacted the decision;
    - The procedure employed by the committee to reach the decision departed substantially from accepted academic norms in a manner that indicated a failure to exercise professional judgement.

### **Master's Degree (M.S.) Program**

The master's degree program in Clinical Mental Health Counseling, designed around a core curriculum of classes, are selected to be consistent with national standards for master's programs in Clinical Mental Health Counseling, state training requirements for counselors, and Texas A&M University - Central Texas requirements for graduate programs. The Clinical Mental Health Counseling program meets academic coursework requirements for licensure as a Licensed Professional Counselor (LPC) in Texas. In addition, the program requires successful completion of the Master's Comprehensive Examination. Counseling students have a maximum of six (6) years to complete the MS degree. Appendix A lists the course requirements for a degree in Clinical Mental Health Counseling.

Appendix D lists the planned 2-year sequence of Clinical Mental Health Counseling courses. Please NOTE **this sequence is planned but cannot be guaranteed**. This sequence is dependent on resources available to offer the classes.

### **School Counselor Certification Preparation Program**

Students interested in seeking school counselor certification, a track within the MS in Clinical Mental Health Counseling, are encouraged to visit the [Clinical Mental Health Counseling website](#) for specific information regarding program admission. School Counselor Certification Preparation Program information and materials are available toward the bottom of the webpage. A separate School Counselor Certification Preparation Program Handbook is also available on the website.

#### **School Counselor Certification Preparation Program Mission**

The School Counselor Certification Preparation Program, in partnership with community, school districts, college, university, prepares culturally competent professional school counselors through high quality, innovative educational practices and leadership experiences, grounded in The Texas Model for Comprehensive School Counseling Programs. Program graduates are prepared to guide all PreK-12<sup>th</sup> grade students to success in personal, social, educational, and career development. Graduates are prepared to collaborate with others in and beyond their school communities to ensure opportunities for meaningful student engagement, and commit to lifelong professional development in support of program, department, college, and university missions.

#### **Why Professional School Counseling?**

- Transform the lives of children, teachers, administrators, parents, and others in the school community through Classroom Guidance, Individual/Small Group Counseling, College/Career Planning, and Professional Consultation Services
- Complete LPC-Associate hours while working full-time in a school setting
- School districts provide large caseloads of students
- Competitive salary: Killen ISD: \$53,067-77,161

#### **Admission Requirements**

- Submit an application for entrance into the School Counselor Education Preparation Program
  - Complete a 500 word essay (part of the application)
- Teacher Service record (2 years OR 1 year with a letter of continuing employment as a certified teacher in Texas from employer)
- Copy of Valid Teacher Certificate
- Full admission to Master of Science in Clinical Mental Health Counseling Program or Masters Degree in Counseling with at least 48 graduate hours.
- A minimum GPA of 3.0 earned on the last 60 hours of coursework completed, to include all courses in the semester where the 60th hour occurs.
- Complete an interview

Apply here: [Clinical Mental Health Counseling website link](#)

\*See appendix A for copies of the Clinical Mental Health Counseling Degree Plan and the School Counselor Education Preparation Degree Plan

#### **Degree Plan**

The M.S. degree plan is filed on the form titled “Graduate Degree Plan Acknowledgement and Responsibility Form”. To be an official contractual agreement, the plan must be signed by the Faculty Advisor, College Dean, and the Student. Following approval, changes may be made in the degree plan by completing the same form and checking the appropriate revisions box. These documents must have all signatures and be returned to the Office of Graduate Studies and Research.

### **Master's Comprehensive Examination**

All students enrolled in the Clinical Mental Health Counseling Master’s Degree programs must pass a comprehensive examination prior to receiving their degree. Students are permitted to take the examination during their last semester of coursework or once all approved course prerequisites have been taken. Students eligible to take the examination will enroll in COUN 5090 Comprehensive Examination CMHC. The examination is offered once each semester (usually in Nov., April, and July). To be eligible to take the Counselor Preparation Comprehensive Examination (CPCE), students must be enrolled in at least one semester hour of coursework. Because deadlines apply, students are encouraged to inquire about the procedures early in their last year of course enrollment or to speak with their advisor if they believe they are eligible to enroll in COUN 5090. COUN 5090 is a zero credit hour course, which students wishing to take the exam are required to register for. This allows students access to the Canvas shell created for the comprehensive examination and allows faculty to disseminate appropriate information to them related to the test. Students enrolled in the School Counselor Certification Preparation Program **must also** enroll in COUN 5090 Comprehensive Examination- School Counseling. See the School Counselor Certification Preparation Program Handbook for more information.

The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by the CACREP: (a) Human Growth and Development, (b) Social and Cultural Foundations, (c) Helping Relations, (d) Group Work, (e) Career and Lifestyle Development, (f) Appraisal, (g) Research and Program Evaluation, and (h) Professional Orientation and Ethics. The CPCE is designed as a summative evaluation of relevant knowledge obtained by students during their counselor preparation programs. Study materials for the CPCE are available from the publisher and the National Board for Certified Counselors (NBCC).

The CPCE consists of 160 multiple-choice questions of which 136 questions are scored. The remaining 24 questions are not scored but are used as pilot questions that may be used as future test items. The examination administration time is four hours. Students are asked to select the best response to each question from four alternative responses. Students may take the evaluation a maximum of three times. Students who must re-take the exam must meet with their advisor to develop a plan of study for the exam re-take. After the examination has been administered and scored, an email indicating the examination results (Pass or Fail) will be sent to students by the program coordinator (please do not contact Clinical Mental Health Counseling Program faculty regarding examination results). After students have received the email from the program coordinator regarding the results of their examination, they will receive a follow-up email providing more specific feedback on their performance on the eight areas of the examination.

During the semester of graduation, students must be enrolled in at least one semester hour of graduate credit. All questions regarding registration for first and second administrations of the examination and graduation procedures should be directed to the program coordinator.

While the scheduled date is usually posted early in the semester, the student is ultimately responsible for contacting the program office for information regarding the examination and for making arrangements to take it as scheduled. Examination dates are typically:

<u>Graduating Semester</u>	<u>Comprehensive Examination</u>
Fall	Early November
Spring	Early April
Summer	Early July

### **Credentialing/Endorsement**

Credentialing is necessary for graduates to practice the profession of counseling. One means for becoming aware of the credentialing process is to talk with the Clinical Mental Health Counseling faculty. A second means is to contact the American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304 (1-800-347-6647 ext. 397 or 703-823-0252 ext. 397).

The Clinical Mental Health Counseling Program faculty will only endorse students for those professional certifications, licenses, and placements for which they have been adequately trained and have demonstrated both the academic and non-academic attributes required for competence. Only students who have been admitted to the Clinical Mental Health Counseling Program and have completed the 60 semester hour Master's degree in the Clinical Mental Health Counseling program will be eligible for endorsement for licensure as a LPC by the Clinical Mental Health Counseling faculty. To ask the faculty to endorse licensure or certification for which the student has not been trained is to ask the faculty to engage in unethical behavior.

### **Licensed Professional Counselor**

By state law, with few exceptions (e.g., school counselors), all individuals who call themselves professional counselors or who practice counseling independently must be licensed. Recipients of a Master's Degree in Clinical Mental Health Counseling from TAMUCT have met the academic requirements for licensure in the state of Texas. In addition to academic training, post-master's supervision is also required. Students planning to be licensed should contact the Texas State Board of Examiners of Professional Counselors, 1100 West 49th Street, Austin, Texas 78756-3183 (512-834-6658) for additional information about licensure in Texas. Students (not faculty) are responsible for obtaining copies of the counselor licensing law and license board regulations and for understanding and following their contents. The LPC Board in Austin grants licensure (not TAMUCT).

**Please note the Clinical Mental Health Counseling Program is not designed for individuals having a Master's degree and desiring to only complete eligibility requirements for the LPC. Instead the program is designed for students seeking a Master's degree in Clinical Mental Health Counseling. Thus, all students seeking licensure as an LPC must be admitted to the Clinical Mental Health Counseling Program and must complete the 60 hour program (see Figure 2).**

## Practicum and Internship Policies

### Eligibility

Eligibility for enrollment in practicum and internship classes requires admission to the Clinical Mental Health Counseling Program and completion of all prerequisite coursework with a grade of 'B' or higher (listed on page 23 of this *Handbook*). The prerequisites are strictly enforced by the Clinical Mental Health Counseling faculty. Students must have a 3.0 GPA or higher and not be on academic probation. Students must show satisfactory progress and acceptable standards of conduct. And, every applicant must be approved for eligibility by the practicum/internship director.

Any program faculty member may challenge a student's eligibility or fitness for a practicum or internship under the Student Performance Fitness Evaluation Policy of the department. No student will be admitted to a practicum/internship until all challenges to eligibility have been resolved.

### Application/Enrollment Process

- Students can complete the initial application for fieldwork courses online by clicking the link found on the program's webpage. Application Deadlines:  
Fall ..... June 1<sup>st</sup>  
Spring ..... September 1<sup>st</sup>  
Summer ..... February 1<sup>st</sup>
- The CMHC Field Experience Coordinator will review applications and then contact students via email to notify them of their eligibility for fieldwork.
- Students applying for Practicum (i.e., first semester of fieldwork) will also complete a separate set of application materials for the training clinic (Community Counseling and Family Therapy Center). This includes consent for a background check and verification of trainings required to work in the CCFTC.
- Application for practicum/internship experiences must be submitted for each experience.
- Acceptance and completion of one practicum/internship course does not assure acceptance to a second practicum/internship.
- Students who are approved for practicum/internship will be enrolled into an appropriate section by the CMHC Field Experience Coordinator; students cannot directly register for practicum/internship.

Prior to enrollment in practicum and internship classes, student's liability insurance is purchased by the university.

\*Materials relevant to practicum and internships, including applications and supervisory documentation are located in Appendix C of this Handbook.

### Required Hours

- Practicum: Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. At least 40 of these clock hours must involve direct service with actual clients that contribute to the development of counseling skills. Hours in excess of these minimums cannot be applied to requirements for Internship.
- Internship: Students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service. Internship may be completed in no less than two and no more than three full

academic terms (each being a minimum of 10 weeks). To help ensure students complete their hour requirements in no more than three semesters, a minimum number of clock hours involving direct client contact are required for each semester of Internship (90 hours in the Fall or Spring and 60 hours in the Summer).

- Students enrolled in the School Counselor Certification Preparation Program must complete all Internship Hours (i.e., 600 clock hours) in a school setting registered with Texas Education Agency. See the School Counselor Certification Preparation Handbook for more information.

### **Between-Semester Hours**

Students who have successfully completed their first semester of fieldwork (Practicum) and fulfill certain requirements may be eligible to continue accruing hours during the breaks between semesters to be applied to the requirements for Internship. Students wishing to accrue hours during breaks between semesters must obtain approval prior to the break from their site supervisor, the faculty supervisor who will be evaluating them when the semester resumes, and from the CMHC Fieldwork Coordinator. This approval must be documented in the Continuing Supervision Checklist (located in Appendix C of this Handbook) and by completing the CMHC Internship Bridge Agreement (located in Appendix C of this Handbook). Students are responsible for obtaining their own liability insurance and providing documentation of such insurance to the CMHC Fieldwork Coordinator prior to the break during which they intend to obtain hours. Practicum students are not allowed to obtain any direct hours prior to the start of the practicum course. Training required by a student's site prior to the beginning of a practicum/internship course may count as indirect hours with approval of the responsible instructor.

### **Locating and Selecting a Practicum/Internship Site**

- The student seeks and chooses the practicum/internship site. Approval of the site by the practicum/internship director is required. A site must be deemed appropriate by the CMHC Field Experience Coordinator to be approved. Sites that are greater than 75 miles from the Killeen campus must additionally be approved by the student's Program Coordinator.
- The student must provide the names and phone numbers of contacts at the site, as well as detailed information about the services offered and potential experiences for the student. To approve a site, the practicum/internship director will consider the qualifications of supervisors at the site, the experiences to be offered the student, the coursework, degree plan, and licensure/certification sought by the student, and the quality of the services offered at the site. The CMHC Field Experience Coordinator may deny placement of a student at a particular site if the site is deemed inappropriate for meeting the educational needs of the student.
- It is highly recommended that students seeking sites meet with the CMHC Field Experience Coordinator early in the semester of the application deadline to get pre-approval of the site. This will help to ensure that adequate time is available to find an alternate site in case a site is not approved.
- School Counselor Certification Preparation Program students must complete separate paperwork with the School Counselor Certification Preparation Program **before** the Internship semester begins.
- In some instances, students may be required to provide health certificates or evidence of immunization to work with clients. Because it is the responsibility of students to prepare themselves for course requirements, liability insurance must be purchased sufficiently prior to

beginning a practicum or internship course to avoid delays in working with clients. Students are also responsible for renewing the insurance as needed.

### **Withdrawals**

Following registration, students may decide to withdraw from the university. Students must contact both the Registrar's Office and the Graduate School to formally process withdrawal requests. Failure to formally withdraw from classes will result in a failing grade in all classes.

### **Impairment**

According to the *ACA Code of Ethics* (2014), counselors and counselors-in-training do not offer counseling services to clients when their physical, mental, or emotional problems may harm a client or others (see Sections F.5.a and F.5.b). It is the responsibility of the counselor or counselor-in-training to be aware of signs of impairment, seek assistance for their problems, and notify program supervisors that they are unable to provide acceptable services to clients. Counselors and counselors-in-training should seek appropriate professional services to remediate the problem(s) interfering with their ability to provide services.

It is the policy of the Clinical Mental Health Counseling Program that if a student has a physical, mental or emotional problem that could potentially harm clients or others, that student will be prohibited from seeing clients until the student has completed a remediation plan. For example, it is the policy of the Clinical Mental Health Counseling Program that if a student has a documented relapse or a self-reported relapse, she/he will not see clients until a remediation plan is completed and the student can provide verified documentation of at least one year of “clean” time. This follows the ACA Code of Ethics (2014) policy on Gatekeeping and Remediation (see section F.6.b).

### **Leaves of Absence**

Because of extenuating circumstances (usually medical, financial or personal), a student may request a leave of absence from the Graduate School. In requesting a leave of absence, a written request should be submitted to the Graduate School and a copy of the request should be sent to the Clinical Mental Health Counseling Coordinator. Courses taken more than six years ago cannot be counted toward a degree. Thus any leave of absence should be considered carefully. Further an absence or non-continuous enrollment can prevent the student from making continuing progress toward his/her degree. When continuing progress is not made, the student may be dropped from the Clinical Mental Health Counseling Program.

### **Transfer Credit**

Although a faculty member can review and recommend courses for transfer, a formal decision on transfer credit cannot be made until a Degree Plan, available from the Graduate School has been submitted by the student and approved by the student faculty advisor and approved by the Graduate School. Following approval by the Graduate School, the Degree Plan becomes an agreement between the student and University with regard to coursework required for graduation. Providing the coursework is no older than six (6) years and is from a CACREP approved Clinical Mental Health Counseling Program, a maximum



of 6-12 semester hours may be transferred at the master's degree level. All transfer credit must be from an accredited university and a **CACREP accredited Clinical Mental Health Counseling Program** and be equivalent to the course substitution at Texas A&M University - Central Texas.

Please note that transfer credit from another institution for COUN 5350, 5353, 5354, 5357, 5358, 5086, and 5393 **will not** be accepted; these courses must be taken in the Clinical Mental Health Counseling program. It is the student's responsibility to supply information that establishes any course for transfer as equivalent to a course at Texas A&M University - Central Texas. Usually the equivalency can be established by meeting with the faculty advisor at Texas A&M University - Central Texas and providing a course description and a course syllabus from the course under consideration for transfer.

### **Financial Assistance**

Financial assistance is available to graduate students usually via student loans, work study, scholarships, and research assistantships. Students interested in financial aid should contact the Financial Aid Offices located in Founders Hall, Room 108 or contact the financial aid offices by email at [finaid@tamuct.edu](mailto:finaid@tamuct.edu). If a student is inquiring about scholarships, they can contact the following email address [scholarships@tamuct.edu](mailto:scholarships@tamuct.edu).

### **Student Loans**

Students having a financial need may qualify for a student loan. Information about student loans may be obtained from the Student Financial Center (Financial Aid) in Founders Hall.

### **Ethics and Professional Development**

The Clinical Mental Health Counseling Program faculty endorses and implements the American Counseling Association *Code of Ethics* (2014). Students and supervisees preparing to become counselors are required to adhere to the *ACA Code of Ethics* and have the same obligations to clients as those required of professional counselors.

### **Professional Associations**

Students are encouraged to seek membership in the American Counseling Association and its divisions. The benefits of student membership are many, while the student membership fee is low. For more information, call 1-800-347-6647 ext. 222 or visit [www.counseling.org](http://www.counseling.org). We also encourage students to be members of the Texas Counseling Association and the Mid Texas Counseling Association.

Chi Sigma Iota is the national counseling honor society. Students may apply for membership in Chi Sigma Iota if the following criteria are met: the student must be admitted to the Clinical Mental Health Counseling program; the student must be in good standing and cannot have remediation or probationary status; the student must maintain a minimum GPA of 3.5; and the student must have completed a minimum of 12 hours of graduate counseling credits. For more information, see [www.csi-net.org](http://www.csi-net.org), Dr. Jeremy Berry ([jeremy.berry@tamuct.edu](mailto:jeremy.berry@tamuct.edu)) or Dr. Gerald Pennie ([gpennie@tamuct.edu](mailto:gpennie@tamuct.edu)).

### **Affirmative Action**

The Clinical Mental Health Counseling Program faculty support and endorse the policies/procedures from the Affirmative Action Office at Texas A&M University - Central Texas. A copy of the policy is available from the Human Resources Office in Warrior Hall, Room 424.

### **Sexual Harassment**

The Clinical Mental Health Counseling Program faculty support and endorse the Sexual Harassment Policy adopted by Texas A&M University - Central Texas. A copy of the policy is available from the Office of Institutional Compliance, Warrior Hall, Room 425.

### **Americans With Disabilities Act**

The Clinical Mental Health Counseling Program faculty support and endorse the Americans with Disabilities Act. A copy of the act is available from the Office of Institutional Compliance, Warrior Hall, Room 425.

### **Graduation**

Graduation from the Clinical Mental Health Counseling Program entitles students to participate in the campus-wide graduation ceremony held December, May, and August each year. Students are encouraged to participate in the graduation ceremonies. It is the student's responsibility to be cognizant of and to complete the various graduation forms and fees within the specified deadlines. Information regarding graduation is available from Graduate Admissions and Studies, Founders Hall, Room 424C. Failure to complete the appropriate forms within the specified deadlines will result in the student being unable to graduate during that semester. Students who are not participating in the official graduation ceremony should contact Graduate Studies and make arrangements for obtaining their diploma.

# **Appendix A**

## **Prerequisites for Counseling Required/Recommended Courses**

### **Prerequisites for Counseling Practicum**

Texas A&M – Central Texas  
Advising Guide 2015-2016 Catalog

**MASTER OF SCIENCE**

Clinical Mental Health Counselor (CMHC)

60 Hour Program

Student Name \_\_\_\_\_ SSN \_\_\_\_\_ Date \_\_\_\_\_  
 Address \_\_\_\_\_ ZIP \_\_\_\_\_  
 Telephone (home) \_\_\_\_\_ (work) \_\_\_\_\_  
 Undergraduate Major \_\_\_\_\_ Upper Level GPA \_\_\_\_\_ GRE \_\_\_\_\_

51 Semester Hours of Counseling Psychology Core Courses	
COUN 5302 Intro to Research	
COUN 5304 Human Development	
COUN 5307 Abnormal Behavior	
COUN 5311 Multicultural Counseling	
COUN 5350 Foundations of Counseling	<b>TAKEN FIRST</b> , Pre Req to COUN 5393 (B or better)
COUN 5351 Career Counseling	
COUN 5353 Theories of Counseling	Pre Req to COUN 5393 (B or better)
COUN 5354 Group Procedures for Counselors	Pre Req to COUN 5393 (B or better)
COUN 5356 Introduction to Family Counseling	
COUN 5357 Methods and Practices in Counseling	Pre Req to COUN 5354 and to COUN 5393 (with a B or better)
COUN 5358 Counseling Perspectives on Psychopathology	Pre Req to COUN 5393 (B or better)
COUN 5363 Addictions Counseling	
COUN 5365 Ethical Foundations of Counseling	Pre Req to COUN 5393 (B or better)
COUN 5381 Assessment and Evaluation Fundamentals	
COUN 5386 Clinical Mental Health Internship (1)	Must complete 600 clock hours (240 direct contact) in no less than 2 semesters. May register for a third semester if needed.
COUN 5386 Clinical Mental Health Internship (2)	
COUN 5393 Clinical Mental Health Practicum	Consent of practicum/internship director required
9 Semester Hours of an Elective Course from COUN, CNSL, CPSY, PSY, MFT	

NOTE: This is a tentative guide to be used for advisement of students. It is not considered an official degree plan by Texas A&M-Central Texas and it is subject to review and change by the Texas Higher Education Coordinating Board.

Recommended Course Sequence:

Fall Year 1	Spring Year 1	Summer Year 1	Fall Year 2	Spring Year 2	Summer Year 2	Fall Year 3
COUN 5350	COUN 5353	COUN 5358	COUN 5356	COUN 5386	COUN 5304	Elective COUN 5386
COUN 5365	COUN 5357	COUN 5354	COUN 5393	COUN 5351	COUN 5363	
COUN 5302	COUN 5307	COUN 5311	COUN 5304	Elective	Elective	

Texas A&M – Central Texas

**MASTER OF SCIENCE**

Clinical Mental Health Counselor (CMHC)

School Counselor Certification Track

60 Hour Program

Advisor Dr. Levi McClendon

Student Name \_\_\_\_\_ SSN \_\_\_\_\_ Date \_\_\_\_\_  
 Address \_\_\_\_\_ ZIP \_\_\_\_\_  
 Telephone (home) \_\_\_\_\_ (work) \_\_\_\_\_  
 Undergraduate Major \_\_\_\_\_ Upper Level GPA \_\_\_\_\_ GRE \_\_\_\_\_

48 Semester Hours of Counseling Core Courses	
COUN 5350 Foundations of Counseling	<b>TAKEN FIRST</b> , Pre Req to COUN 5393 (B or better)
COUN 5365 Ethical Foundations of Counseling	Pre Req to COUN 5393 (with a B or better)
*COUN 5352 Foundations of Professional School Counseling	Pre Req to COUN 5386
COUN 5302 Intro to Research	
*COUN 5353 Theories of Counseling	Pre Req to COUN 5393 (with a B or better)
*COUN 5357 Methods and Practices in Counseling	Pre Req to COUN 5354 and to COUN 5393 (with a B or better)
COUN 5363 Addictions Counseling	
*COUN 5354 Group Procedures for Counselors	Pre Req to COUN 5393 (with a B or better)
COUN 5358 Counseling Perspectives on Psychopathology	Pre Req to COUN 5393 (with a B or better)
COUN 5307 Abnormal Behavior	
COUN 5304 Human Development	
*COUN 5311 Multicultural Counseling	
COUN 5356 Introduction to Family Counseling	
COUN 5393 Practicum I: Field Experience	Consent of practicum/internship director required
COUN 5381 Assessment & Evaluation	
*COUN 5351 Career Counseling and Guidance	
6 Semester Hours of COUN 5386 Internship in Counseling (TEA Field Practicum)	<ul style="list-style-type: none"> <li>• Complete TEA Field Practicum Application form prior to enrollment</li> <li>• Complete 600 clock hours (240 direct contact) in no less than 2 semesters May register for a third semester if needed.</li> <li>• Internships must be completed in a TEA-approved public/private school</li> <li>• Must submit at 2 Year Service Record Prior to enrollment</li> </ul>
3 Semester Hours of an Elective Course from COUN	
3 Semester Hours of an Elective Course from COUN	
*School Counseling Certification courses	**Students seeking school counselor certification must be admitted into the school counselor program prior to completing the highlighted courses

## Appendix B

### Student Performance Fitness Evaluation Form



Texas A&M University - Central  
Texas Clinical Mental Health  
Counseling



#### *Fitness to Practice Evaluation Form*

Student Name: \_\_\_\_\_ Student ID \_\_\_\_\_

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

This is to notify you that your professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy in the Student Handbook:

Standard	Competence not achieved	Competence achieved	No opportunity to observe
1. Follows ethical and legal considerations	__0	__1	__N
2. Displays multicultural competence	__0	__1	__N
3. Open to new ideas	__0	__1	__N
4. Aware of own impact on others	__0	__1	__N
5. Responsive, adaptable, and cooperative	__0	__1	__N
6. Receptive to and uses feedback	__0	__1	__N
7. Responds to conflict appropriately	__0	__1	__N
8. Accepts personal responsibility	__0	__1	__N
9. Expresses feelings effectively and appropriately	__0	__1	__N
10. Dependable in meeting obligations	__0	__1	__N

I. Competence achieved in each FTP Standard observed?:    \_\_\_yes\_\_\_no  
*If no, describe the specific behavior(s) observed indicating competence not achieved:*

What will happen next? *(Describe responsibility of student and/or faculty)*

\_\_\_\_\_resolved    \_\_\_\_\_remediation plan    \_\_\_\_\_referred to Faculty Review Committee  
\_\_\_\_\_Other (explain)

Signatures (acknowledges the student received this evaluation):

\_\_\_\_\_  
Student

\_\_\_\_\_  
Evaluating Faculty



Texas A&M University - Central  
Texas Clinical Mental Health  
Counseling



*Fitness to Practice Standards*

All standards are evaluated based on student performance in programmatic, academic, clinical, supervisory, and interpersonal contexts.

<b>Standard:</b>	<i>Competence Not Achieved</i>	<i>Competence Achieved</i>
<b>Follows ethical and legal considerations</b>	<ul style="list-style-type: none"> <li>- Displays inappropriate and/or disrespectful boundaries with clients, faculty, supervisors, and peers.</li> <li>- Does not demonstrate awareness of personal values or imposes personal values on others.</li> <li>- Breaches applicable professional counseling ethical codes and laws.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintains appropriate and respectful boundaries with clients, faculty, supervisors, and peers.</li> <li>- Demonstrates awareness of personal values and does not impose personal values on others.</li> <li>- Follows applicable professional counseling ethical codes and laws.</li> </ul>
<b>Displays multicultural competence</b>	<ul style="list-style-type: none"> <li>- Discriminates or expresses prejudice towards those of a different race, culture, gender, religion, sexual orientation, age, ability status, gender identity, marital status/partnership, language preference, or socioeconomic status than self.</li> <li>- Does not demonstrate multicultural counseling competencies.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates sensitivity to diversity.</li> <li>- Demonstrates multicultural counseling competencies.</li> </ul>
<b>Open to new ideas</b>	<ul style="list-style-type: none"> <li>- Dogmatic about own perspective and ideas.</li> <li>- Unable or unwilling to consider others' points of view.</li> </ul>	<ul style="list-style-type: none"> <li>- Openly discusses and respects perspectives other than own.</li> <li>- Considers others' perspectives and points of view.</li> </ul>
<b>Aware of impact on others</b>	<ul style="list-style-type: none"> <li>- Shows little or no concern for how others are impacted by them.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognizes how own words and actions impact others.</li> </ul>

	<ul style="list-style-type: none"> <li>- Blames others for problems without self-examination.</li> <li>- Disrespectful toward peers, supervisors, and/or instructors (e.g., monopolizes discussion or gossips).</li> <li>- Monopolizes cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Avoids blaming others and examines own role in problems.</li> <li>- Respectful toward peers, supervisors, and/or instructors.</li> <li>- Compromises in cooperative activities.</li> </ul>
<b>Responsive, adaptable and cooperative</b>	<ul style="list-style-type: none"> <li>- Shows little or no effort to adjust behaviors in response to changes in professional &amp; interpersonal contexts.</li> <li>- Expresses intolerance of changes in programmatic, academic, clinical, or supervisory settings.</li> <li>- Reactionary and defensive in response</li> <li>- Shows little or no engagement in cooperative activities</li> </ul>	<ul style="list-style-type: none"> <li>- Shows reasonable effort to adjust behaviors in response to changes in professional &amp; interpersonal contexts.</li> <li>- Expresses tolerance of change in programmatic, academic, clinical, or supervisory settings.</li> <li>- Thoughtful and reflective in response</li> <li>- Appropriately cooperates in cooperative activities</li> </ul>
<b>Receptive to and uses feedback</b>	<ul style="list-style-type: none"> <li>- Responds to feedback with defensiveness, anger, and/or denial.</li> <li>- Shows little or no evidence of incorporating feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Responsive, open, and receptive to feedback</li> <li>- Appropriately incorporates feedback.</li> </ul>
<b>Responds to conflict appropriately</b>	<ul style="list-style-type: none"> <li>- Shows minimal willingness to examine own role in conflict.</li> <li>- Shows minimal effort and/or ability at problem solving</li> <li>- Displays hostility when conflicts are addressed.</li> <li>- Does not address conflict directly with individual(s) involved and addresses with others instead</li> </ul>	<ul style="list-style-type: none"> <li>- Actively examines and acknowledges own role in conflict</li> <li>- Actively participates in problem-solving efforts.</li> <li>- Appropriately expresses emotions when conflicts are addressed</li> <li>- Addresses conflict directly with individual(s) involved.</li> </ul>
<b>Accepts personal responsibility</b>	<ul style="list-style-type: none"> <li>- Refuses to admit mistakes or examine own contribution to problems.</li> <li>- Lies, minimizes, or embellishes the truth to extricate self from problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Examines own role in problems</li> <li>- Accurate and honest in describing own and others roles in problems.</li> <li>- Accepts own mistakes and responds to them as opportunity for self-improvement.</li> </ul>
<b>Expresses feelings effectively and appropriately</b>	<ul style="list-style-type: none"> <li>- Does not express own feelings appropriately</li> <li>- Does not recognize or acknowledge feelings of others</li> <li>- Acts out negative feelings (through negative behaviors) rather than articulating them</li> <li>- Expression of feelings is inappropriate to the setting</li> </ul>	<ul style="list-style-type: none"> <li>- Expresses own feelings</li> <li>- Acknowledges others feelings</li> <li>- Acts professionally while experiencing difficult emotions</li> <li>- Expression of own feelings is appropriate to the setting</li> </ul>
<b>Dependable in meeting obligations</b>	<ul style="list-style-type: none"> <li>- Absent from scheduled program obligations (e.g., class, supervision,</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfactorily meets attendance requirements and notifies others in advance regarding absences.</li> </ul>



	<p>GA, or clinical site) and does not notify others in advance.</p> <ul style="list-style-type: none"> <li>- Arrives late for scheduled obligations.</li> <li>- Rarely meets deadlines (i.e., practicum and internship paperwork, applications, tapes, other assignments) or paperwork is incomplete when submitted.</li> </ul>	<ul style="list-style-type: none"> <li>- Arrives on-time for scheduled obligations.</li> <li>- Meets deadlines and satisfactorily completes paperwork.</li> </ul>
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I  hereby certify that I have read

*(Print name)*

and that I understand the information presented in this *School Counselor Certification Handbook*.

\_\_\_\_\_

*(Signature)*

\_\_\_\_\_

*(Date)*

# **Appendix C**

**Reservation Forms**

**for**

**Practicum and Internship**

**CMHC/LPC OPTION-60 Hour Degree Plan**  
**MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING**  
**PRACTICUM VERIFICATION OF COURSEWORK**

I certify that I have completed the following pre-requisite courses for COUN 5393 with a grade of 'B' or better:  
 COUN 5350, COUN 5353, COUN 5354, COUN 5357, COUN 5358 & COUN 5365.

<b>Required Course</b>	<b>Semester/Year</b>	<b>School</b>	<b>Grade</b>
COUN 5350 Foundations of Counseling			
COUN 5365 Ethical Foundations of Counseling			
COUN 5353 Theories of Counseling			
COUN 5357 Methods & Practices in Counseling			
COUN 5354 Group Procedures for Counselors			
COUN 5358 Counseling Perspectives on Psychopathology			

Approved course substitutions or reasons for not completing any pre-requisite course.



**placement and enrolling in a practicum or internship course. Approval does not guarantee placement. Student liability insurance is required. A new application is required for each semester of field placement. Refer to the university catalog or contact the Practicum/Internship Director for more information.**

**TAMUCT Clinical Mental Health Counseling Program**  
**Site Supervisor's Practicum or Internship Supervisory Agreement**

Semester / Year				
Student Information				
Student Name:				
Warrior ID:				
Practicum / Internship Site Information				
Agency Name:				
Address:				
Phone:	Website:	Specialization:		
Site Supervisor Information (Attach copy of resume)				
Name:				
Email:				
Phone:				
Highest Degree	Year Completed	Name of University	Field of Study	CACREP Accredited?
Licensure		License #	Years of Post-Graduation Experience in Mental Health	

**Purpose of the Agreement**

The purpose of this agreement is to specify the nature of the relationship between TAMUCT, co-trainer, and the student during the internship (field placement). This agreement reflects our common interests in educating counselors and therapists and preparing them for professional responsibilities in agencies, institutions, and private practice.

This agreement neither requires nor involves an exchange of funds between TAMUCT and co-trainer. This agreement does not imply that TAMUCT will provide onsite supervision. Extensions of the programs for a student beyond one semester must be mutually agreed to by TAMUCT, co-trainer, and student and must be needed to meet training objectives and requirements. **The University Program at TAMUCT Agrees**

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. To provide a minimum of 1.5 hours of weekly group supervision to the student by the faculty supervisor and up to 1.0 hours/week of biweekly individual/triadic supervision if needed.
- C. That the university's faculty supervisor will collaborate/consult with the co-trainer's site supervisor to ensure the student's learning needs are addressed.
- D. To provide on-site visits by the university's faculty supervisor or practicum/internship director as needed.
- E. That assignment of students' grade for the semester is the responsibility of the TAMUCT faculty supervisor.

- F. That students' work will be subject to critique by the university supervisor via direct observation, tapes of sessions, and/or personal conferences.
- G. That the co-trainer will not be charged for services performed by TAMUCT personnel or students.
- H. That the co-trainer shall not be liable on account of injury, sickness, disease, or death of any student, personnel, or faculty member using the resources of the co-trainer under the terms of this agreement. Further, TAMUCT agrees, only insofar as it is authorized by law to do so, to hold the co-trainer harmless from and against and liability of personal injury, including injury involving death, or damage to property, that results directly or indirectly from the use by TAMUCT of co-trainer resources under this Agreement.
- I. That the students and faculty are to have adequate health insurance or be responsible for their own expenses in case of injury, illness, or hospitalization.

#### **The Practicum / Internship Site Agrees**

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. To provide weekly on-site supervision by the co-trainer's on-site approved supervisor that averages 1 hour per week. At least half of these supervision hours will include individual/triadic supervision.
- C. The co-trainer's on-site approved supervisor has the following qualifications:
  - a. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
  - b. a minimum of two years of pertinent professional experience in the program area in which the student is enrolled;
  - c. knowledge of the program's expectations, requirements, and evaluation procedures for students; and
  - d. relevant training in counseling supervision.
- D. The co-trainer's site supervisor will collaborate/consult with the university's practicum/internship faculty supervisor to ensure the student's learning needs are addressed.
- E. To indemnify or "hold harmless" TAMUCT and/or its employees for any injuries occurring to the student or to the people with whom the student has contact should such injuries occur during the student's period of enrollment.
- F. That co-trainer has the right and privilege of reviewing and interviewing student applicants and determining whether they will be acceptable. Such decisions will be in keeping with federal guidelines protecting civil rights and rights of the disabled.
- G. While providing site supervision for students, co-trainer will retain overall clinical responsibility for clients/patients.
- H. To provide the student with the opportunity to provide direct service with actual clients that contributes to the development of counseling skills.
- I. To provide the student with the opportunity 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).
- J. To provide adequate space, equipment, and supplies during the period of supervision as would be provided to professional counselors and therapists.
- K. That the on-site supervisor will, as part of his/her supervisory responsibilities, provide evaluative feedback to the student and to TAMUCT supervisor on a regular basis.
- L. That the on-site supervisor will provide TAMUCT with a written final evaluation of the student using at minimum the forms provided by TAMUCT for this purpose. To the extent provided by law, this evaluation will be made available to potential employers only on written request by the student.
- M. That co-trainer reserves the right to suspend a student for inadequate, unprofessional, or illegal conduct or behavior for any reason deemed justifiable by co-trainer. Co-trainer agrees to communicate such status changes to the student in accordance with due process guidelines, to include written and verbal communication between co-trainer and university supervisor and same between co-trainer and student regarding cause of suspension or dismissal. After notification regarding the change of student status, the Department of Psychology and Counseling will convene a committee of program faculty to determine an appropriate course of action. Recommendations will be in accordance with established policy, procedure, and statute.
- N. That co-trainer is not for any purpose an agent of TAMUCT.

#### **The University Student Agrees**

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. That he/she retains the right to conference with university supervisor regarding case assignments and training experiences.
- C. That in addition to field assignment, student will attend all required meetings with university supervisor and with the on-site supervisor.
- D. To adhere to the regulations, policies, and practices of co-trainer so long as they are legal and ethical. He/she will conduct him/herself in a professional manner, complying with ethical principles of the profession and with due concern for confidentiality and the well-being of the co-trainer's clients/patients.

To address any concerns that may arise about the co-trainer's site and/or staff via professionally appropriate channels. The first course of action if a student has a concern about a placement is to

address this with their site supervisor or his/her immediate supervisor. If this is not feasible, the student

- E. should raise his/her concern with his/her TAMUCT faculty supervisor or his/her immediate supervisor.
- J. To purchase and keep in effect a personal liability insurance policy which is acceptable to the co-trainer, and shall provide a valid certificate of such insurance to TAMUCT prior to beginning internship and/or practicum.
- K. That he/she is responsible for meeting all screening and training requirements for employment at the site (e.g., background checks, drug screens, immunizations).
- L. That he/she will be responsible for their own meals, laundry, and transportation to and from the co-trainer's assigned facilities.

### Termination

This agreement will remain in effect during the semester(s) the specified student whose name appears above is assigned to the cotrainer named in the first paragraph of this document. TAMUCT or co-trainer may terminate this agreement by giving ten (10) days written advance notice to the other party. Further, a violation of this agreement by any party may lead to termination of the agreement.

### Signatures

Site Supervisor Signature	Printed Name	Date
Student Signature	Printed Name	Date
University Supervisor Signature	Printed Name	Date
Field Experience Coordinator	Printed Name	Date

**PSYCHOLOGY AND COUNSELING PRACTICUM**  
**Texas A&M University – Central Texas**

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*Statement of Confidentiality*

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I, the undersigned, do agree to hold in strictest confidence personal information gained in a practicum/internship. This agreement is in accordance with established Codes of Ethics from professional associations as well as the licensure laws of the state of Texas. I understand the necessity for such an agreement and will abide by the implicit and explicit demands of this statement. I further understand that breaches of confidentiality will result in disciplinary action including possible dismissal from the Texas A&M University – Central Texas Psychology and Counseling Program.

---

Student

---

Date



**AFFIRMATION, WAIVER AND LIABILITY RELEASE  
TEXAS A&M UNIVERSITY – CENTRAL TEXAS  
PSYCHOLOGY AND COUNSELING PRACTICUM**

In consideration of being allowed to participate in a practicum course and the field placement requirement of said course, the undersigned student agrees:

1. To waive all claims for liability against Texas A&M University – Central Texas, the Board of Regents, the Texas A&M University System, their respective officers, agents, servants, and employees, arising or in any way predicated upon acts or omissions, in connection with the above described class and program. The undersigned agrees to hold harmless Texas A&M University – Central Texas, the Board of Regents, the Texas A&M University System, their respective officers, agents, servants, and employees from any and all liability arising out of, or in any manner predicated upon, loss or damage to property, injury or death to the undersigned, which injury may occur in connection with the operation of the above described class and program, regardless whether or not such injuries arise, in whole or in part, from the negligence of TAMUCT or its employees.
2. That his/her participation in said class will make use of personal student experiences in the group in a classroom situation, and I hereby give my informed consent to the usage of these experiences and further agree and consent that professional observations and/or findings as well as student comments may be communicated to and discussed with the group in a classroom situation. The undersigned agrees to hold harmless Texas A&M University – Central Texas, the Board of Regents, the Texas A&M University System, their respective officers, agents, servants, and employees from any and all liability arising out of or in any way predicated upon acts or omissions, in connection with the activity described in this paragraph.
3. To hold harmless Texas A&M University – Central Texas, the Board of Regents, the Texas A&M University System, their respective officers, agents, servants, and employees from any and all liability arising from participation in the field practicum/internship or which might be due to injuries as a result of the co-trainer’s negligence. Co-trainer represents any agency, institution, or facility outside Texas A&M University – Central Texas that accepts responsibility of supervising a student intern.
4. That he/she assumes all risk involved in participation in this field practicum/internship program. This assumption is made freely and voluntarily and with full and complete understanding of the consequences of such risk assumption.
5. That his/her fitness for providing counseling services will be continually monitored by faculty and onsite supervisors, and I hereby give my informed consent for my faculty supervisor, on-site supervisor, and practicum/internship director to share information about my performance to facilitate this evaluation.

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Representative Signature

## SELF-INVENTORY FOR PRACTICUM/INTERNSHIP SELECTION\*\*

**Directions:** Prior to enrolling in practicum or internship students are asked to complete this self-inventory.

1. My long term career goal is:
2. My area of special interest is:
3. The type of client who I would most like to work with is:
4. The type of client who I would least like to work with is:
5. I feel most qualified/skilled to work with:
6. I feel least qualified/skilled to work with:
7. An area of competence I would like to enhance or develop is:
8. My ideal site supervisor would have the following characteristics:
9. I feel most comfortable in a working environment with the following characteristics:
10. I have had the following professional or volunteer experience and/or course work related to counseling:
11. My personal areas of strength and weakness which should be considered in the site selection process include:

Strengths:

Areas for improvement:

12. My ideal counseling internship would be a(n) \_\_\_\_\_ agency performing \_\_\_\_\_ duties with \_\_\_\_\_ (type of population).

**\*\*Ideally you should complete this form prior to contacting sites, and then use the information herein when consulting with your program advisor or the practicum/internship director to narrow your search to sites most appropriate to your needs/expertise.**



### Continuing Supervision Checklist

Student:

Semester/Year:

Professor for upcoming semester:

Site:

Site Supervisor:

Signature required	Date	Requirement
Dept. Admin. Asst.		Submitted signed Internship Bridge Agreement.
Dept. Admin. Asst.		Provided proof of liability insurance for period between semesters.
Current Faculty Supervisor		Current faculty supervisor confirms passing grade to be awarded in practicum or current enrollment in internship. Students with incomplete in practicum may only accrue hours to complete the practicum.
Future Faculty Supervisor		Faculty supervisor for the next semester agrees collaborate/consult with the co-trainer's site supervisor prior to the break to ensure the student's learning needs are addressed.
Site Supervisor		Site supervisor agrees to retain overall clinical responsibility for clients/patients and to assume sole responsibility for providing clinical supervision to the student during the break.

## **INTERNSHIP BRIDGE AGREEMENT: Clinical Mental Health Counseling**

I, \_\_\_\_\_, am applying to continue my fieldwork experiences during the break between \_\_\_\_\_ (semester/year) and \_\_\_\_\_ (semester/year). I have secured permission as specified in the following agreement.

This cooperative agreement is between the Department of Counseling and Psychology at Texas A&M University – Central Texas and \_\_\_\_\_ (**name of site**), hereinafter referred to as a co-trainer. The purpose of this agreement is to specify the nature of the relationship between TAMUCT, co-trainer, and the student during the field placement experiences between academic semesters. This agreement reflects our common interests in educating counselors and therapists and preparing them for professional responsibilities in agencies, institutions, and private practice.

In consideration of their participation in a cooperative internship, and the benefits and responsibilities accruing to the parties from such an agreement, TAMUCT, co-trainer, and student, each individually agree as follows:

### I.

This agreement neither requires nor involves an exchange of funds between TAMUCT and co-trainer. This agreement does not imply that TAMUCT will provide onsite supervision. Extensions of the programs for a student beyond one semester must be mutually agreed to by TAMUCT, co-trainer, and student and must be needed to meet training objectives and requirements.

### II.

TAMUCT agrees:

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. That the university faculty will not be obligated to provide group or individual supervision to the student during the break between semesters.
- C. That the university's faculty supervisor will collaborate/consult with the co-trainer's site supervisor prior to the break to ensure the student's learning needs are addressed.
- D. That students' work will be subject to critique by the university supervisor via direct observation, tapes of sessions, and/or personal conferences once the academic term resumes.
- E. That the co-trainer will not be charged for services performed by TAMUCT personnel or students.
- F. That the co-trainer shall not be liable on account of injury, sickness, disease, or death of any student, personnel, or faculty member using the resources of the co-trainer under the terms of this agreement. Further, TAMUCT agrees, only insofar as it is authorized by law to do so, to hold the co-trainer harmless from and against and liability of personal injury, including injury involving death, or damage to property, that results directly or indirectly from the use by TAMUCT of co-trainer resources under this Agreement.
- G. That the students and faculty are to have adequate health insurance or be responsible for their own expenses in case of injury, illness, or hospitalization

### III.

Co-trainer agrees:

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. To provide weekly on-site individual/triadic supervision by the co-trainer's on-site approved supervisor that averages 1 hour per week.
- C. The co-trainer's on-site approved supervisor has the following qualifications:
  - a. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
  - b. a minimum of two years of pertinent professional experience in the program area in which the student is enrolled;
  - c. knowledge of the program's expectations, requirements, and evaluation procedures for students; and
  - d. relevant training in counseling supervision.
- D. The co-trainer's site supervisor will collaborate/consult with the university's practicum/internship faculty supervisor prior to the break to ensure the student's learning needs are addressed and will provide a summary evaluation of the student's work at the end of the break.
- E. To indemnify or "hold harmless" TAMUCT and/or its employees for any injuries occurring to the student or to the people with whom the student has contact should such injuries occur during the student's period of enrollment.
- F. That co-trainer has the right and privilege of reviewing and interviewing student applicants and determining whether they will be acceptable. Such decisions will be in keeping with federal guidelines protecting civil rights and rights of the disabled.
- G. While providing site supervision for students, co-trainer will retain overall clinical responsibility for clients/patients.
- H. To provide the student with the opportunity to provide direct service with actual clients that contributes to the development of counseling skills.
- I. To provide the student with the opportunity 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).
- J. To provide adequate space, equipment, and supplies during the period of supervision as would be provided to professional counselors and therapists.
- K. That the on-site supervisor will, as part of his/her supervisory responsibilities, provide evaluative feedback to the student and to TAMUCT supervisor on a regular basis.
- L. That the on-site supervisor will provide TAMUCT with a written final evaluation of the student using at minimum the forms provided by TAMUCT for this purpose. To the extent provided by law, this evaluation will be made available to potential employers only on written request by the student.
- M. That co-trainer reserves the right to suspend a student for inadequate, unprofessional, or illegal conduct or behavior for any reason deemed justifiable by co-trainer. Co-trainer agrees to

communicate such status changes to the student in accordance with due process guidelines, to include written and verbal communication between co-trainer and university supervisor and same between co-trainer and student regarding cause of suspension or dismissal. After notification regarding the change of student status, the Department of Psychology and Counseling will convene a committee of program faculty to determine an appropriate course of action. Recommendations will be in accordance with established policy, procedure, and statute.

N. That co-trainer is not for any purpose an agent of TAMUCT.

#### IV.

Student agrees:

- A. To the extent permitted by law, anonymity of clients will be maintained.
- B. That he/she retains the right to conference with university supervisor regarding case assignments and training experiences once the academic term resumes.
- C. That in addition to field assignment, student will attend all required meetings with university supervisor and with the on-site supervisor.
- D. To adhere to the regulations, policies, and practices of co-trainer so long as they are legal and ethical. He/she will conduct him/herself in a professional manner, complying with ethical principles of the profession and with due concern for confidentiality and the well-being of the co-trainer's clients/patients.
- E. To address any concerns that may arise about the co-trainer's site and/or staff via professionally appropriate channels. The first course of action if a student has a concern about a placement is to address this with their site supervisor or his/her immediate supervisor. If this is not feasible, the student should raise his/her concern with his/her TAMUCT faculty supervisor or his/her immediate supervisor.
- H. To purchase and keep in effect a personal liability insurance policy which is acceptable to the cotrainer, and shall provide a valid certificate of such insurance to TAMUCT prior to beginning internship and/or practicum.
- I. That he/she is responsible for meeting all screening and training requirements for employment at the site (e.g., background checks, drug screens, immunizations).
- J. That he/she will be responsible for their own meals, laundry, and transportation to and from the cotrainer's assigned facilities.

This agreement will remain in effect during the break between semesters the specified student whose name appears below is assigned to the co-trainer named in the first paragraph of this document. TAMUCT or cotrainer may terminate this agreement by giving ten (10) days written advance notice to the other party. Further, a violation of this agreement by any party may lead to termination of the agreement.

### Required Signatures

CO-TRAINER APPROVED SITE SUPERVISOR



**Clinical Mental Health Counseling PRACTICUM /INTERNSHIP**  
**Texas A&M University – Central Texas**

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*Documentation of Consent to Record*

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**Purpose and use of recordings:**

Audio/video recordings are an essential part of supervision for counselors in training and allow for better feedback than student self-report. Students use recordings to review their own performance as counselors-in-training. Their performance may also be reviewed by their supervisors and other trainees in a small-group setting.

**Confidentiality:**

The counselor-in-training will not disclose the client's identity during review of recordings; she/he will use a pseudonym for the client during supervision with the faculty supervisor. At no point will recorded material be accessible via an internet-connected device, and Trainees will take appropriate precautions to safeguard recordings (e.g., keep in a locked location when not on their person). Recordings will typically be destroyed within 30 days of their creation, and all recordings will be destroyed within 7 days of the last class day of the semester in which the recording is made. Trainees may transcribe a recorded session for review by their faculty supervisor, but when they do so they will remove all identifying information (e.g., names of people, geographical locations).

**Site Supervisor:**

Many clinical training sites have their own consent to record form that a client signs. TAMUCT is not requesting a copy of this form. By signing this form, you acknowledge that the counselor-in-training has obtained proper consent for recording from the client on your site's approved form.

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COUNSELOR IN TRAINING

_____	_____	_____
Printed Name	Signature	Date

SITE SUPERVISOR

_____	_____	_____
Printed Name	Signature	Date

FACULTY SUPERVISOR

_____	_____	_____
Printed Name	Signature	Date

If you have other questions about this request, please contact the TAMUCT CMHC Field Experience Coordinator – Dr. Airhart-Larraga (s.airhart-larraga@tamuct.edu).



## Texas A&M University-Central Texas Psychology & Counseling Department

### Weekly Field Experience Activities Log

Student Name:		Semester:		Course:				
Week #:	1	Start Date:		End date:				
Site Name:	CCFTC	Clinical Supervisor's name:	Dr. Caroline Norris					
Direct Contact Hours	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
#1 – Individual Counseling/Therapy								0
#2 – Group Counseling/Therapy								0
#3 – Couple/Family Counseling/Therapy								0
#4 – Guidance Counseling								0
#5 – Consultation								0
#6 – Assessment								0
#7 – Other (Specify: _____ )								0
Total Direct Client Contact Hours for the Week:								0
Indirect Contact Hours	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
#8 – Planning & Preparation								0
#9 – Individual Supervision								0
#10 – Triadic Supervision								0
#11 – Group Supervision								0
#12 – Orientation								0
#13 – Recordkeeping/Documentation								0
#14 – Professional Growth								0
#15 – Other (Specify: _____ )								0
Total Indirect Client Contact Hours for the Week:								0
<b>Client population</b> (check all that apply)	<input type="checkbox"/>	Children <6	<input type="checkbox"/>	Children 6-12	<input type="checkbox"/>	Children 13-18	<input type="checkbox"/>	
	<input type="checkbox"/>	Adults 18-64	<input type="checkbox"/>	Adults 65+	<input type="checkbox"/>			
<b>Type(s) of counseling</b> (check all that apply)	<input type="checkbox"/>	General	<input type="checkbox"/>	Drug & Alcohol Abuse	<input type="checkbox"/>			
	<input type="checkbox"/>	Marriage & Family	<input type="checkbox"/>	Career & Vocational	<input type="checkbox"/>			
	<input type="checkbox"/>	Group	<input type="checkbox"/>	Rehabilitation	<input type="checkbox"/>			
	<input type="checkbox"/>	Individual	<input type="checkbox"/>	Academic	<input type="checkbox"/>			
	<input type="checkbox"/>	Child & Adolescent	<input type="checkbox"/>	Behavior Intervention/Mgmt.	<input type="checkbox"/>			
	<input type="checkbox"/>	Guidance	<input type="checkbox"/>	Consultation	<input type="checkbox"/>			
	<input type="checkbox"/>	Academic Assessment	<input type="checkbox"/>	Vocational Assessment	<input type="checkbox"/>			
	<input type="checkbox"/>	Clinical Intake	<input type="checkbox"/>	Personal/Social Assessment	<input type="checkbox"/>			
<b>Setting(s)</b> (check all that apply)	<input type="checkbox"/>	Private practice	<input type="checkbox"/>	Volunteer	<input type="checkbox"/>			
	<input type="checkbox"/>	School	<input type="checkbox"/>	Univ. Counseling Center	<input type="checkbox"/>			
	<input type="checkbox"/>	Hospital	<input type="checkbox"/>	Nonprofit organization	<input type="checkbox"/>			
<b>Required Signatures</b>								
Student (signature required each week)	Date		Clinical Supervisor (signature required each week)	Date				
Faculty Supervisor (signature required each week)	Date							

**Texas A&M University-Central Texas  
Psychology & Counseling Department**

*Field Experience Summary Sheet*

Student Name:	0	Semester:	0	Course:	0
Faculty Supervisor:		Start Date:	1/0/00	End date:	1/0/00
Site Name:	CCFTC	Site Supervisor:			
Direct Contact Hours			Totals		
#1 – Individual Counseling/Therapy			0		
#2 – Group Counseling/Therapy			0		
#3 – Couple/Family Counseling/Therapy			0		
#4 – Guidance Counseling			0		
#5 – Consultation			0		
#6 – Assessment			0		
#7 – Other (Specify: )			0		
<b>Total Direct Client Hrs. for Semester</b>			<b>0</b>		
Indirect Contact Hours			Totals		
#8 – Planning & Preparation			0		
#9 – Individual Supervision			0		
#10 – Triadic Supervision			0		
#11 – Group Supervision			0		
#12 – Orientation			0		
#13 – Recordkeeping/Documentation			0		
#14 –Professional Growth			0		
#15 –Other (Specify: )			0		
<b>Total Indirect Client Hrs for Semester</b>			<b>0</b>		
<b>TOTAL HOURS COMBINED FOR SEMESTER</b>			<b>0</b>		

<b>Client population(s)</b> (check all that apply)	<input type="checkbox"/>	Children <6	<input type="checkbox"/>	Children 6-12	<input type="checkbox"/>	Children 13-18
	<input type="checkbox"/>	Adults 18-64	<input type="checkbox"/>	Adults 65+		
<b>Type(s) of counseling</b> (check all that apply)	<input type="checkbox"/>	General	<input type="checkbox"/>	Marriage & Family	<input type="checkbox"/>	Drug & Alcohol Abuse
	<input type="checkbox"/>	Group	<input type="checkbox"/>	Child & Adolescent	<input type="checkbox"/>	Behavior Intervention/Mgmt.
	<input type="checkbox"/>	Individual	<input type="checkbox"/>	Consultation	<input type="checkbox"/>	Clinical Intake
	<input type="checkbox"/>	Guidance	<input type="checkbox"/>	Rehabilitation	<input type="checkbox"/>	Academic Assessment
	<input type="checkbox"/>	Academic	<input type="checkbox"/>	Career & Vocational	<input type="checkbox"/>	Vocational Assessment
					<input type="checkbox"/>	Personal/Social Assessment
<b>Setting(s)</b> (check all that apply)	<input type="checkbox"/>	School	<input type="checkbox"/>	Volunteer	<input type="checkbox"/>	Univ. Cnsl.Center
	<input type="checkbox"/>	Hospital	<input type="checkbox"/>	Private practice	<input type="checkbox"/>	Nonprofit org.

	Name of Site	Direct Hours	Indirect Hours	Total Hours
<b>Summary of Hours for ALL Sites</b>				0
				0
				0
	<b>GRAND TOTALS</b>		0	0

<b>Required Signatures</b>			
	Student (signature required each week)		Date
	42		
	Clinical Supervisor (signature required each week)		Date

# **Appendix D**

## **Proposed Clinical Mental Health Counseling 2-Year Course Sequence**

## Clinical Mental Health Counseling Courses 2-Year Plan

FALL 2020	SPRING 2021	SUMMER 2021
5302 Intro to Research	5302 Intro to Research	5304 Human Development
5304 Human Development	5304 Human Development	5311 Multicultural Counseling
5307 Abnormal Behavior	5307 Abnormal Behavior	5353 Theories of Counseling
5311 Multicultural Counseling	5311 Multicultural Counseling	5354 Group Counseling
5350 Foundations of Counseling	5350 Foundations of Counseling	5356 Intro to Family
5351 Career Counseling	5351 Career Counseling	5357 Methods in Counseling
5352 Foundations School Counseling	5353 Theories of Counseling	5358 Psychopathology
5353 Theories of Counseling	5354 Group Counseling	5363 Addictions Counseling
5354 Group Counseling	5356 Intro to Family	5366 Sandtray Therapy
5356 Intro to Family	5357 Methods in Counseling	5386 Internship
5357 Methods in Counseling	5358 Psychopathology	5393 Practicum
5358 Psychopathology	5363 Addictions Counseling	Special Topics Course
5363 Addictions Counseling	5365 Ethics	
5365 Ethics	5367 Play Therapy	
5381 Assessment and Evaluation	5381 Assessment and Evaluation	
5386 Internship	5386 Internship	
5393 Practicum	5393 Practicum	
Special Topics Course	Special Topics Course	

NOTE: The above courses are proposed for Fall 2020, Spring 2021, and Summer 2021. Please note course offerings are dependent on available faculty, students, and financial resources.

<b>FALL 2021</b>	<b>SPRING 2022</b>	<b>SUMMER 2022</b>
5302 Intro to Research 5304 Human Development 5307 Abnormal Behavior 5311 Multicultural Counseling 5350 Foundations of Counseling 5351 Career Counseling 5352 Foundations School Counseling 5353 Theories of Counseling 5354 Group Counseling 5356 Intro to Family 5357 Methods in Counseling 5358 Psychopathology 5363 Addictions Counseling 5365 Ethics 5381 Assessment and Evaluation 5386 Internship 5393 Practicum Special Topics Course	5302 Intro to Research 5304 Human Development 5307 Abnormal Behavior 5311 Multicultural Counseling 5350 Foundations of Counseling 5351 Career Counseling 5353 Theories of Counseling 5354 Group Counseling 5356 Intro to Family 5357 Methods in Counseling 5358 Psychopathology 5363 Addictions Counseling 5365 Ethics 5367 Play Therapy 5381 Assessment and Evaluation 5386 Internship 5393 Practicum Special Topics Course	5304 Human Development 5311 Multicultural Counseling 5353 Theories of Counseling 5354 Group Counseling 5356 Intro to Family 5357 Methods in Counseling 5358 Psychopathology 5363 Addictions Counseling 5366 Sandtray Therapy 5386 Internship 5393 Practicum Special Topics Course

I \_\_\_\_\_ hereby certify that I have read  
(Print name)

and that I understand the information presented in this *Handbook*.

\_\_\_\_\_  
(Signature) (Date)