



Professional Counseling Program

**Department of Counseling, Leadership,
Adult Education, and School Psychology
(CLAS)**

Guidelines for Site-Based Internship COUN 5389

Revised August 2022

Table of Contents

Introduction	3
Goals and Objectives	3
Student Learning Outcomes	3
Types of Clinical Hours Required	4
Intern Supervision Information	6
Preparing for Internship	6
Applying for Internship	6
Securing Internship Placement	7
Providing Documentation	7
Site Approval Process	7
Professional Responsibilities Interns	8
Frequently Asked Questions	9
Required Documentation	11
Deficiencies in Internship Hours	11
Site Supervisor Introduction letter	12
Memorandum of Agreement (example)	13
Supervisor Professional Disclosure (format)	16
Proposed Internship Activity Plan	17
Intern Activity Sheet (final documentation)	18
Midsemester Evaluation of Counselor Intern	19
End of Semester Evaluation of Counselor Intern	21
Final Evaluation of School Counseling Intern	24
Counselor Intern Evaluation of Internship Site	27
Sample COUN 5389 Course Syllabus	31
Weekly Internship Log	39

INTRODUCTION

The Guidelines for Site-Based Internship – COUN 5389 intends to serve as an initial orientation to Site-Based Internship within the Professional Counseling Program at Texas State University. This course is described as an on-site internship occurring in a school or agency setting with supervision by on-site and university supervisors. This class may be repeated based on the recommendation of the counseling faculty. Course graded on a credit (CR), progress (PR), or no credit (F) basis.

GOALS AND OBJECTIVES

To successfully complete the Site-Based Internship courses, each semester the student must log a minimum of 300 clock-hours of counseling activities, with at least 120 of these hours in direct counseling contact with clients. Activities counting toward indirect hours may include such professional activities as consultation, coordination, supervision, and attending workshops and professional conferences. Please see the Internship hours log for additional information. In the course of completing these activities, the student will be expected to demonstrate a wide variety of counseling techniques and communication skills, including, but not limited to, individual counseling, group counseling, and couple and family counseling interventions, as applicable to each student's degree track. Every week, the student must document hours engaged in these activities, and submit a signed log to the internship professor (see Weekly Log of Counseling Activities on last page).

STUDENT LEARNING OUTCOMES

- The student will demonstrate ability to describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
- The student will demonstrate understanding the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network.
- The student will demonstrate ability to use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
- The student will demonstrate ability to apply multicultural competencies involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- The student will demonstrate ability to promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
- The student will demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
- The student will demonstrate the ability to recognize his or her own limitations as a counselor-in-training and to seek supervision to refer clients when appropriate.
- The student will demonstrate the selection of appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
- The student will demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
- The student will demonstrate use of preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.

- The student will demonstrate ability to adhere to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.



TYPE OF CLINICAL HOURS REQUIRED FOR EACH DEGREE TRACK

Note: To meet Program and CACREP standards, the following parameters for COUN 5389 Site-Based Internship are as follows:

➤ **Clinical Mental Health Counseling (CMHC)**

The internship site is to provide the student with the opportunity to use preventative, developmental, and remedial counseling interventions with appropriate clientele and community interventions.

During each of the two, sequential, COUN 5389 Site based Internship semesters:

- A minimum of 120 direct client contact hours must be in a community/clinical mental health setting
- A maximum of 25 hours of direct client contact hours can be carried over to the 2nd internship semester. This number does not reduce the agreed upon time commitment to the internship site during the 2nd semester
- A minimum of 180 indirect hours must be earned during the semester, to include both group supervision hours (class), and weekly individual supervision provided by the on-site supervisor. Indirect hours over 180 cannot be carried over to the next semester of internship.

Settings allowed for this degree track include community counseling/clinical mental health agencies, as well as counseling agencies operating within a school setting. Private practices are not approved sites for CMHC students. The counselor intern must log a minimum of 600 internship hours across 2 semesters: a minimum of 240 direct client contact hours and 360 indirect hours evenly divided across a minimum of 2 semesters. There is no maximum semester to complete these hours, but a student must continue to be enrolled in COUN 5389 until completing the required hours.

➤ **Marriage, Couple, and Family Counseling (MCFC)**

The internship site is to provide the student the opportunity to demonstrate counseling utilizing systems approaches, primarily with couples and families.

During each of the two, sequential, COUN 5389 Site based Internship semesters:

- A minimum of 40 direct client contact hours must be with couples and/or families.
- The remaining 80 direct client contact hours may be with individual clients, working from a systems perspective.
- A maximum of 25 hours of direct client contact hours can be carried over to the 2nd internship semester. This number does not reduce the agreed upon time commitment to the internship site during the 2nd semester.
- A minimum of 180 indirect hours must be earned during the semester, to include both group supervision hours (class), and weekly individual supervision provided by the on-site supervisor.

Similar to the Clinical Mental Health Counseling track, in the Marital, Couple, and Family Counseling degree track, the counselor intern must log a minimum of 600 internship hours across 2 semesters: a minimum of 240 direct client contact hours and 360 indirect hours divided across a minimum of 2 semesters. There is no maximum semester to complete these hours, but a student must continue to be enrolled in COUN 5389 until completing the required hours.

➤ **School Counseling (SC)**

The internship site for one semester of COUN 5389 is to be in a PK-12 school counseling setting, through the school counseling program at the school. The site supervisor should be a certified school counselor with a minimum of 3 years professional school counseling experience. The student intern will have the opportunity to demonstrate individual and group counseling approaches to enhance the personal, academic, and career success of K-12 students as well as demonstrate competence in consultation with parents and school staff, and coordination of the school counseling program.

During the single COUN 5389 Site based Internship semester:

- A total of 240 direct client contact hours should include individual and group counseling of students, classroom guidance, and consultation services to parents and teachers.
- The student intern must log a total of 600 hours: 240 direct client contact, 360 indirect hours.

Individual & Group Counseling Experience Reminder:

The purpose of Internship is for counselor interns to continue to develop their skills in providing individual counseling, so the expectation is that a **majority** of direct hours come from individual counseling of clients.

Group counseling is allowed during Internship semesters, but it is concerning if a site is only offering a group counseling experience, and more so if the intern is still co-facilitating groups like they were in Clinical Practicum. There is certainly skill development that comes from groups, but the strength comes from individual sessions (or couple/family sessions for those in the MCFC concentration).

For this reason, we have not set a specific number of hours that someone has to have of individual counseling versus group counseling, but it is a conversation that either the Internship instructor or Practicum/Internship Coordinator can have with a site in order to help graduate interns earn more individual direct hours than group counseling hours.

Internship Supervision Information

⊕ *Who can serve as an on-site supervisor?*

- Must be employed by the internship site and work in the same building as the intern
- Have a minimum of an earned Master's degree in a mental health field
- Have a minimum of 2 years post-degree clinical experience in counseling or a closely related mental health field
- Licensed or certified in their mental health field (e.g., **LPC, LMFT, Psychologist, LCSW, or Certified School Counselor**). Approved status as a licensed supervisor is not required (e.g., LPC-Supervisor, LMFT-Supervisor or ACS [Approved Clinical Supervisor])
- Training and orientation to the supervisor role

⊕ *What is required of my on-site supervisor during the site-based internship?*

The supervisor must be present and available at the internship site when the counselor intern is working. Home visits are only allowed if the site supervisor is with the intern. Direct observation and knowledge of the intern's counseling is expected, as opposed to evaluation of an intern's progress based upon reports from other clinicians in the internship setting. As stated in the *Memorandum of Agreement*, all internship sites must be able to provide the ability to video/audio record counseling sessions for the purpose of university supervision and educational experience.

⊕ Be advised that a *Memorandum of Agreement*, *Supervisor Disclosure Statement*, and *Proposed Internship Activity Plan* must be submitted by every intern, every semester, for each internship site in which the intern plans to earn hours of counseling experience. Coordinate with the on-site supervisor to have these completed prior to starting each semester. Students cannot begin to earn hours without a signed *Memorandum of Agreement*.

PREPARING FOR INTERNSHIP

➔ APPLYING FOR INTERNSHIP

The Professional Counseling Program has an application process through which you apply for a seat in the Site-based Internship course. This application process allows for the program to know how many sections of Internship will be needed each semester, and to balance course section enrollment to meet CACREP requirements. As such, you must apply for internship each semester that you plan to enroll in Internship (even if you are continuing at an internship site). Multiple calls for application are sent out on the program's listserv, and the application dates are listed on the Program's Site-based Internship website. Failure to complete the program's application for Internship will result in the student being placed on a wait list for Internship. If a seat is available for the desired semester, the student will be permitted to register. If no seat is available, the student will not be permitted to register, and will have to apply for another semester.

Once you apply for Internship, students are assigned to sections based on numerous factors, including, but not limited to, the order in which applications were submitted, the amount of coursework completed, student-documented conflicts with other course sections based on schedules or internship requirements, and balance between available internship sections. Courtney Webb, program Administrative Assistant, enters the necessary permissions for you to be able to register for your assigned section after registration opens. Seats are reserved only for those students who have been permitted into each section, so there is no chance of a section filling before you are able to register.

➡ SECURING AN INTERNSHIP PLACEMENT

Students will arrange their own site placements. This can be a long process, so students are encouraged to seek out possible sites well before the semester they hope to begin Internship. It is best to start with the Approved Internship Site List under the Clinical Experience Canvas site. The Professional Counseling Program strongly encourages you to utilize the approved list as we have worked hard to build and maintain relationships with these sites. In addition, the Program encourages students to attend Internship Fairs that Chi Sigma Iota hosts in order to begin making connections within the community.

The approved internship list is updated annually, so there are times that a site supervisor has changed or left the agency. Most of the time, that person has been replaced with another supervisor, but if in the event that they have not, this could cause a site to become ineligible based on not having a qualified site supervisor. This is where working with the Practicum/Internship Coordinator becomes important to determine eligibility of the supervisor. The program works to approve supervisors, rather than blanket approval of sites.

See the Professional Counseling Program Site-based Internship webpage for the formal process to have an internship site approved. Consult with the Practicum/Internship Coordinator, Dr. Tracy Chiles, as needed. As a program, we have to ensure that students are at a quality site and receiving excellent supervision.

➡ PROVIDING DOCUMENTATION PRIOR TO INTERNSHIP

Prior to the start of your internship class, a copy of your proof of professional liability insurance must be given to your professor. The policy listing your name, the policy number and duration of the policy will meet this requirement. In addition, you will need to have your Memorandum of Agreement, Professional Disclosure Statement for Supervision, and Proposed Activity Sheet completed and emailed to Dr. Tracy Chiles. You will give the original documents to your Internship Professor on or before the first day of class.



IMPORTANT INFORMATION FOR SITE APPROVALS

See the Professional Counseling Program [Internship website](#) for the process for approving new internship sites.

Some things to consider when seeking new site approval:

1. Sites cannot be a private practice for CMHC students
2. Supervisors must be fully licensed as an LPC, LMFT, LCSW, or Psychologist
3. Supervisors must be onsite when the intern is onsite
4. Supervisors must provide a minimum of 1 hour of individual supervision every week
5. Home visits are allowed only if the site supervisor is with the intern at all times on the visit
6. If the student is currently working for an agency, the student will have to have a completely different role at the agency in order for hours to count in internship and all required paperwork will need to be completed
7. In order for a site to be approved, prospective site will need to complete the [New Internship Site Application](#) online. Dr. Tracy Chiles will then contact the supervisor and set up a time to talk. It is a process that takes time for a potential supervisor and Dr. Chiles to set up a meeting time.
8. We do not provide drug testing or background checks. That would be something for the site to work out and arrange with the student.
9. A potential site **MUST** be willing to provide the ability to video/audio record counseling sessions. This is a mandatory requirement based on CACREP requirements and supervision best practices followed by the program.



PROFESSIONAL RESPONSIBILITIES OF INTERNS

1. *Maintain a professional image.*

As counselors-in-training, your behavior, attire, and attitude reflect upon the department, university and the counseling profession in general. Consequently, it is important to maintain a professional image for the community, clients, peers and professors. There are several things you can do to enhance the image you project, including, but not limited to:

- Dressing **appropriately** and **professionally** when seeing clients and when present at the internship site
- Never discussing cases outside of class (group supervision)
- Taking an active role in individual supervision and group supervision
- Engaging in self-care

2. *Know and practice within the current ACA Code of Ethics.*

Interns are required to abide by the ACA Code of Ethics at all times. Failure to do so could result in the intern being removed from the internship site, or the Professional Counseling Program should the behavior warrant removal. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Internship students are expected to maintain confidentiality. The privacy of the counseling relationship and material shared therein belong to the client. Cases should not be discussed with anyone other than the supervisors, Internship Professor, and in group supervision.

3. *Attend all Class Meetings (Group Supervision).*

You are expected to attend and fully participate in all class meetings. This time is considered group supervision, a CACREP requirement for successful completion of the Internship experience. Failure to attend group supervision could result in your removal from the internship site, and not passing the Internship class. The syllabus outlines specific expectations for each class meeting (see sample syllabus at end of document). Students must maintain confidentiality of cases discussed in class.

4. *Keep appropriate documentation.*

This applies to the internship site as well as the course. Each week you will maintain a weekly log, documenting direct client contact, indirect hours, individual supervision with on-site supervisor, and group supervision (class) with the University Supervisor. The log must be signed weekly by the on-site supervisor. Should you have more than one site, a separate log must be kept for each site.

5. *Recordings.*

Every semester that you are enrolled in internship, you must submit a recording to your Internship Professor. This is a CACREP and Program requirement and is mandatory. Exceptions may include your Internship Professor visiting the site and watching a session live or reviewing the recorded session at your site. This must be approved by and coordinated with the University supervisor in advance.

6. *Things to do at the end of the semester.*

In order to receive credit for the class, you will turn in one final log signed by the on-site supervisor, as well as a final activity sheet documenting all hours. You will also turn in the evaluation completed by the on-site supervisor and complete an evaluation regarding your experience at the internship site. Your Internship Professor will go over this information in class and provide you with the appropriate licensure documentation per site once all documentation and hours are completed and documented.



FREQUENTLY ASKED QUESTIONS

- 1. I could start my first semester of my internship in the summer. I've heard this is a bad idea. I'm also on the MCFC track, so I know I have even more restrictions on where my hours need to come from. I'd rather graduate sooner than later, but do you think this is a really, really bad idea to begin in the summer?**

Summer is a little more difficult due to the shortened schedule (10 weeks vs 15 weeks). The other issue is that some sites see a decrease in client attendance during the summer; these issues could make it a little more difficult to earn hours. On the other hand, it could provide an intern with the opportunity to start to build a client base, making it easier to make up deficient hours in the Fall semester. You should ask the specific site about what their summer client attendance looks like.

- 2. Is there a class meeting time or assignments that accompany internship? Are there any other hidden time requirements?**

Yes, you will meet for Internship class (group supervision) according to the schedule set out by the professor. We are required to meet a minimum of 1 and 1/2 hours per week for group supervision, so instead of coming every week for class, the schedule is typically changed to meeting every other week. Depending on holidays, conferences, etc. some classes are doubled up at the beginning or end of the semester. Class assignments will also take time outside of class (brief presentations, case conceptualizations). Class hours can be included in your indirect hours under group supervision.

- 3. When should I start contacting prospective supervisors/agencies for an internship?**

As soon as you know when you will be taking Internship would be a good time. Some sites start to select interns a year out, particularly if they have few spots and are competitive. (Most are). Make contact with the ones you are most interested in and ask them about their application, interview, and selection schedules. Make sure you are subscribed to the counseling program's listserv in order to receive notifications from sites about applications, as well as the date for Chi Sigma Iota's annual Internship Fair.

- 4. Are these internships ever paid? Can you accept money, if it's offered?**

Very few are paid. Some sites have offered stipends to interns. If you are employed at a site, you can **only** count internship hours doing something that you have **not** done before. For example, if you were doing case management, but now they are allowing you to do an internship, only those things that are qualitatively different from things you did before can count toward Internship hours. So, if you continue to do case management, none of those hours could count.

- 5. Where do I find the list of approved Texas State internship sites?**

Students are added to the Clinical Experience Canvas site when they are in or complete COUN 5354, Basic Skills. If you have already taken that course, look for the Clinical Experience in Canvas. If you don't find it, send Dr. Chiles your Net ID (e.g., kg1234) and she can add you. Under Resources, you will find lists for Practicum Groups and Internship sites, which are updated annually.

- 6. Is it desirable to have two different internship sites, or do most people keep the same one and roll over clients?**

Most sites require a 2-semester commitment due to the time it takes to train and orient new interns. Be sure to check with the site regarding their requirements. Some students have added sites that do not have semester-long requirements, like camps, but they do still have time intensive orientations.

- 7. Are there 15 weeks in a regular semester and 10 in a summer semester?**

Yes, the long semesters (Spring and Fall) have 15 weeks in which to earn internship hours. Summer semesters have 10. Student interns cannot earn hours outside of the official semester begin and end dates. See CatsWeb for specific begin and end dates of semesters.

8. How much time per week is spent at the physical location of an internship site?

This answer depends on your schedule and the expectations of the internship site. You and the on-site supervisor will sit down before the semester starts and work out a proposed schedule that will allow you to earn 300 hours across the semester. Based on those calculations, you will have a good estimation of how much time will be required. During the long semesters, this typically equates to a minimum of 20 hours of internship per week. Know that maintaining full time employment and completing internship requirements in one semester may not be feasible. This could require you to enroll in a 3rd semester of internship to complete the required internship experience hours.

9. Can you take other classes during Internship semesters? Can I take both Internships in one semester?

Yes, you can take additional classes while in Internship. Some students will take their elective course at this time (CMHC track), or some will take an additional Intermediate Methods course for more clinical experience. Due to financial aid requirements, some students take additional classes at the same time. No, you cannot take both Internship classes in the same semester. The internship semesters must be taken sequentially.

10. Can I do home visits or transport clients during internship?

All internship experiences are to take place at the internship site. If the agency provides counseling services away from the site, the requirement that the on-site supervisor be present will extend to this experience as well. Interns cannot transport clients in their vehicles under any circumstance.

11. Can I work in private practice during internship?

Due to the complicated nature of private practice, CMHC counseling interns are not allowed to complete the internship experience in a private practice. See the Internship approval list for those sites approved for MCFC student use.

12. I do not see a site on the list that I like and want it to be considered as a potential internship site. How do I go about doing this?

All potential sites MUST be approved in advance by Dr. Chiles. See page 6 for more information, procedure, and link to the online request form.

13. Can I accrue hours in between semesters?

Texas State University has mandated the Professional Counseling Program only allow students enrolled in COUN 5389: Site-based Internship to accrue clinical hours during semesters in which they are enrolled. Due to enrollment and accreditation supervision standards, no hours can be accrued outside of established university semester timeframes. In other words, internship hours can only be accrued/earned between the first official class day and last final exam day of each semester. Students can access these dates through CatsWeb or the University calendar.

Professional Counseling Program Contacts for Internship:

- Dr. Tracy Chiles - Practicum and Internship Coordinator tkc23@txstate.edu
- Dr. Kathy Ybanez-Llorente - Program Coordinator kybanez@txstate.edu



DOCUMENTATION REQUIRED BEFORE, DURING, AND AFTER INTERNSHIP

The documents on the following pages are for Intern and Site Supervisor use. Documents will be submitted to Dr. Tracy Chiles as well as the assigned University Professor.

Before the semester:

- Memorandum of Agreement (sent via Adobe sign by the Internship Coordinator)
- Professional Disclosure Statement for Supervision
- Proposed Internship Activity Plan
- Current Liability Insurance

At the middle of the semester:

- Mid-semester Evaluation of Intern

At the end of the semester:

- Final log
- Intern Activity Sheet
- End of Semester Evaluation of Counseling Intern
- Evaluation of Intern (School Counseling Track)
- Intern Evaluation of Internship Site

All documents must be uploaded to the documents portal on the Internship webpage:

<https://www.txst.edu/clas/Professional-Counseling/current-students/Site-Based-Internship/Internship-documents.html>

NOTE REGARDING DEFICIENCIES IN INTERNSHIP HOURS:

If you do not complete your 300 internship hours in the first semester, a grade of PR (Progress) will be issued by the University supervisor. During the second semester of internship, you will first need to complete the deficient hours from the first internship semester before you can start to accrue the hours required for the second semester of internship.

As soon as you complete the outstanding hours from the first semester, you must provide the first semester instructor with the necessary documentation showing completion. At that time, they will submit a Grade Change Request online to change the grade from PR to CR (Credit).

Failure to take this step will prevent your graduation application from being cleared by the Graduate College, since your degree audit will show that you are still needing credit for two semesters of Internship.

If you are not able to complete the second semester's required hours (300 hours), you will be required to enroll in a third semester of internship. The grade for the second semester will remain a PR (progress), but final credit (CR) for the second internship course will be reflected on the third semester.

Site based Internship Documentation



Dear On-Site Supervisor,

The graduate student providing this document to you is pursuing a graduate degree in Professional Counseling at Texas State University. Each student in the counseling program is required to satisfactorily complete a closely supervised internship experience prior to graduation. The intern who gives you this letter is preparing to enter their Site-based Internship class (COUN 5389). One of the requirements for this course specifies that the intern must work with a mental health agency, school, and/or other appropriate organization. It has been our experience that interns derive invaluable benefit from the “real world” experience of working under a clinical supervisor in an actual mental health agency or school counseling setting.

We genuinely appreciate the cooperation and willingness of organizations such as yours in helping our interns gain valuable experience outside of the academic setting. Because this experience is so significant in the professional development of our interns, quality on-site supervision is very important. Please note the items listed in the *Memorandum of Agreement* for specific information about on-site supervision requirements. One of the most important is that an intern must receive **a minimum of one hour per week of regularly scheduled individual supervision from the on-site supervisor**. Group supervision can also take place at the site but cannot take the place of individual supervision. On-site supervisors agree to work with the intern in specifying work assignments and defining tasks/goals for the semester. In addition, an on-site supervisor serves as a professional resource for the intern, while directly evaluating the intern’s work on a continuing basis throughout the supervised experience. For this reason, an administrative supervisor cannot be considered for the role of on-site supervisor. On-site supervisors must be present at all times when the intern is at the site. As stated in the *Memorandum of Agreement*, all internship sites must be able to provide the ability to video/audio record counseling sessions for the purpose of educational experiences and university supervision. Home visits are only allowed if the site supervisor is with the counseling intern and transporting of clients is prohibited.

Specific requirements for the student according to their area of specialization are included. All students are required to accrue hours in face-to-face counseling contact with clients/students. Specific examples of direct and indirect services are outlined in the *Memorandum of Agreement*. Each intern is expected to complete two separate semesters of experience, accruing 300 hours of experience each semester, with 120 of the 300 hours to include direct client contact/counseling experience. Please note that interns seeking to fulfill the requirements of our marriage, couple, and family track must complete at least 40 of the 120 hours of direct services with couples or families, and only interns seeking to fulfill the requirements of our school counseling track must complete all 600 hours in a single semester.

In addition to on-site supervision, each intern also meets with a Texas State faculty member (“University Supervisor”) every other week during the semester for group supervision. This time is used to discuss clinical and administrative issues to ensure that the intern is meeting program requirements. The university supervisor also maintains contact with the on-site supervisor for purposes of support and to evaluate the intern’s performance and progress during the semester.

Please review the enclosed material and know that your willingness to work with one or more interns is greatly appreciated. Feel free to contact the counseling program if you have any questions about an intern, the supervised internship course, or about the program in general.

Sincerely,
Practicum and Internship Coordinator
Professional Counseling Program

MEMORANDUM OF AGREEMENT

Supervisory Agreement

The purpose of this Memorandum of Agreement is to set forth terms of supervision of a master's level counseling intern in the Professional Counseling Program at Texas State University. The Parties to this Agreement understand and agree to the following:

1. _____ (Counseling Intern Name) will serve as a graduate-level counselor intern from the Texas State University Professional Counseling Program. The internship site is located at (Name and physical address of site) _____

2. The internship will begin on (semester start date) _____ and end on (semester end date) _____, for an approximate total of _____ clock hours of experience. Either party may terminate this Agreement upon thirty (30) days written notice to the other party. Internship students participating in the internship arrangement at the time of termination will be allowed to complete the semester assignment.

3. _____ (Supervisor name with credentials) will serve as the On-site supervisor for the counselor intern during the above-stated period. On-site supervisor's phone number at the site: _____ and email address: _____

4. The On-site supervisor will be responsible for:

- Providing a Professional Disclosure Statement for Supervision and Proposed Activity Plan
- Providing a minimum of one hour of weekly individual supervision; additional supervision in any format is at the discretion of the site supervisor
- Providing supervision on an emergency basis, as needed
- Providing the ability to video/audio record counseling sessions for university supervision
- Consulting with the University Supervisor about the counselor intern's progress
- Providing ongoing evaluative feedback to the counselor intern
- Completing a midsemester evaluation during the internship semester, and a final written evaluation at the end of each internship semester
- Providing a total of 300 clock hours within the semester, with a minimum of 120 hours being face-to-face direct clinical contact with clients

5. Internship activities that are appropriate for professional practice in counseling:

■ Direct Services – All interns will provide at least 120 hours of face-to-face counseling services each semester (40 hours of which are relational for the MCFC concentration; 240 hours in one semester for school counseling), including: individual counseling, group counseling, couples counseling, family counseling, play therapy; parent, teacher, and administrator consultation; classroom guidance activities (for school setting).

■ Indirect Services – All interns will provide the remaining 180 hours required each semester (360 hours in one semester for school counseling) in professionally relevant activities such as: workshops, in-service trainings, staff meetings, individual and group supervision, documentation, referrals, reviewing video/audio tapes, reading, consultation with other professionals, appropriate test administration and interpretation.

6. The Professional Counseling Program will be responsible for designating a faculty member to serve as the University Supervisor. This person will be the contact between the University and internship on-site supervisor, making contact at the beginning of the semester, and conducting an on-site meeting during the course of the semester. The site visit is designed to introduce the University Supervisor to the On-site Supervisor and the internship site, as well as to discuss goals and progress of the intern. The University Supervisor will meet with the counselor intern in a group supervision format (class on campus) every other week for an average of 3 hours. The University Supervisor will assign grades for the class, as well as provide documentation of the Internship experience on licensure documents upon the completion of each internship semester. Dr. Tracy Chiles, the program's Practicum & Internship Coordinator, will also be available for consultation with the University and on-site supervisors throughout the internship experience.

7. The counselor intern is responsible for the following:

- Adhering to the administrative policies, rules, standards, schedules and practices of the facility/ internship site and the University
- Providing all necessary and appropriate supplies where required or when not provided by the facility and/or University
- Arranging for securing own background check or other pre-intern screening requirements
- Providing personal transportation to and from the internship site
- Arranging a schedule to ensure attendance at weekly individual supervision with the On-site supervisor and group supervision (class) as scheduled by the University Supervisor
- Purchasing and maintaining professional liability insurance throughout the internship
- Reporting all absences to site supervisor and University supervisor in a timely manner
- Adhering to all applicable ethical codes and policies of the internship site

I, _____ (counseling intern name) understand and agree to the requirements for this site-based internship agreement.

Counseling Intern Signature

Date

8. It is understood and agreed to by and between the parties that the On-site supervisor has the right to terminate the field experience of the counselor intern if, in the judgment of the On-site supervisor, the counselor intern's professional performance and development are below the requirements set by the site. Also, it is understood and agreed to by and between all parties that the Texas State University Professional Counseling Program has the right to terminate the field experience of the counselor intern for reasons concerning the performance of the counselor intern and/or the internship site. Such action will not be taken until the concerns have been discussed with the relevant and pertinent individuals.

9. It is understood that the activity plan can be revised and changed in writing after mutual agreement by all parties.

10. Nondiscrimination: In their execution of this agreement the parties and others acting by or through them shall comply with all federal and state laws prohibiting discrimination, harassment, and sexual misconduct. To the extent not in conflict with federal or state law, the parties agree not to discriminate on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity or gender expression. Any breach of this covenant may result in termination of this agreement.

11. **Governing Law.** This Agreement and all claims arising from this Agreement shall be interpreted and construed in accordance with the laws of the State of Texas, without regard to its conflict of laws principles. Any judicial action or proceeding between the parties relating to this Agreement and all claims arising from this Agreement shall be brought in the federal or state courts serving Hays County in the State of Texas.

12. **Sovereign Immunity.** Notwithstanding any provision of this contract, nothing herein shall be construed as a waiver by Texas State University of its constitutional, statutory or common law rights, privileges, immunities or defenses. To the extent the terms of this paragraph conflicts with any other provision in this contract, the terms of this paragraph shall control.

13. Any questions regarding the Internship program, its procedures, or this memorandum shall be discussed with those signing below:

On-site Supervisor Signature

Tracy Chiles, Ph.D. University Representative: Practicum & Internship Coordinator

Kevin Fall, Ph.D., LPC-S Department Chair: Counseling, Leadership, Adult Education & School Psychology Program

14. **Only Agreement.** This Agreement constitutes the sole and only agreement of the parties hereto and supersedes any prior understanding of written or oral agreements between parties respecting the within subject matter.

Executed on the day and year first above written.

Facility/Agency Representative:

Texas State University:

Printed Name

Michael O'Malley, Ed. D.

Printed Name

Signature

Signature

Title

Dean, College of Education

Title

Date

Date

PROFESSIONAL DISCLOSURE STATEMENT FOR SUPERVISION

(Sample Format)

Please submit a Supervision Disclosure Statement that includes the following information:

- I. Qualifications and Experience of Supervisor
 1. Information regarding highest degree earned and date conferred
 2. Amount of experience and training in clinical supervision
 3. Amount of experience and training as counselor, as well as in other professional roles
 4. Areas of specialization (e.g., adolescents, substance abuse, etc.)

- II. Theoretical View of Supervision
 1. Nature, course, and purpose of supervision
 2. Theoretical model of supervision used
 3. Potential techniques to be implemented

- III. Process of Evaluation
 1. Necessity and purpose of feedback
 2. Method, form, and frequency of feedback
 3. Separation between supervision and personal counseling

- IV. Supervision Arrangements
 1. Meeting times, frequency, location, etc.
 2. Cancellation policy
 3. Emergency contact information

- V. Legal and Ethical Considerations Relevant to Clinical Supervision
 1. Due Process
 2. Documentation
 3. Confidentiality



INTERN ACTIVITY SHEET

This form must be attached to a final Internship Log (located on last page of manual) and submitted to the University Supervisor at the end of the semester.

Counselor Intern Name: _____

Name of Internship Site: _____

On-site supervisor Name: _____

Direct Services

Direct Hours

Individual Counseling

Play Therapy

Couples Counseling

Family Counseling

Group Counseling

Parent/Teacher Consultation

Classroom Guidance (School)

Intake Session

ARD, 504, GT, LEP, etc. meetings (School)

= _____ **Total Direct Hours**

Indirect Services

Indirect Hours

Supervision Total

 ◆ Group Supervision hours

 ◆ Individual Supervision hours

Workshops/Training/Conferences

Documentation/Recordkeeping

Reading of relevant material

Review of session recordings

Making referrals

Consultation with professionals

System Support (School)

Other (please list)

= _____ **Total Indirect Hours**

= _____ **Total Hours Semester**

Counselor Intern Signature

Date

On-site Supervisor Signature

Date



MID-SEMESTER EVALUATION OF COUNSELOR INTERN

In order to provide interns with feedback regarding their professional competencies and to keep the department informed as to the level at which our interns are performing in various internship placements, we request that On-Site Supervisors complete this form for this semester’s internship. The completed form is to be discussed with the intern and then returned to the University Supervisor at the intern’s final class meeting. Your cooperation and effort are greatly appreciated in this matter.

Counselor Intern: _____

Semester: _____

On-site Supervisor: _____

Agency/School: _____

Please use the following 5-point scale to assess this intern’s counseling skills at the middle of the semester at your site.

- 1** – Poor for an intern of his/her training and experience
- 3** – Average for an intern of his/her training and experience
- 5** – Excellent for an intern of his/her training and experience

Ability to conceptualize and understand client dynamics	1	2	3	4	5	N/A
Theoretical understanding of counseling	1	2	3	4	5	N/A
Listening skills	1	2	3	4	5	N/A
Accuracy of clinical perceptions	1	2	3	4	5	N/A
Communication skills	1	2	3	4	5	N/A
Sensitivity to client concerns	1	2	3	4	5	N/A
Assessment skills	1	2	3	4	5	N/A
Self-understanding and awareness	1	2	3	4	5	N/A
Openness to supervision/feedback	1	2	3	4	5	N/A
Openness to evaluation	1	2	3	4	5	N/A
Quality of interaction with colleagues	1	2	3	4	5	N/A
Professional demeanor	1	2	3	4	5	N/A
Knowledge and practice of the Code of Ethics	1	2	3	4	5	N/A
Overall rating of intern’s counseling performance	1	2	3	4	5	

Specific comments about the intern's performance at your agency/school would be very helpful. Please take a few minutes to give your impression about how this counselor intern has performed in your agency/school, his/her strengths and limitations, as well as your suggestions regarding ongoing training experiences for this intern. Should you require more space, feel free to attach additional comments to this form.

On-site Supervisor's Signature: _____
Date: _____

Counselor Intern's Signature: _____
Date: _____

Site Supervisor Evaluation of Counselor Intern
End of Semester Evaluation
Professional Counseling Program



Site Supervisor:

Please rate the student according to the following scale based on the student's current level of professional development. Please be as objective as possible in your ratings, as this evaluation is used for the professional development of our internship students. After you have completed this form, please share your responses and rationale for your responses with the student. Students will then sign the form and submit it to their University supervisor to be placed in their internship folder.

Intern Name: _____ Date: _____

Site Supervisor: _____ Internship Site: _____

PROFESSIONAL CHARACTERISTICS

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Preparation for counseling sessions	1	2	3	4	5
Preparation for supervision sessions	1	2	3	4	5
Willingness to seek consultation and/or supervision	1	2	3	4	5
Follows through with supervisor feedback and instruction	1	2	3	4	5
Interacts appropriately with clients	1	2	3	4	5
Interacts appropriately and professionally with staff on site	1	2	3	4	5
Interacts appropriately in group supervision	1	2	3	4	5

LEGAL AND ETHICAL BEHAVIOR

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Adherence to legal standards	1	2	3	4	5
Adherence to professional ethical standards	1	2	3	4	5

PERSONAL CHARACTERISTICS

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Self-awareness	1	2	3	4	5
Emotional stability	1	2	3	4	5
Self-control	1	2	3	4	5
Sense of self-confidence	1	2	3	4	5
Dependability	1	2	3	4	5
Preparation	1	2	3	4	5
Adaptability	1	2	3	4	5
Willingness to learn	1	2	3	4	5
Independence	1	2	3	4	5
Initiative	1	2	3	4	5
Responsible	1	2	3	4	5
Recognizes personal limitations	1	2	3	4	5
Ability to be a team player	1	2	3	4	5

COUNSELING SKILLS AND PROCESS

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Genuine interest in clients	1	2	3	4	5
Ability to establish and maintain rapport	1	2	3	4	5
Ability to understand client's point of view	1	2	3	4	5
Ability to relate to diverse clients	1	2	3	4	5
Appropriately uses culturally responsive modalities	1	2	3	4	5
Has insight into a client's problems	1	2	3	4	5
Ability to modify counseling theories and interventions to make them culturally appropriate for clients and/or clients' presenting concerns	1	2	3	4	5
Applies skills in interviewing, assessment and case management from a systems perspective	1	2	3	4	5
Ability to select models/techniques appropriate to couples'/families' presenting problems (N/A)	1	2	3	4	5
Ability to use systems theories in case conceptualization	1	2	3	4	5

ASSESSMENT SKILLS AND PRACTICES

Ability to:	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT
Use clinical appraisal techniques to gather client information	1	2	3	4	5
Collect a biopsychosocial history	1	2	3	4	5
Assess for client danger to self/others	1	2	3	4	5
Use information to help clients with decision making	1	2	3	4	5
Acknowledge and have awareness of cultural bias in assessment protocols	1	2	3	4	5
Assess for addictions	1	2	3	4	5
Conduct a Mental Status Exam	1	2	3	4	5
Develop client goals that are measurable	1	2	3	4	5
Refer clients when necessary	1	2	3	4	5

SITE SPECIFIC KNOWLEDGE/SKILLS

	POOR	INCONSISTENT	AVERAGE	STRONG	EXCELLENT	
Ability to document/keep appropriate and timely client records	1	2	3	4	5	NA
Demonstrate understanding of site's functions	1	2	3	4	5	NA
Knowledge of in-house referral sources	1	2	3	4	5	NA
Knowledge of community referral sources	1	2	3	4	5	NA
Able to develop and implement a treatment plan	1	2	3	4	5	NA
Able to advocate appropriately for a client and/or couple/family	1	2	3	4	5	NA
Diagnostic skills	1	2	3	4	5	NA
Ability to work with families or family units	1	2	3	4	5	NA
Ability to counsel in a group setting	1	2	3	4	5	NA
Ability to interface with the legal system relevant to couple and family counseling	1	2	3	4	5	NA

Please answer the following questions:

What are the strengths of the student as an intern?

What areas need further development?

What recommendations would you make to enhance this student intern's development?

Student Intern Signature & Date: _____

Site Supervisor Signature & Date: _____

Supervisor Name & Credentials, Printed: _____



FINAL EVALUATION OF INTERN
(SCHOOL COUNSELING TRACK)

In order to provide interns with feedback regarding their professional competencies and to keep the department informed as to the level at which our interns are performing in various internship placements, we request that on-site supervisors complete this form for this semester's internship.

Intern's Name: _____ Semester: _____
School: _____ On-site Supervisor: _____

Please use the following 5-point scale to assess this intern's counseling skills at the end of the semester at your internship site.

- 1 - Poor for an intern of his/her training and experience
3 - Average for an intern of his/her training and experience
5 - Excellent for an intern of his/her training and experience

Program Planning

Organizes counseling program by assessing needs, setting goals, & formulating action plan

1 2 3 4 5 N/A

Provides accountability standards for school counseling program (evaluation, use of data, etc.)

1 2 3 4 5 N/A

Initiates and coordinates school wide counseling program (lessons, small groups, other activities)

1 2 3 4 5 N/A

Seeks input from teachers, administrators, and others in planning the school counseling program

1 2 3 4 5 N/A

Manages time effectively and provides services for all students in a timely manner

1 2 3 4 5

Counseling

Demonstrates knowledge of counseling theories by selecting appropriate models & techniques for individual and group counseling

1 2 3 4 5 N/A

Uses appropriate counseling processes for individual and group sessions to meet developmental, preventative, and remedial needs of students

1 2 3 4 5 N/A

Follows up individual and group counseling to monitor student progress

1 2 3 4 5 N/A

Demonstrates basic counseling skills (therapeutic relationship, empathy, reflection, etc.)

1 2 3 4 5 N/A

Consultation and Coordination

Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators

1 2 3 4 5 N/A

Assists parents and teachers in understanding and responding to developmental needs of students

1 2 3 4 5 N/A

Advocates for all students

1 2 3 4 5 N/A

Makes appropriate referrals of students to school and community programs

1 2 3 4 5 N/A

Presents instructional/informational programs to parents, teachers, community (teacher in service, parent education, etc.)

1 2 3 4 5 N/A

Shares information about students appropriately and in confidential manner with school personnel, parents, and community agencies

1 2 3 4 5 N/A

Interprets testing results and other student data accurately for individual planning

1 2 3 4 5 N/A

Professional Practices

Adheres to ethical standards of the counseling profession

1 2 3 4 5 N/A

Follows laws, policies, and procedures which govern school programs

1 2 3 4 5 N/A

Openness to supervision/feedback and evaluation

1 2 3 4 5 N/A

Quality of interaction with colleagues

1 2 3 4 5 N/A

Professional demeanor

1 2 3 4 5 N/A

Overall rating of intern's counseling performance

1 2 3 4 5

Specific comments about the intern's performance at your agency/school would be very helpful. Please take a few minutes to give your impression about how this person performed in your agency/school, his/her strengths and limitations, as well as your suggestions regarding future training experiences for this intern. Should you require more space, feel free to attach additional comments to this form.

On-site Supervisor's Signature: _____

Date: _____

Counselor Intern's Signature: _____

Date: _____



**** This Internship Evaluation is to be completed by each Counselor Intern before the end of each semester.**

INTERN EVALUATION OF INTERNSHIP SITE

1) Intern's Name: _____ Phone #: _____
 Date: _____ Email: _____

2) Internship site: _____
 Internship site address: _____
 Name, phone number and email of site contact person: _____

3) This evaluation describes my experience at the above-named site during the following semester of my internship experience (check only one):
 First ____ Second ____ Third ____ Fourth ____ More ____

4) Was this your final semester at this site? ____ Yes ____ No

ENVIRONMENT/CLIMATE
Check the appropriate blank

- 5) During which week did you reach 50% of your total direct contact hours?
 First ____ Second ____ Third ____ Fourth ____ Fifth or later ____
 I never reached 50% of my direct contact hours this semester ____
- 6) Types of client/student problems with which you worked this semester (check all that apply):
- _____ Academic concerns (e.g., scholarship/financial aid, academic/career planning, scheduling, testing/placement, graduation issues, etc.)
 - _____ Adjustment disorders (e.g., adjusting to divorce, adjusting to a new school, job or community, grief, transition issues, etc.)
 - _____ Adult-child conflicts (including parent-child & student-teacher conflicts)
 - _____ Anger/Conflict management & resolution problems
 - _____ Anxiety disorders of adulthood (e.g., panic disorder, social phobia, PTSD, etc.)
 - _____ Anxiety disorders of childhood and adolescence
 - _____ Bipolar disorders (including cyclothymia)
 - _____ Psychotic disorders (e.g., schizophrenia, paranoia, etc.)
 - _____ Depressive disorders of childhood and adolescence
 - _____ Depressive disorders of adulthood
 - _____ Developmental disorders (e.g., academic skills disorders, other learning disabilities)
 - _____ Disruptive behaviors (e.g., "hyperactivity", conduct disorder, disruptive classroom behavior, etc.)
 - _____ Dissociative disorders (e.g., fugue, depersonalization, etc.)
 - _____ Eating disorders (e.g., anorexia, bulimia, severe dieting, excessive exercise, etc.)
 - _____ Emotional/Physical/Sexual abuse and related problems
 - _____ Legal problems (e.g., gang related problems, probation)
 - _____ Psychoactive substance dependence disorders (e.g., alcohol, cocaine, etc.)

ENVIRONMENT/CLIMATE (cont'd)

Circle the appropriate number.	Seldom	Often	Consistently	N/A
7) Interns are treated respectfully by the clients/students.	1	2	3	N/A
8) The intern feels the staff supports intern involvement in the agency/school.	1	2	3	N/A
9) Physical facilities are available for intern use (e.g., office, office supplies, etc.)	1	2	3	N/A
10) The intern feels that the administration at the internship site supports the training program.	1	2	3	N/A
11) Interns receive clerical support.	1	2	3	N/A
12) The intern feels there is camaraderie among staff at the internship site.	1	2	3	N/A
13) Staff members act professionally and ethically toward clients/students at all times.	1	2	3	N/A
14) Staff members act professionally and ethically toward interns at all times.	1	2	3	N/A
15) Staff members act professionally and ethically toward each other at all times.	1	2	3	N/A

Comments or recommendations on environment/climate at internship site:

ENVIRONMENT/CLIMATE (cont'd)

Circle the appropriate number.	Seldom	Often	Consistently N/A	
16) The site provides appropriate references, books and materials.	1	2	3	N/A
17) This site is consistent in its treatment programming.	1	2	3	N/A
18) The site provides an adequate forum for discussing treatment related issues.	1	2	3	N/A
19) The site gives interns adequate guidance on ethical issues.	1	2	3	N/A
20) There are sufficient clients for interns.	1	2	3	N/A
21) The site appropriately uses various therapeutic techniques and approaches.	1	2	3	N/A
22) Client/student problems are appropriate to the intern's level of training.	1	2	3	N/A
23) The on-site supervisor helps the intern set goals for supervision and facilitated the intern's professional development.	1	2	3	N/A
24) The professional staff is readily accessible to the intern.	1	2	3	N/A
25) The staff maintains regular contact with the intern.	1	2	3	N/A

Comments or recommendations on environment/climate at internship site:

INTERNSHIP PREPARATION

26) I rate my preparation for this internship experience as:
Poor_____ Adequate_____ Good_____ Excellent_____

27) To what courses/experiences do you attribute your preparedness?

28) What improvements, new courses and/or new experiences do you believe are needed to improve your professional preparedness for internship placement?



COUN 5389 Site-Based Internship – [Course Syllabus](#)

Instructor:	Email:
Class:	Phone:
Office:	Office Hours:

COURSE OBJECTIVE	CACREP STANDARD	ACTIVITY
Demonstrate skills necessary to be an effective counselor while applying a theoretical approach.	2.F.5. a.	Final Evaluation of Intern from Site Supervisor
Demonstrate knowledge of strategies to promote client understanding of and access to a variety of community-based resources.	2.F.5. k.	Case Conceptualization/ School Counseling Accountability Project
Implement ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Final Evaluation of Intern from Site Supervisor
Create developmentally relevant counseling treatment or intervention plans	2. F.5. h.	Case Conceptualization/ School Counseling Observations
Clinical Mental Health Counseling (CMHC) Concentration		
Demonstrate ability to conduct intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management.	5.C.3. a.	Final Evaluation of Intern from Site Supervisor
Demonstrate understanding of the basic principles of counseling in clinical mental health settings, including management, record keeping, and credentialing.	5.C.2.m	Final Evaluation of Intern from Site Supervisor
Demonstrate techniques and interventions for prevention (e.g., secondary, tertiary) and treatment of a broad range of mental health issues	5.C.3.b.	Final Evaluation of Intern from Site Supervisor
School Counseling (SC) Concentration		
Demonstrate techniques of personal/social/counseling in school settings.	5.G.3.f.	Observations
Demonstrate use of accountability data to inform decision-making.	5.G.3. n.	Accountability project
Demonstrate use of data to advocate for programs and students	5.G.3.o.	Accountability project

Marriage, Couple, and Family Counseling (MCFC) Concentration		
Demonstrating assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	5.F.3.a.	Final Student Evaluation
Demonstrating ability to foster family wellness	5.F.3.b.	Final Student Evaluation
Demonstrating techniques and interventions of marriage, couple, and family counseling	5.F.3.c.	Final Student Evaluation
Demonstrating ability to conceptualize and implement treatment, planning, and intervention strategies in marriage, couple, and family counseling	5.F.3.d.	Case Conceptualization Rubric
Demonstrating strategies for interfacing with the legal system relevant to marriage, couple, and family counseling	5.F.3.e.	Final Student Evaluation

COURSE REQUIREMENTS

Methods of Instruction:

Multiple multimedia formats (e.g., class discussions, PowerPoint, handouts, etc.), presentations, site-based experience/outside activities, and experiential exercises. The Site Based Internship experience is not just a collection of hours. Your work must be considered quality counseling by your supervisor(s). Your goal is to earn 300 hours this semester, of which 120 hours must occur in direct contact with clients at the approved counseling site. Session transcriptions, case conceptualizations, outside readings for presentation of a particular issue, and other specific assignments may be required at the discretion of the University Supervisor. Please review the Internship Manual BEFORE the semester begins.

<https://www.txstate.edu/clas/Professional-Counseling/current-students/Site-Based-Internship.html>

A. Setting up your site:

Students arrange their own Internship site placements. Information on previously used internship is available via the Internship CANVAS site. You may establish a site based on your own initiative, with any and all sites needing to complete both the Memorandum of Agreement, the Intern Activity Plan, and Supervisor Disclosure Statement. All sites, and more importantly site supervisors, need to be approved by Dr. Tracy Chiles, Practicum/Internship Coordinator and this needs to be established before the semester begins.

B. Internship meetings will be held on Mondays.

At the beginning of the semester, you must provide:

1. Your current address and telephone number; the name of the site(s) where you are doing your internship along with the name, email, complete work address and telephone number of the site supervisor, and your approximate weekly schedule. This information is provided in the Student Information Sheet.
2. The packet of internship materials (required forms, with digital signatures): signed Memorandum of Agreement, the Proposed Internship Activity Plan, and Supervisor Disclosure Statement provided by your site supervisor.
3. Proof of your paid liability insurance covering you throughout the semester.

C. Class Meetings - You are expected to attend and fully participate in all class meetings. This time is considered Group Supervision, during which time CACREP standards stipulate a certain number of contact hours be met during the semester. Class meeting times are set up so that these contact hours are met with each meeting. As such, failure to attend **ALL** scheduled meeting dates may lead to your making up

supervision hours, or if not able to, receiving a PR in the class, necessitating your retaking the course. The dates of the group supervision sessions are on Monday evenings- please see schedule below.

In all meetings, be prepared to:

1. Turn in documented accumulated hours and Internship logs signed by Site Supervisor;
2. Give an evaluation of your last counseling session with a client;
3. Share your goal for the upcoming session with that client;
4. Discuss (in accordance with the Code of Ethics and theoretical perspective) any session(s) that you observed or conducted;
5. Be involved in all case presentations. Ask yourself, "What would I do?" as each case is discussed;
6. Case conceptualization will be presented in class (more information below)
7. Class presentation on a current issue in counseling profession (Specific guidelines and designation of an assigned time/date will follow in class)
8. One client session recording must be submitted to your Professor per semester. Your Professor will share additional details and due dates with you in class.

Class Presentation:

Please select a topic related to the counseling profession that you would like to present on in class. This topic should address a special area in the counseling profession that is of interest to you. Your presentation should also implement components of cultural awareness, advocacy in our profession, and/or multicultural competencies. Presentations should engage your peers in discussion and are limited to 30 minutes each. Class presentations and examples will be discussed in the first class.

Case Conceptualization:

Students will sign up to present one case conceptualization per semester. A power point template is available on Canvas and the OneDrive link. Students must be prepared to show a clip of the client session that they are presenting on. This assignment will be discussed in detail in the first class meeting.

D. Keep appropriate documentation –

1. Document each weekly supervision meeting with your on-site supervisor on the log. Remember to have your on-site supervisor sign off on the weekly Internship log.
2. Some categories regarding direct and indirect hours are listed in the internship packet. However, you may have to adapt the categories to your particular setting.
3. By the end of the semester, you will need to have documented 300 hours (180 indirect hours and 120 direct client contact hours – (including a minimum 40 couple/family hours for MCFC track interns). If you are on the school counseling track, you will be required to document 600 hours (360 indirect hours and 240 direct hours) in one semester.

E. Things to do at the end of the semester –

1. Turn in one final log listing all cumulative hours, signed by your on-site supervisor (a clean copy with original signature and documentation in pen)
2. Turn in a signed Intern Activity Sheet (see internship packet)
3. Turn in a completed evaluation form completed by your on-site supervisor (in Internship packet)
4. Complete a survey/evaluation regarding your Internship site experience
5. Ensure you receive a signed “Practicum/Internship Documentation Form” from Professor (required for LPC and/or LMFT licensure application)

F. Application for post-graduate license –

1. Texas Behavioral Health Executive Council (BHEC) website <https://www.bhec.texas.gov> will [process applications](#) for licensure. Each member board maintains a website explaining how to apply for a license. The Texas State Board of Examiners of Professional Counselors [website](#) describes the documents needed to apply: Practicum documentation form; jurisprudence exam completion certificate, and supervisory agreement form. Documents that must be sent to TSBEP to complete the application include final transcript (showing completed master's degree), verification of a passing score on the NCE, National Practitioner Data Bank self-query report, and fingerprinting for background check. MCFC students should also explore the [LMFT application](#) website for similar requirements.
2. Note that experiential hours (direct and indirect) cannot be accrued between the last day of your graduate internship course and the day that your Associate license is approved by BHEC. (This will be covered in more detail in class.)

Grading: Evaluations are on a **Credit/No Credit** basis. Consideration will be given to the student's skill level, attendance, progress, participation at one's site, participation in all class meetings, ethical and professional demeanor, and the site-based supervisor's evaluation. Failure to interact with peers, facilitators, clients, supervisor(s), or faculty in a manner consistent with the performance expectations of a professional counselor may result in a failing grade in the course and a referral to a Program Standards Committee. Individuals who do not complete the requirements of the course by the end of the semester may receive an F (failure to complete requirements) or PR (progress - which requires re-enrollment in the course; continuation of completion of requirements for the class). If you fail to earn the required hours for this course, but are close to completing the hours, an I (Incomplete) may be earned, and you will be required to re-enroll in COUN 5389 to continue to earn hours. You may re-enroll in a third (or even fourth) internship course until you meet hour requirements (total of 600 hours – 360 indirect and 240 direct client contact hours).

Academic Integrity/Student Conduct/Honor Code: To support the goal of maintaining a climate of academic integrity, Texas State University has adopted the Texas State University [Honor Code](#). The Honor Code applies to all academic activities and academic work, whether these take place on-campus, off-campus, or online. Texas State expects students to engage in all academic pursuits in a manner that is beyond reproach. Students found in violation of the Honor Code are subject to disciplinary action. Information on the Honor Code and related processes is located at <http://www.txstate.edu/honorcodecouncil/> [Code of Student Conduct](#) [The Honor Code](#)

Accommodations for Disabilities: If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the instructor as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to contact the instructor in a timely manner may delay your accommodations. For information on how to register a disability and on a range of support services, visit the [Office of Disability Services](#) website at <http://www.ods.txstate.edu/>

Student Resources: For additional information on diversity connections, counseling and mental health services, sexual assault resources, sexual misconduct/Title IX procedures, and new graduate student information visit the [Syllabus Policies & Student Resources](#) page at <http://www.txstate.edu/clas/about/Department-Policies/Syllabus-Policies-and-Student-Resources.html>

Texas State University: Our Mission and Our Shared Values

Mission

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

Shared Values

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

Health and Wellbeing

- On a regular basis, please visit the [Student Health Center](#) for information on vaccinations, quarantine and isolation guidelines, on-campus services, travel guidance, frequently asked questions, and much more. Please watch your Texas State email for updates from Dr. Emilio Carranco and the Student Health Center through the VPSA email account.
- Bobcat Trace has been discontinued, as the [CDC COVID-19 Community Level](#) is now a more reliable tool for assessing transmission and providing guidance on prevention measures.
- While vaccines and medications have reduced the risk of severe illness, COVID-19 continues to circulate and cause infections. We still need to take steps to protect against infection with COVID-19. Protecting against illnesses starts with practicing good health hygiene by covering coughs and sneezes, staying home when ill, washing hands or using hand sanitizer, and other safe measures.
- There are no requirements for face coverings, social distancing, and other measures at Texas State. Off-site providers of clinical courses, internships, student teaching, or other activities may have different requirements.

Student Resources for Wellbeing

The Dean of Students Office unveiled a new initiative, [HERE TO HELP](#), which replaces PAWS Alert. Submissions are received directly by the Dean of Students Office's [CARE Center](#) to assist students experiencing crises or emergencies or displaying concerning behaviors. This process takes an individualized and holistic approach to assessing submissions and determining an appropriate course of action or referral based on the information provided in the submission.

The [Counseling Center](#) provides counseling, telemental health, and educational workshops and videos for students. If students are struggling with anxiety or depression, [Therapy Assistance Online \(TAO\)](#) is a free online program available to faculty, staff, and students that helps build skills for dealing with such problems. In addition, the [Student Health Center](#) provides evaluation and medical management of these common mental health issues and others.

Student Absences and Absence Notification

Faculty are encouraged to remain flexible in supporting students who are ill. As in the past, faculty have discretion in managing student absences, including those due to illness. Faculty members determine appropriate arrangements for students who miss class.

For faculty who ask students requesting excused absences to contact the Dean of Students Office, students should be directed to use the online [Student Absence Notification System](#). Additional information is available on the Dean of Students' [Absence Notifications webpage](#). Students should only be referred to the Dean of Students Office if they are unable to complete the on-line request due to access limitations or emergencies/crises.

For questions, contact the Dean of Students Office at (512) 245-2124.

Class Instruction Modes and Substantive Interaction

Classes will be fully implemented in the instruction mode that appears on the Fall 2022 Schedule of Classes in [Catsweb](#). In all courses, faculty members provide regular and substantive interaction with students. This interaction is instructor-driven, content-oriented, frequent, and consistent throughout the semester.

Statement on Civility in the Classroom and Instructional Settings

Civility in instructional settings is fundamental to an effective educational process and is everyone's responsibility. The university's shared values, sense of community, and collective commitment to respect, civil dialogue, and the free exchange of ideas are the cornerstones of successful teaching and learning. If students have questions about appropriate behavior in a particular class, they should address them with their instructor first. Although rare, disciplinary procedures may be implemented for refusing to follow an instructor's directive, disrupting classroom activities, posting offensive comments on class discussion boards, or disregarding university policies. For more information regarding conduct in the classroom, please review policies at [AA/PPS 02.03.02](#), Section 03: Courteous and Civil Learning Environment, and [Code of Student Conduct](#), number II, Responsibilities of Students, Section 2.02: Conduct Prohibited.

Emergency Management

In the event of an emergency, students, faculty, and staff should monitor the [Safety and Emergency Communications web page](#). This page will be updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures. Faculty, staff, and students are encouraged to sign up for the [TXState Alert](#) system.

Sexual Misconduct Reporting (SB 212)

Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX Coordinator or Deputy Title IX coordinator. According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university policy and The Texas State University System Rules and Regulations. Please access the webpage of the [Office of Equal Opportunity and Title IX](#) for more information.

Class Materials, Meetings, Attendance, and Technology

- Students will need access to Internet and need access to a computer for classes.
- Our first class on Monday, August 22nd, 2022, will be held in person. For online classes, a Zoom link will be sent to students.
- Office hours will be handled via Zoom when the semester starts, and Dr. Chiles will inform students of face-to-face office hours and times.
- Attendance policy- CACREP requires for students to earn a minimum of **23 hours** of group supervision. If you are unable to meet for class, you need to contact Dr. Chiles in advance. You may need to make up the class time by attending another Internship section (if approved). Pandemic-related absences may also need to be made up if the student has insufficient group supervision hours.

Fall 2022 COUN 5389- Tentative Schedule

Date	Assignments Due on OneDrive	Class Activities
08/22/2022	<ul style="list-style-type: none">• All Internship documents should be in One Drive file• <i><u>Students cannot see clients at site if documentation is not complete.</u></i>• Memorandum of Agreement• Professional Disclosure (Site Supervisor)• Proposed Internship Activity Plan & Activity Sheet• Student Information Sheet	<ul style="list-style-type: none">• Introductions & Class Overview• Syllabus• Class Schedule• Sign up for Case Conceptualizations and Class Presentations on the OneDrive link• Review new requirements for Class Presentations and Case Conceptualizations• Multicultural Activity and Discussion

	<ul style="list-style-type: none"> • Liability Insurance • Waiver of Liability • Clinical Ethics Agreement 	<ul style="list-style-type: none"> • Meeting via Zoom
08/29/2022	<ul style="list-style-type: none"> • Work on paperwork and presentations • Supervisor arranging site visits • Weekly logs due on OneDrive 	<ul style="list-style-type: none"> • Group Supervision • Class presentations: • In Person meeting in ED 4040
9/05/2022	LABOR DAY- NO CLASS	LABOR DAY- NO CLASS
09/12/2022	<ul style="list-style-type: none"> • Work on paperwork and presentations • Supervisor arranging site visits • Weekly logs due on OneDrive 	<ul style="list-style-type: none"> • Group Supervision • Class Presentation: • Case Conceptualizations: • Meeting via Zoom
09/19/2022	<ul style="list-style-type: none"> • Work on paperwork, presentations • Supervisor arranging site visits • No group Supervision 	
09/26/2022	<ul style="list-style-type: none"> • Work on paperwork, presentations • Site visits • Discuss Mid-Semester Evaluation due 10/10/22 • Weekly Logs due on OneDrive 	<ul style="list-style-type: none"> • Group Supervision • Class Presentation: • Case Conceptualizations: • Meeting via Zoom
10/03/2022	<ul style="list-style-type: none"> • Work on paperwork, presentations • Site visits • Work on Mid-Semester Evaluation • No group Supervision 	
10/10/2022	<ul style="list-style-type: none"> • Submit Mid-Semester Evaluation of Intern by 10/10 • Internship Site Visits • Weekly Logs due on OneDrive 	<ul style="list-style-type: none"> • Group Supervision • Class Presentation: • Case Conceptualizations: • Article and mid-semester discussion on maintaining the counseling relationships • Meeting via Zoom
10/17/2022	<ul style="list-style-type: none"> • Work on paperwork, presentations • Site visits • No group Supervision 	
10/24/2022	<ul style="list-style-type: none"> • Weekly log due on OneDrive • Internship Site Visits 	<ul style="list-style-type: none"> • Group Supervision • Case Conceptualizations • Class Presentations • In Person meeting in ED 4040
10/31/2022	<ul style="list-style-type: none"> • Work on paperwork and presentations • Internship Site Visits • No group Supervision 	
11/07/2022	<ul style="list-style-type: none"> • Weekly logs due on OneDrive • Internship Site Visits 	<ul style="list-style-type: none"> • Group Supervision • Case Conceptualizations: • Class Presentations • Meeting via Zoom
11/14/2022	<ul style="list-style-type: none"> • Internship Site Visits • No group Supervision 	
11/21/2022	<ul style="list-style-type: none"> • Weekly logs • Begin working on End of Term Documents 	<ul style="list-style-type: none"> • Group Supervision • Case Conceptualizations • Class presentations • Final Paperwork Discussion • Termination Article and Discussion • Meeting via Zoom
11/28/2022	<ul style="list-style-type: none"> • Internship End of Semester Checklist • LPC Practicum/Graduate Internship Documentation 	Complete Internship End of Semester Packet – turn in on OneDrive by 12/05/2022

	<ul style="list-style-type: none"> • MFT Supervised Clinical Practicum Supervision and Experience Verification Form • Final Weekly Log • Final Intern Activity Sheet • End of Semester Evaluation (Site Supervisor) • Intern Evaluation of Internship Site • Mid-semester Evaluation • Memorandum of Agreement • Proposed Activity Plan • Professional Disclosure <p>No group Supervision</p>	
<p>12/05/2022</p>	<ul style="list-style-type: none"> • Review all end of semester documents • Weekly logs <p>All students - Complete and Submit Internship End of Semester Documentation</p>	<ul style="list-style-type: none"> • Group Supervision • Case Conceptualizations • Class presentations • Final Paperwork • Final Multicultural Activity and Discussion • Celebrations & Challenges <p>In Person meeting in ED 4040</p>

Student Name:	Week of: _____ to _____
Practicum/University Supervisor:	Group/On Site Supervisor:

Practicum & Internship Weekly Log

For each activity, document the total number of hours engaged in each activity for each day. For special activities (i.e. seminars, workshops, etc.), list the title as well as the hours spent. Total the activity hours per week, as well as cumulatively, across EVERY row. * For Internship, the on-site supervisor must sign off on each weekly log.

FIELD SITE	MON	TUE	WED	THUR	FRI	SAT	SUN	WEEKLY TOTAL	PREVIOUS WEEK	CUMULATIVE TOTAL
Direct	Enter Date: mm/dd/yy / / / / / / / /									
	• Client(s)-Individual *Intake sessions									
	• Client(s)-PlayTherapy									
	• Client(s)-Couple									
	• Client(s)-Family									
	• Client(s)-Group/ Classroom Guidance									
Cumulative Direct Hours									+	=
Indir	• Group Supervision (including class time)									
	• Individual Supervision									
	• Observation • Consultation									
	• Workshops or Seminars Attended									
	• Reading/research									
	• Making referrals • Systems Support									
	• Recordkeeping									
	• Other:									
Cumulative Indirect hours									+	=
Direct + Indirect Hours = Total										

* (Internship) On-Site Supervisor Signature: _____ Date: _____