



TEXAS A&M UNIVERSITY

COMMERCE

PRACTICUM & INTERNSHIP HANDBOOK

SCHOOL COUNSELING

AND

**TEXAS EDUCATION SCHOOL SETTING AND
OR DISTRICT (TEA)**

2022 – 2023 EDITION

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FIELD PLACEMENT TERMINOLOGY

Counselor trainee: Counseling Program student seeking or fulfilling practicum and/or internship experiences.

Director of Training & Placement: Counseling Program faculty member with responsibility for coordinating clinical courses, including field site placements for practicum and internship. directoroftrainingandplacement@tamuc.edu

Field Placement Site: school setting and district where counselor trainees provide counseling and counseling-related services to clients under supervision from both the field site and the Counseling Program. Private practice settings may NOT be used as field placement sites.

- Emergency certified school counselors may use their work setting as a field placement site.
- Clinical Mental Health/Community Counseling-track students may use their work settings as a field placement site ONLY if they can demonstrate they will perform duties different from those currently performed (on the basis of a bachelor's degree), with a different site supervisor, and with a school setting and or district.

Practicum – an *initial supervised* field experience course in which the counselor trainee develops basic counseling and conceptual skills and integrates professional knowledge under close supervision. Practicum includes a field placement site consistent with the student's selected emphasis area: community counseling or school counseling. During practicum the student engages in a broad range of clinical activities similar to those provided by a professional counselor or school counselor. Practicum is completed in one semester and earns 3 credit hours.

Internship – an *advanced supervised* field experience course (following practicum) in which the student refines and enhances counseling and conceptual skills and integrates professional knowledge under close supervision. Internship includes a field placement setting consistent with the student's selected emphasis area: community counseling or school counseling. Internship approximates a full-time counseling position and is considered the "capstone" experience in the counseling program. Internship is completed over two semesters and earns 6 semester hours. **Note:** Certification-only trainees complete only one semester of internship.

Field Experience Hours – the activities making up practicum and internship experiences are counted as hours in direct service, indirect service, and supervision at the field placement site and on campus. Many direct service hours must be recorded (video/audio recordings).

- A. **Direct Service** involves hours of actual client/student contact; consultation with other professionals or parents; trainee case presentations at staff meetings.
- Community setting: individual, family, and group counseling; consultation, intakes; case presentation.
 - School setting: individual and group counseling; classroom and group guidance; consultation.
- B. **Indirect Service** involves hours of preparation for student/client contact. Generally speaking, indirect service is anything that SUPPORTS the direct delivery of services to clients.
- Community setting: staffing, recording keeping and review, field site supervisions, recoding review, attending staff meetings, informal assessments and observations.
 - School setting: information assessments and observations, field site supervisions, recording keeping and review, recording review, case conferences, program coordination.

Supervision - a tutorial and mentoring form of instruction in which the supervisor monitors the counselor trainee's activities and facilitates learning and skill development. Supervision in practicum and internship courses is provided by:

- A. **Field site supervisor** – an experienced counselor familiar with the particular school/school setting and or district in which the trainee is working. The site supervisor must be readily accessible to the counselor trainee and, preferably, located in the same building. A qualified field site supervisor MUST have the following:
- A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses*. A field site supervisor for a school setting MUST be a fully certified school counselor; a field site supervisor for a clinical setting must hold a Texas LPC license, LMFT, LP, or a Texas

Clinical Social Work License.

- A minimum of two years of pertinent professional experience in the program area in which the student is enrolled. School counseling site supervisors must have three years of certified school counseling experience to meet TEA requirements.
- Knowledge of the program's expectations, requirements, and evaluation procedures for students.
- Relevant training in counseling supervision.

**Licenses include LPC, LPC-S, LMFT, LMFT-S, LP, and LCSW*

- B. **Faculty instructor/supervisor** – the instructor for the practicum/internship course. All faculty members hold appropriate licenses and certifications for the relevant fields. The faculty instructor/supervisor leads group supervision in class and may sometimes provide individual supervision in practicum. The faculty instructor/supervisor oversees doctoral student supervisors who may be assigned to her/his practicum.
- C. **Doctoral student supervisor** – a doctoral student from the TAMU-C counseling doctoral program. Doctoral student supervisors are supervised as well and, at times, may be recording their supervision sessions with counselor trainees to facilitate their training. Doctoral student supervisors usually provide most of the individual supervision required of practicum trainees.

Licensed Professional Counselor (LPC) - An individual licensed by the state to practice as a professional counselor under the laws and regulations of that state. Texas licensure is regulated by the Texas State Board of Examiners (<http://www.dshs.state.tx.us/counselor/default.shtm>). Standards and qualifications for professional licensure vary by state but usually require a master's degree in counseling or a counseling-related field, specific topical training (e.g., ethics, addictions, diagnosis), a period of post-master's degree work under supervision, and one or two examinations.

Certified School Counselor - An individual who holds a Texas School Counselor Certificate. Texas school certification is regulated by the State Board for Educator Certification (<http://www.sbec.state.tx.us>). Standards and requirements for school counseling certification vary state by state and are governed by state education accreditation boards.

CACREP: *Council for Accreditation of Counseling and Counseling-Related Educational Programs*. CACREP is an independent school setting and or district recognized by the Council for Higher Education Accreditation to accredit master's degree counseling programs. The Dept. of Counseling at Texas A&M University-Commerce carries CACREP accreditation for its master's degree programs in clinical mental health/ community counseling and school counseling as well as its doctoral degree program. Most of the policies and procedures for practicum and internship reflect CACREP standards. Counseling programs are reviewed regularly by CACREP for compliance.

CACREP accreditation is a highly valued standard in the counseling profession. <http://www.cacrep.org/>

GENERAL GUIDELINES & POLICIES FOR PRACTICUM & INTERNSHIP: CLINICAL SETTING

All counselor trainees are expected to read these guidelines and policies prior to application for practicum or internship classes. All trainees are expected to follow these guidelines and policies.

ELIGIBILITY & PRE-REQUISITES FOR PRACTICUM & INTERNSHIP

The following criteria exist for enrollment in Practicum (COUN 551):

- A or B grade in COUN 516 Basic Skills
- A “Satisfactory” grade in COUN 548 Advance Basic Skills
- Degree-seeking students must be fully admitted to Counseling Program and have a degree plan on file in the Department office

If you do not know your admission status or have not completed a degree plan, refer to your DegreeWorks through your MyLeo or contact the Department office for information. You may, also, talk with your faculty advisor. Full admission requires an application to Counseling accompanied by review and acceptance letter. A degree plan is completed together with a faculty advisor.

Pre-requisite for Internship I (COUN 552): a “Satisfactory” grade in Practicum Pre-requisite for Internship II (COUN 552): a “Satisfactory” grade in Internship I

ATTENDANCE, PARTICIPATION, RESTRICTIONS

Counselor trainees are expected to attend all class and supervision meetings (group, individual, on-site, off-site). Be prompt and be prepared. Trainees should develop a schedule with their field sites regarding attendance and come prepared to fully participate in the field site experience. Practicum trainees should plan to spend approximately 10 hours a week at their field sites; internship trainees should plan to spend approximately 20 hours a week at their field sites.

Supervisors and field sites must be notified in a timely manner if you will be delayed or will miss attendance. It is the responsibility of the trainee to arrange make-up supervisions. Consistent failure to attend class or supervision meetings in a timely manner or prepare client cases (with recordings) for review may result in the trainee being dropped from the class or receiving a failing grade.

IMPORTANT NOTE: Counseling Program trainees are not permitted to make home visits during their practicum and internship. Counselor trainees must always have immediate access to a professional colleague or the site supervisor for consultation and support when at their field sites. Trainees may not work alone in a building at their field site.

PROFESSIONAL DEMEANOR

Counselor trainees should conduct themselves in a professional manner in dress and behavior at their field sites. Consult with your field site supervisor about appropriate dress. The counselor trainee’s professional demeanor must be consistent with the current ethical guidelines of the American Counseling Association and/or the American School Counselor Association (posted on the Department website).

LOCATIONS FOR CLASS AND SUPERVISION MEETINGS

Trainees are assigned to practicum and internship classes at the Metroplex Center in Mesquite, TX, the Collin Higher Education Center in McKinney, TX or on the Texas A&M University-Commerce campus. Individual supervision meetings with faculty instructors/doctoral student supervisors may occur ONLY at these locations. Consult the Department website for directions.

DOCUMENTATION

It is important that counselor trainees carefully manage the documentation required for practicum and internship. The numerous forms are designed to facilitate your learning process and verify information for Department records, CACREP review, and Texas licensure and certification. Many of the forms you will be using this semester will remain in your department file as verification of your field experience coursework. It is in your best interest to complete all required documentation in a timely and efficient manner. Trainees should retain a copy of all completed forms they submit to the Department during Practicum and Internship.

SUPERVISION

A critical element in practicum and internship experiences is the extensive supervision received by counselor trainees. Counselor trainees are expected to present client cases for review and discussion in individual supervision with their faculty instructor/doctoral student supervisor (individual supervision), their field site supervisor (site supervision), and their peers (group supervision during class). Case presentation typically includes recordings (audio or video) of counseling work. The specific format for supervision varies with the supervisor and is geared to meet the specific needs of the trainee. Triadic supervision (2 supervisees and one supervisor) may sometimes be used in place of individual supervision. Missing supervision meetings or being unprepared for supervision (e.g., no recordings to review) will result in an unsatisfactory grade. A defensive or non-receptive posture regarding supervision is unacceptable behavior and will seriously impair the trainee's progress through the clinical sequence.

CONFIDENTIALITY

Counselor trainees are responsible for maintaining the confidentiality of all information related to their clients. Trainees must understand and follow the confidentiality practices of their field sites and maintain documentation and recordings in a secure manner.

- Do not identify clients by full name in practicum or internship documentation (e.g., recording, notes, recording critiques), except for recording consent forms. Instead, use first names, initials, or some other coding method.
- NEVER fax or email anything with client names (e.g., consent forms).
- Do NOT discuss clients over email. Instead, indicate to your supervisor that you wish to discuss a client situation and arrange to do so via a meeting or phone conversation.

The maintenance of client confidentiality extends to classroom discussion and viewing or listening to recorded counseling sessions. Never discuss clients outside the classroom or with anyone other than supervisors, faculty members, and professionals at the field site.

RESPECT FOR CLIENTS

Clients who consent to receive counseling services from practicum and internship students are helping trainees to become effective counselors. Treat them respectfully. Clients do not exist to serve the needs of trainees. It is inappropriate to keep seeing a client whose goals have been met or pull a student/client from class simply to meet your needs for recording or accumulating direct service hours.

AUDIO AND VIDEO RECORDING COUNSELING SESSIONS

Counselor trainees are expected to record many of their counseling activities during their field placement courses. Trainees present portions of their recorded sessions for review during weekly supervision meetings with faculty instructors/doctoral student supervisors (practicum), during group supervision (class), and recorded sessions are graded by the instructor in both practicum and internship.

Trainees should record as many counseling activities as possible so that they can select the best recordings for grading. Individual instructors will give directions regarding how many recordings will be graded, session critique forms, and related matters. **Signed consent forms (provided elsewhere in this Handbook) must be completed before any recording is done**

and must accompany any recording handed in for a grade or review. Additional suggestions regarding recording equipment are found elsewhere in this Handbook.

CRISIS PROCEDURES

Counselor trainees must know the appropriate procedures at their field site regarding crisis situations (e.g., suicide, violent behavior). Trainees should notify their field site supervisors immediately of actual or potential crisis situations with clients and follow the supervisor's directives. In the event of a death (esp. suicide or homicide) of a client, the counselor trainee must notify her/his practicum/internship faculty instructor or, in their absence, the Director of Training & Placement or the Department Head.

PROFESSIONAL LIABILITY COVERAGE

Counselor trainees are required to obtain professional liability coverage (insurance) during practicum and internship. This is NOT homeowners' insurance, but insurance that specifically addresses counseling services provided by a counselor trainee during practicum and internship. Most counselor trainees will find professional liability insurance from the Texas Counseling Association (TCA) or American Counseling Association (ACA) easiest to obtain. These professional organizations require membership (student rate) in addition to a nominal fee for the coverage. You should purchase the coverage specifically for students. The benefit of joining these organizations goes far beyond simply buying insurance and is highly recommended by the Counseling Program.

The Department does not endorse any particular insurance plan and the rates quoted below may vary.

- THE AMERICAN COUNSELING ASSOCIATION, via the ACA Insurance Trust (ACAIT). Call 800.347.6647 or visit their website (<https://www.acait.com/>). The student fee for insurance is approx. \$29; current student membership in ACA is \$89.
- THE TEXAS COUNSELING ASSOCIATION. Call 800.580.8144 or visit their website (<http://www.txca.org>; click on join/renew w/ insurance). Liability insurance available for an extra fee.

IMPORTANT NOTE: Purchase the insurance at least 6 weeks before your practicum semester so that coverage can begin on time. Proof of liability coverage, usually a certificate of insurance, must be provided at the first class meeting. Emergency certified school counselors can provide a letter from their district insurance carrier verifying their coverage. Trainees will not be able to see clients - collect direct service hours - if they do not have liability coverage.

BACKGROUND CHECKS & CRIMINAL RECORDS

Counselor trainees are advised that some field site placements may run background checks, especially regarding any history of legal or criminal difficulties. You may be denied a placement if you have a conviction record. Felony or misdemeanor convictions will impair, and quite possibly prevent, licensure as a professional counselor in Texas. Please also note the Texas LPC rules and regulations (681.164) regarding this matter <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

REMOVAL FOR CAUSE OF TRAINEE FROM FIELD SITE

The counselor trainee may be removed from a field site placement for the following reasons:

- failure to obtain and show proof of professional liability insurance
- failure to function in a mature, responsible, and professional manner
- failure to follow the ethical guidelines of the counseling profession
- dishonesty regarding field placement log or contract, recording, obtaining client consent
- failure to maintain confidentiality of client records and/or client situations
- by request of the field site administrator/field site supervisor.

Removal for Cause from practicum or internship will be investigated and could possibly result in a failing grade in the course and a Counseling Student Competency Evaluation. The outcome of this evaluation could be a remediation plan or removal from the Counseling Program.

TEXAS LICENSE PROFESSIONAL COUNSELOR (LPC)

The Texas State Board of Examiners of Professional Counselors requires a minimum of 300 hours of supervised experience that is “primarily counseling in nature” during the degree program. Students who wish to become LPCs in Texas should refer to the LPC Board Rules (Title 22, Texas Administrative Code, Subchapter B, §681.31, effective September 1, 2003) in regard to which, if any, of their internship experiences may apply to LPC requirements.

Because the degree program in Counseling requires 700 hours of practicum and internship (combined) and Texas LPC only requires 300 hours, the additional 400 hours may be applied to the 3000-hour post-degree internship requirement for the.

FIELD PLACEMENT POLICIES

Counselor trainees must make a separate application to the Counseling Program for each semester of field placement and provide all requested documentation in a timely and efficient manner. Current deadlines and procedures are posted on the Department website. See Application document elsewhere in this Handbook.

Counselor trainees must meet all course requirements, including documentation, as required by the Department and faculty instructors.

Counselor trainees must enroll in practicum/internship until the required number of hours has been completed. Any re-enrollment requires a full semester commitment.

Trainees must complete their practicum and internship experiences in a setting appropriate to their selected program specialization. The setting must provide a wide range of opportunities appropriate to the role of a licensed professional counselor.

- Trainees following the school counseling track **MUST** complete their practicum and internship experiences in a school setting under the supervision of a certified school counselor.
- Trainees following both the school counseling and community-counseling tracks may complete experiences in clinical field placements *after* successfully completing TEA requirements at a school setting. Successful completion includes all forms and procedures in the TEA Additions section of this document.

The Department cannot guarantee that a trainee will be accepted by a particular field placement site.

The Department cannot guarantee that a trainee will complete the required hours in a given semester.

Practicum is NOT offered in the summer. At the present time summer semester internship is available **ONLY** for community-counseling track trainees.

Trainees are responsible for making the initial contact and arrangements with potential field site placements. All contact information regarding the field site must be provided to the Director of Training & Placement. All field placement sites MUST be approved by the Department (contact the Director of Training & Placement).

Trainees may use their regular employment as a field placement site only under the following conditions:

- *Emergency Certified School Counselors* may use 10 hours of their work week toward practicum and 20 hours of their work week toward internship.

Teachers with field placements in their schools **MAY NOT** provide counseling to their own students; however, classroom/group guidance activities may be conducted with their own students.

Internship counselor trainees may accumulate up to 30 hours of direct and indirect service between Internship I and Internship II semesters (see Between-Semester procedures elsewhere in this Handbook).

IMPORTANT NOTE: All counselor trainees **MUST** complete a Practicum Orientation or Internship Orientation prior to beginning classes. **The orientation is provided online at the Department website.** Failure to complete the online orientation may result in a trainee being dropped from the class.

DESIRABLE EXPERIENCES IN PRACTICUM/INTERNSHIP: SCHOOL COUNSELING

Familiarization with the School Environment. The trainee should become familiar with:

1. Community characteristics.
2. Physical facility.
3. Administrative structure of school.
4. Counselor role statements.
5. Roles of non-counseling staff in relation to the counseling program.
6. Characteristics of the student population.
7. Written statements regarding the philosophy, purpose, organization, and procedures of the school's counseling program.
8. Written statements regarding the philosophy, purpose, organization, and procedures of the district's K-12 comprehensive developmental counseling program.

Program Planning/Management/Evaluation. The trainee should become familiar with and participate in:

1. Community and school environment assessment activities.
2. Needs assessment of students, teachers, and parents.
3. Planning, implementing, and evaluating the school counseling program and its specific activities.
4. Regularly scheduled counseling staff meetings.
5. Follow-up studies of former students, including follow-up reports to administrators, parents, and teachers as appropriate.

Counseling and Guidance. The trainee should gain experience in:

1. Individual and group counseling.
2. Working with students from a variety of cultures, races, sexual preferences, and gender.
3. Establishing and maintaining a counseling relationship from intake through termination or referral & follow-up.
4. Devising a counseling procedure for a specific case problem.
5. Writing case notes/interview summaries.
6. Classroom or other group guidance activities.
7. Student orientation, college days, parent nights, career days, etc., including the development of materials which are used on such occasions.

Assessment and Records. The trainee should become familiar with and gain experience in:

1. School counseling department record-keeping system as well as school's cumulative records.
2. Assessment instruments and other assessment techniques used in the school.
3. Interpretation of aptitude, achievement, and interest instruments.
4. Ethical and legal uses of assessment and student records.

Consultation and Coordination. The trainee should be involved in:

1. Preparation for and performance of a case conference.
2. Consultation with teachers regarding students' developmental needs; academic, career, and personal/social development; and classroom management.
3. Consultation with parents regarding student academic, career, and personal/social development.
4. Promotion of a cooperative relationship between the school, business/industry, and community agencies.
5. Coordination of special activities such as career day, orientations at points of transition, etc.
6. Work with the counselor to facilitate referrals appropriately.

Individual Planning and Placement. The trainee should become familiar with and gain experience in:

1. Career development and related activities.
2. Educational, occupational, and personal/social information resources in the counseling department and media center.
3. Career and educational planning, development, and/or placement with individual students.

Professionalism. The trainee is expected to:

1. Adhere to ACA and ASCA ethical standards.
2. Participate in professional development activities, including in-service as well as external professional meetings and conferences.
3. Demonstrate appropriate human relation skills with students, school personnel, and parents.
4. Demonstrate responsibility with regard to laws, rules, and regulations, including applying professional work habits.
5. Show respect for diversity among students, school personnel, and the community. Seek and utilize feedback from supervisors.

APPLICATION FOR PRACTICUM & INTERNSHIP COURSES

All counselor trainees should read this information before considering application for practicum and internship classes. Remember that procedures change – check the Department website for the most current information.

Practicum and Internship classes present special circumstances regarding enrollment procedures because of limitation on class size (10-12 trainees per class), multiple class locations, availability of faculty instructors/doctoral students for supervision, and the general requirements of the University. Using diverse field placement sites and checking the qualifications of field site supervisors necessitates a great deal of co-ordination. Also, there are legal and ethical matters involved with field placements that demand careful attention and documentation. In order to manage these circumstances, the Department of Counseling requires counselor trainees to make a formal application for practicum and internship classes and be assigned to a specific course section **prior to University registration**.

The following items will guide the trainee in their application process:

1. Trainees must make a separate application for each practicum or internship class they wish to take. It is very important that you provide accurate and complete information on applications since this will be the basis for contacting you regarding your application.
2. Trainees complete applications for practicum or internship in the semester **BEFORE** they wish to take the class. Applications are posted on the Department website early in the semester – simply check the website to see if the applications are posted.

NOTE: The primary means for communicating with you regarding your practicum/internship application is email. Be sure you provide a current email address and check it frequently.

3. Every effort is made to honor trainee preferences regarding class location and meeting time as indicated on applications. **However, we cannot guarantee that you will get the location and time you requested.** Applications that receive preference in class assignment are those that are received before published deadlines and are complete.
4. Waiting lists will be developed as appropriate (this is especially common for practicum). Again, preference will be given to those applications that are completed before published deadlines.
5. Trainees will be assigned to specific course sections for their practicum or internship. Your name will be “permitted” into that section only. Trainees will be notified by mail by the Department Admin or Director of Training & Placement as to their section assignments. At that point you may officially enroll in the class. **You will only be allowed to enroll in the specific course section for which your name has been permitted.**
6. The email you will receive from the Department Admin or Director of Training & Placement regarding your assigned course section will outline other procedures for you to follow. This includes providing specific information to the Counseling program regarding your field placement site and site supervisor.
7. **All counselor trainees enrolling in a field placement course must complete the online Practicum or Internship Orientation prior to the first-class meeting.** There is a form at the end of this Orientation that tells the Department that you have completed it. Trainees who have not completed the Orientation will not be allowed to collect direct service hours and may be dropped from the class.

Questions regarding the application process for practicum and internship should be directed to the Director of Training & Placement (email works best) or to the Department office (see contact information in this Handbook).

REMEMBER: you must make a separate application for practicum or internship classes in the semester **BEFORE** you plan to take the course; check the website for deadlines; follow directions carefully; always provide accurate contact information including a current email; complete the online Practicum or Internship Orientation promptly; enroll in your assigned course section as directed.

PRACTICUM REQUIREMENTS & PREPARATION FOR 1ST CLASS MEETING: SCHOOL SETTING

During Practicum a counselor trainee should expect to spend 8-10 hours weekly at their field site, attend class weekly for group supervision and classroom instruction, meet weekly with their site supervisor, and meet weekly with their faculty supervisor/doctoral supervisor.

Liability coverage	Trainees in Practicum <i>must have proof of liability coverage</i> (insurance). Trainees should retain the original documentation (e.g., letter from insurer) and hand in a copy. Trainees will not be allowed to collect direct service hours until liability coverage is proven.
Direct & indirect service hours	<p><i>Direct Service</i> involves the application of counseling, consultation, or human development skills to actual client contact and consultation with other professionals/other pertinent persons. Examples include: individual and group counseling, classroom guidance or group guidance activities, and consultation with parents or teachers.</p> <p><i>Indirect Service</i> generally involves anything that supports the direct delivery of counseling services to students. Examples of indirect service include observation of students or of another counselor providing counseling services, some supervisions, and program coordination.</p>
Emergency Certified School Counselors	Emergency Certified School Counselors may count only 10-12 hours per week at their workplace toward internship.
Regular recording of counseling services.	Trainees must arrange to regularly record (audio or video) much of their direct service activities for review and assessment. These recordings are the basis for individual and group supervision. Some recorded sessions will be graded. All recordings must be destroyed by the end of the semester.
1 hour weekly individual supervision w/ faculty instructor/doctoral student supervisor.	Trainees in practicum attend weekly individual supervision meetings (minimum 15 meetings) with a faculty supervisor OR doctoral student supervisor <u>outside of class time</u> . A schedule will be arranged at the first-class meeting and must be maintained throughout the semester. Practicum trainees will provide audio or video recordings of their counseling sessions for review and discussion during supervision. In some cases, supervision will include another counselor trainee (triadic supervision).
1 hour weekly individual supervision w/ field site supervisor.	Trainees in practicum meet at least one hour weekly (usually more) with <i>their field site supervisor</i> to review and discuss their work at the field site. Field site supervisors are responsible for facilitating an appropriate student/client caseload and professional experiences for the practicum trainees.
Group supervision & instruction.	Trainees in practicum attend weekly class <i>meetings (2 ½ hrs) for group supervision and instruction</i> . During group supervision trainees review issues and present client cases for discussion with the entire class. Often this includes playing sections of audio/video recording of counseling sessions. Classroom instruction is aimed at developing conceptualization and technical skills, enhancing professional development, increasing self-awareness, and acquiring theoretical knowledge.
Additional faculty instructor requirements.	Practicum instructors may have specific requirements beyond the basics outlined here. These might include journal article reviews, case studies, or technique demonstrations.

PREPARATION FOR THE 1ST PRACTICUM CLASS MEETING:

Counselor trainees must provide the following at the 1ST PRACTICUM CLASS MEETING: (originals to of these documents to copy are found elsewhere in this Handbook):

- Field Placement Contract - completed & signed by site supervisor and counselor trainee
- Field Site Plan (school or community) - completed and signed by site supervision and counselor trainee
- Field Site Supervisor Registration - completed by the site supervisor
- Emergency/Crises Management Form: - completed and signed as indicated
- Practicum/Internship Ethics Agreement - completed and signed by the counselor trainee
- Trainee Consent for Audio/Video Taping - completed and signed by the counselor trainee
- Proof of liability insurance: certificate of coverage or letter verifying coverage (copy only)

DOCUMENTATION DUE AT THE LAST PRACTICUM CLASS MEETING

(Originals of these documents to copy are found elsewhere in this Handbook):

- Internship Log - completed; signed by trainee and field site supervisor
- Practicum/Internship Summary - completed and signed by the counselor trainee
- Final Field Site Supervisor's Evaluation - completed; signed by field site supervisor
- Trainee Evaluation of Field Placement Site – completed by counselor trainee
- Additional documents as required by Internship instructor
- LPC form for documentation of clinical hours

INTERNSHIP I&II REQUIREMENTS & PREPARATION FOR 1ST CLASS MEETING: SCHOOL SETTING

Review General Guidelines for Practicum & Internship found elsewhere in this Handbook.

Internship is spread over two semesters (Internship I & Internship II) to meet the CACREP requirement of 600 total hours in internship. The two internships occur independently, receive separate grades, and each must total 300 hours in the field site experience.

Usually counselor trainees continue to use their practicum field site during internship. Some field sites will require this commitment when they take you on at practicum. However, trainees may change to another field site if they desire different experiences. It is very important that counselor trainees discuss their concerns and desire to change field sites with their practicum or internship faculty instructors OR the Director of Training & Placement BEFORE making a change.

During Internship counselor trainees should expect to spend approximately 20 hours weekly at their field site, meet weekly with their site supervisor and attend class for group supervision and classroom instruction. Often the class is divided so that trainees meet every other week during some of their internship.

There is no regularly scheduled individual supervision from the faculty supervisor/doctoral student during internship. However, an instructor may schedule some individual supervision meetings to assist trainee development.

Liability coverage	Trainees in Internship must have <i>proof of liability coverage</i> (insurance). Trainees should retain the original documentation (e.g., letter from the insurer) and hand in a copy. Trainees will not be allowed to collect direct service hours until liability coverage is proven.
Direct & indirect service hours	<i>Direct Service</i> involves the application of counseling, consultation, or human development skills to actual client contact and consultation with professionals/other pertinent persons. Examples include individual and group counseling, classroom guidance or group guidance activities, and consultation with parents or teachers. <i>Indirect Service</i> generally involves anything that <u>supports</u> the direct delivery of counseling services to students. Examples of indirect service include observation of students or of another counselor providing counseling services, some supervisions, and program coordination.
Emergency Certified School Counselors	Emergency Certified School Counselors may count only 20 hours per week at their workplace toward internship
Regular recording of counseling services.	Trainees must arrange to regularly record (audio or video) much of their direct service activities for review and assessment. These recordings are the basis for individual and group supervision. Some recorded sessions will be graded. All records must be destroyed by the end of the semester.
1 hour weekly individual supervision w/ field site supervisor.	Trainees in internship meet at least one hour weekly (usually more) with their field site supervisor to review and discuss their work at the field site. Field site supervisors are responsible for facilitating an appropriate student/client caseload and professional experiences for the internship trainees.

Group supervision & instruction.	Trainees in internship attend weekly class meetings (2 ½ hrs) for group supervision and instruction. During group supervision trainees review issues and present client cases for discussion with the entire class. Often this includes playing sections of audio/video recordings of counseling sessions. Classroom instruction is aimed at developing conceptualization and technical skills, enhancing professional development, increasing self-awareness, and acquiring theoretical knowledge.
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Additional faculty instructor requirements.	Internship instructors may have specific requirements beyond the basics outlined here. These might include a journal article reviews, case studies, technique demonstrations, or theory of change paper.
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BETWEEN-SEMESTER HOURS: Some direct/indirect service hours may be accumulated between Internship 1 & Internship II with prior approval of the Internship I faculty instructor. See Between-Semester Hours Policy & Procedures elsewhere in this Handbook.

PREPARATION FOR THE 1ST INTERNSHIP CLASS MEETING:

Counselor trainees must provide the following on the **first night of class**: (originals to of these documents to copy are found elsewhere in this Handbook):

- Field Placement Contract - completed & signed by site supervisor and counselor trainee
- Field Site Plan (school or community) - completed and signed by site supervision and counselor trainee
- Field Site Supervisor Registration - completed by the site supervisor
- Emergency/Crises Management Form: - completed and signed as indicated
- Clinical Ethics Agreement - completed and signed by the counselor trainee
- Trainee Consent for Audio/Video Taping - completed and signed by the counselor trainee
- Proof of liability insurance: certificate of coverage or letter verifying coverage (copy only)

DOCUMENTATION DUE AT THE LAST INTERNSHIP CLASS MEETING

(Originals of these documents to copy are found elsewhere in this Handbook):

- Internship Log - completed; signed by trainee and field site supervisor
- Practicum/Internship Summary - completed and signed by the counselor trainee
- Final Field Site Supervisor's Evaluation - completed; signed by field site supervisor
- Trainee Evaluation of Field Placement Site – completed by counselor trainee
- Additional documents as required by Internship instructor
- LPC form for documentation of clinical hours

FINDING A FIELD PLACEMENT SITE – SCHOOL COUNSELING TRACK

A good field placement site and experienced field site supervisor are critical ingredients in successful practicum and internship experiences. Counselor trainees should approach their decision about seeking a field site with careful and realistic thought regarding their career goals, their current work and family situation, and their special interest areas. You should consult with your professors, your faculty advisor, other professional or school counselors, and/or the Director of Training & Placement regarding appropriate field sites and field site experiences that would make for the best “fit” for you.

Practicum and Internship courses require a significant commitment of time and energy. **Trainees are expected to put in a minimum of 8- 10 hours weekly at their field site during Practicum and 20 hrs weekly at their field site during Internship.**

A trainee’s work setting may be used for their practicum and internship field placement. Most often, school counseling track trainees become Emergency Certified School Counselors and use their work setting as their field site placement.

NOTE: Most counselor trainees complete both practicum and internship at the same field placement site. Some field sites may require the trainee to commit to two or three semesters at their site.

Finding a field site placement is the responsibility of the counselor trainee. School counseling-track students must complete their practicum/internship in a school setting under supervision from a certified school counselor.

Some field placement sites are not appropriate because they do not provide adequate/qualified supervision, do not allow audio or videotaping of counseling sessions, or are in some other way inappropriate for practicum or internship counselor trainees. An appropriate field placement site provides the following:

- opportunities to participate in a range of counseling and counseling-related activities appropriate to the role of a full-time school counselor;
- permission for trainees to audio or video record counseling sessions (with client/parental consent);
- referral of a sufficient number of clients to generate the required hours of direct client contact necessary for practicum or internship (this cannot be guaranteed by the site or by the Department);
- a qualified field site supervisor who oversees and evaluates the trainees work and meets regularly for supervision of the client caseload.

NOTE: There are some school districts whose practices and/or procedures make for unsuitable field site placements and are not permitted by the Department. Please check with the Director of Training & Placement regarding the suitability of a given school district.

STEPS TO SECURING A PRACTICUM FIELD PLACEMENT SITE – SCHOOL COUNSELING TRACK:

Step 1. Consult with school counselors, district counseling coordinators, and/or school administrators during your pre-practicum (COUN 516) regarding suitable sites and qualified field site supervisors. Review the *Practicum & Internship Handbook* so that you are well informed about all practicum and internship requirements. Remember the following:

- You may do your practicum/internship at the same school where you are teaching but you may not counsel your own students. School districts and administrators vary widely in their support for teachers also fulfilling practicum/internship requirements.
- Emergency certified school counselors can use their current school assignment as a field site, but may apply only 10-12 hours a week toward practicum hours and 20 hours a week toward internship.
- It is strongly preferred that the field site supervisor work in the same building as the counselor trainee. If that is not possible, then the site supervisor must be regularly and easily available for consultation with the counselor trainee (e.g., at the next closest school).

- A qualified field site supervisor MUST have the following: a) master's degree in counseling or a counseling-related field; b) a minimum of 3 years' experience in counseling; c) fully certified as a school counselor.

Step 2. Contact the appropriate administrator or district counseling coordinator to discuss a field site placement. With their assistance, locate a potential field site supervisor and discuss their willingness to provide supervision during your practicum.

Step 3. Once you have a tentative verbal commitment from the appropriate administrator regarding your doing a field placement, contact the Director of Training & Placement by email. Provide the following ACCURATE information.

- Your name & contact information (email; phone, address);
- The semester you plan to do practicum;
- Name & address of potential school placement;
- Name & contact information for the school administrator with whom you have discussed your placement;
- Name & contact information for potential field site supervisor (email required; phone, address).

Step 4. The Director of Training & Placement will contact the appropriate administrator or field site supervisor to obtain official agreement for your placement as a practicum counselor trainee.

INTERNSHIP FIELD PLACEMENT SITE – SCHOOL COUNSELING TRACK

If CONTINUING at a field site:

Counselor trainees completing practicum or Internship I should approach the appropriate entities (e.g., field site supervisor, school administrator) before the next semester regarding their willingness to continue as the trainee's field site placement.

After the trainee completes the Department application process, he/she should notify the Director of Training & Placement by email and provide the following information:

- Trainee name & contact information (email, phone, address);
- Which course you have applied for (Internship I or II);
- Name & address of potential field site;
- Name & contact information for the site director with whom you have confirmed continued placement;
- Name & contact information for potential field site supervisor (email required; phone, address). This information is included in the application and site information forms that you send in.

If CHANGING field sites for Internship I or II:

Discuss the matter with your present faculty instructor, then contact the Director of Training & Placement before the end of the semester you are doing practicum or internship I to discuss procedures. Once you receive approval from the Director of Training & Placement, you will need to supply the same contact information listed above.

SUGGESTIONS FOR AUDIO AND VIDEO RECORDING

It is the responsibility of counselor trainees enrolled in practicum and internship to supply appropriate equipment for recording counseling sessions. In most cases this means audio recordings or video recordings. DVDs are acceptable if your instructor/supervisor agrees to that format.

These recordings are the basis of individual supervision, group supervision, and evaluation leading to the final course grade. Some field site placements will have recording equipment, especially video recording equipment, but many will not. Video recording is always preferable since it allows for visual review; however, some field placement sites will only allow audio recording. Whatever format you use, remember that all recordings must be clearly audible.

THERE ARE SOME STEPS YOU CAN TAKE TO INSURE YOU HAVE THE BEST RECORDINGS POSSIBLE:

1. DO NOT use the handheld, mini recorders since they do not have the power and range necessary. Video recorders, captured on a computer and transferred to a USB, or other media are acceptable as long as your instructor or supervisor is willing to accept them. Just make sure you follow guidelines to protect confidentiality in recording and transferring client protected information, by encrypted or password protected means.
2. The purchase of the separate external microphone may be needed. The microphone embedded in your recording device may not pick up all voices and/or allows too much interference (e.g., recording itself, recording the air conditioner). **An “omni-directional” microphone is highly recommended since it picks up sounds coming from different directions.** Please check ahead of time for quality of recordings.
3. Always check your equipment before a session to be sure it is working adequately. Place the external microphone, if using, away from air conditioning/heating vents, clocks, and fluorescent lights. Sometimes it helps to place the recording device on a book or towel to reduce table vibrations that can impair sound quality. Video cameras should be aimed so as to include both counselor trainee and the client, not just the client. Remember that the further away a video camera is, the less effective the microphone mounted in the camera will be (therefore, it is best to attach an external microphone).
4. All consent forms for recording must be signed before you ever turn on a recorder. Never record a session if you do not have signed permission to do so. Provide copies of the consent forms to your supervisor/ instructor when they receive a recording from you.
5. Label and store recordings/disks securely. Never use a client name to label recordings; instead use some sort of code. The only people who should ever hear/see a counseling session recordings are you, your course instructor, your site supervisor, your doctoral student supervisor, your class. Do not review recordings where family members or friends can hear or see them. Do not carry your recordings around everywhere you go – keep them secure, encrypted or password protected is needed for these.
6. You MUST dispose of all recordings by the end of the semester. There is no reason to save recordings. Once you have reviewed them or used them for supervision/grade, dispose of them. **Remember:** You are required to delete them by the end of the semester

FIELD PLACEMENT FORMS FOR THE SCHOOL SETTING

EMERGENCY/CRISIS MANAGEMENT: SCHOOL SETTING

This form must be completed for each semester of field placement and handed in on the first night of class. Trainees must retain a copy. Please attach a copy of any school emergency/crisis response documents.

Any situation involving a client that is of a serious nature requiring immediate medical or psychotherapeutic attention constitutes an emergency; for example,

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

SCHOOL POLICY

What is the school policy about counselor trainees managing a student crisis such as those listed above?

EMERGENCY/CRISIS PROCEDURES:

During Field Placement Hours:

Who is the trainee to contact in case of an emergency/crisis situation?

Name: _____

Phone: _____

Outside of Field Placement Hours:

If trainees are concerned about students and need to contact a supervisor outside of their regular field placement hours, what procedures should they follow?

PRACTICUM/INTERNSHIP ETHICS AGREEMENT

Semester _____

Year _____

Trainees should read and sign this form for every practicum and internship class. The original is to be returned to the instructor, and the student should retain a copy. This signed document is due on the first night of class.

1. I hereby attest that I have read and understood the current Code of Ethics of the American Counseling Association and will practice my counseling in accordance with these standards. **NOTE: the ACA Code of Ethics is posted on the Department website; trainees should download this for review and keep it with their Practicum & Internship Handbook.**
2. I hereby attest that I have read and understood the Retention Policy of the Counseling Program and agree to abide by its provisions (Retention Policy is found elsewhere in this Handbook).
3. I agree to adhere to the administrative policies, rules, standards, and practices of the pre-practicum class and the practicum/internship site.
4. I understand that my responsibilities include keeping my faculty supervisor(s) informed regarding my training experiences.
5. I understand that I will not be issued a passing grade in pre-practicum, practicum, or internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as outlined by my faculty instructor.
6. I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.

Counselor Trainee Signature: _____

Date: _____

TRAINEE CONSENT FOR VIDEO & AUDIO TAPING

This document may be used in either practicum or internship classes. It should be signed by the trainee and the original provided to the faculty instructor at the first class meeting. The trainee should retain a copy.

Trainee: _____

Semester/Year: _____

I agree to allow recording (by audio or video) of practice counseling interviews during my practicum or internship training. During this semester I will fulfill both the counseling and the client roles with my classmates and, on some occasions with the faculty instructor or a doctoral student assigned to the class.

I understand that these recordings are strictly confidential and will be used for limited supervisory purposes only. I also understand that any of the above recordings that are played during class, or any interviews that are conducted for demonstration/supervision purposes, even though I am not an active participant in the interview, are to be treated in accordance with the current American Counseling Association Code of Ethics.

Trainee Signature: _____

Date: _____

Faculty Instructor Signature: _____

Date: _____

PRACTICUM OR INTERNSHIP SUMMARY

This Summary must be completed by the counselor trainee for each field experience course at the end of the semester. It is used by the Department to provide documentation of supervised experience for accreditation and licensure review. Refer to your Practicum or Internship Log for data.

Summary for: (Check one): ☐ Practicum ☐ Internship 1 ☐ Internship 2 Semester/Yr: _____

Counselor trainee: _____

Field site name (school/school setting and or district): _____

Field Site address: _____

Dates effective from ____ / ____ / ____ through ____ / ____ / ____ (from original Contract).

Total clock hours earned during this course (get this from practicum or internship Log)

total Field Site hours: _____

total Campus hours: + _____

= _____ TOTAL CLOCK HOURS for semester

Total clock-hours of direct client counseling contact (for LPC box on Practicum or Internship Log) = _____

Type(s) of counseling provided during this course (check all that apply):

- | | | | |
|--|---|-------------------------------------|---|
| <input type="checkbox"/> Marriage & Family | <input type="checkbox"/> Group | <input type="checkbox"/> Individual | <input type="checkbox"/> Drug & Alcohol Abuse |
| <input type="checkbox"/> Career & Vocational | <input type="checkbox"/> Rehabilitation | <input type="checkbox"/> Academic | <input type="checkbox"/> Child & Adolescent |
| <input type="checkbox"/> Other, specify: _____ | | | |

Setting(s) of counseling provided during this course (check all that apply):

- | | | | |
|---------------------------------|--|--|---|
| <input type="checkbox"/> School | <input type="checkbox"/> Hospital | <input type="checkbox"/> Univ. Counseling Center | <input type="checkbox"/> Nonprofit organization |
| <input type="checkbox"/> MHMR | <input type="checkbox"/> Student Affairs setting | <input type="checkbox"/> Other, specify: _____ | |

Trainee Signature: _____

Date: _____

Faculty Instructor Signature: _____

Date: _____

TRAINEE EVALUATION OF FIELD SITE & SUPERVISOR

All practicum and internship trainees must complete the following evaluation of their field placement site. This will enable the Counseling Program to review and update procedures in providing field placement, supervision, and training opportunities for subsequent students. Thank you.

Name: _____ Semester/Year: _____

Field Site (include name of school district): _____

Field Supervisor: _____

PLEASE CHECK AND COMMENT:

1. **Orientation to procedures:** ☐ very good ☐ good ☐ average ☐ fair ☐ poor

Comments:

2. **Staff cooperation and support:** ☐ very good ☐ good ☐ average ☐ fair ☐ poor

Comments:

3. **Staff meetings (general, in-service, etc.):** ☐ very good ☐ good ☐ average ☐ fair ☐ poor

Comments:

4. **Assigned activities:** ☐ very good ☐ good ☐ average ☐ fair ☐ poor

Comments:

5. **Case load:** ☐ very good ☐ good ☐ average ☐ fair ☐ poor

Comments:

6. **Development of professional skills:** ☐ very good ☐ good ☐ average ☐ fair ☐ poor

Comments:

7. **How would you rate the quality of supervision you have received?**

Comments: ☐ very good ☐ good ☐ average ☐ fair ☐ poor

8. **To what extent has the supervision met your needs?**

- ☐ Almost all of my needs have been met
☐ Most of my needs have been met
☐ Only a few of my needs have been met
☐ Almost none of my needs have been met

Comments:

9. **How satisfied are you with the amount of supervision you have received?**

- ☐ Very satisfied ☐ Mostly satisfied ☐ Indifferent or mild dissatisfied ☐ Quite dissatisfied

Comments:

10. **How available was your supervisor for consultation/supervision when needed?**

- ☐ Almost always ☐ Often ☐ Sometimes ☐ Hardly Ever

Comments:

11. **Did your supervisor help you become more effective in your role as a counselor?**

- ☐ Yes, definitely ☐ Yes, generally ☐ No, not really ☐ No, definitely not

Comments:

ADDITIONAL COMMENTS AND RECOMMENDATIONS:

(Adapted from Ladany, Hill, Corbett, & Nutt, 1996)

PARENTAL/STUDENT CONSENT FORM: SCHOOL SETTING

Student: _____ Student Age: _____

Parent/Guardian: _____

Field Site: _____ Phone: _____

Your child has the opportunity to receive counseling services at (school): _____

The purpose of counseling is to help your child develop the skills to resolve difficulties that may be interfering with academic and personal success. Counseling is designed to assist your child in areas such as self-awareness, decision-making, improved behavior, social adjustment, and other needs as they arise. By participating in a short-term counseling process, he or she will, hopefully, learn how to work through problems independently and become a more productive and motivated student.

These counseling services will be provided by a counselor trainee in the master's degree counseling program at Texas A&M University- Commerce. She/he has completed advanced graduate coursework in counseling and is supervised at the school and via the University. Counseling interviews are recorded (audio or video) to help the counselor improve his/her skills and are erased by the end of the semester. All recordings are treated according to the Code of Ethics of the American Counseling Association.

Your signature below indicates you are willing for your child to be video/audio recorded while receiving counseling services. If you are interested in more information or are concerned about your child's progress, please contact the counselor for consultation at the telephone number listed above.

SIGNATURES:

Parent/Guardian or Student (if student is over 18 years)

Date

Counselor Trainee

Date

Faculty Instructor

Date

PRACTICUM FORMS SCHOOL COUNSELING

PRACTICUM FIELD PLACEMENT CONTRACT SCHOOL COUNSELING TRACK

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

Trainee: _____ **Semester/Year:** _____

Trainee Emails: _____

Trainee Address: _____

Field Site (School setting and or district): _____

Site Address: _____

Site Phone: _____ **School setting and or district Director:** _____

Field Site Supervisor: _____

Supervisor Phone: _____ **Email:** _____

Practicum Contract effective from ____/____/____ **through** ____/____/____ **for 8-10 hours per week.**

RESPONSIBILITIES OF THE COUNSELING PROGRAM, THE COUNSELOR TRAINEE, AND THE FIELD SITE PLACEMENT:

The Counseling Program Agrees To:

1. Provide counselor trainees who have completed the required pre-requisites for practicum.
2. Identify a qualified faculty instructor to coordinate the practicum experience. The faculty instructor will be available for consultation with the field site supervisor regarding trainee progress.
3. Provide 1 hour weekly individual supervision of the counselor trainee with a faculty instructor or doctoral student supervisor AND weekly group supervision (class).
4. Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the Director of Training & Placement.
5. Require the counselor trainee to provide liability insurance.

The field placement site agrees to:

6. Provide sufficient opportunities for the trainee to fulfill during the semester a minimum of 40 hours of direct client contact (individual/group counseling, classroom/group guidance, parent consultation). The field site supervisor will assist the counselor trainee in generating direct client contact opportunities.
7. Provide opportunities for trainees to regularly record (audio recordings/video recordings) counseling sessions with informed consent. Recordings are used for supervision and evaluation purposes. Recordings remain in the possession of the trainee and/or faculty instructor at all times, and all Recordings are erased by the end of the semester.
8. Provide a range of experiences to acquaint the trainee with the various duties and responsibilities of a professional counselor and provide oversight of the trainee's work *including* an orientation to the field site and its policies and procedures.
9. Develop a weekly attendance and activity schedule with the counselor trainee based on a minimum of 8-10 hours weekly spent at the field site.

10. Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct school counseling activities. Counselor trainees are not permitted to do home visits unless accompanied by their field site supervisor, to work alone in a building, or without immediately accessible consultation services. Trainees who also teach at the same school where they are completing their field placement are not allowed to counsel their own students.
11. Provide a qualified field site supervisor who will oversee the trainee's field site experience and provide a minimum of 1 hour weekly of individual supervision of the trainee's work. **A qualified field site supervisor is fully certified (TX), has at least 3 years of school counseling experience, and holds a master's degree in a counseling-related field.**
12. Provide a written evaluation of the counselor trainee's progress at the midpoint and end of practicum.
13. Collaborate with the designated faculty instructor for practicum and the Director of Training & Placement regarding placement procedures and concerns.

The counselor trainee agrees to:

14. Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.
15. Develop a weekly attendance and activity schedule with the field site supervisor based on spending 8-10 hours weekly at the field site during practicum. Emergency Certified Counselors may only count 10 hours weekly toward their practicum, not their entire work week.
16. Provide counseling and counseling-related services consistent with the trainee's level of training and supervision and the professional counseling role.
17. Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The trainee will follow established guidelines to insure the security of recordings and will destroy all recordings by the end of the semester.
18. Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.
19. Purchase liability insurance and adhere to the current ethical guidelines of the American Counseling Association and the American School Counselor Association.
20. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and field site placement.
21. Provide the Counseling Program with a renegotiated field placement contract if there is a change of field site supervisor of the field site.

Termination: It is understood and agreed upon by all parties to this contract that the field site placement may terminate the TAMU-C practicum experience of the counselor trainee if, in the opinion of the field site supervisor, the trainee's behavior is detrimental to the operation of the field site and/or client care. The field site supervisor will notify the faculty instructor or Director of Training & Placement of a termination action. A TAMU-C practicum termination action is separate from any employment relationship the trainee may have at the field site (e.g., emergency certified school counselor).

THE PARTIES BELOW AGREE TO THE TERMS OF THIS CONTRACT:

Counselor Trainee (print)

Trainee signature

Date

Field Site Supervisor (print)	Field Site Supervisor signature	Date
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Practicum Faculty Instructor (print)	Practicum Faculty Instructor signature	Date
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FIELD EXPERIENCE PLAN: SCHOOL SETTING

This document must accompany the field placement contract and be filed with the instructor at the 1st class meeting.

☐ Practicum ☐ Internship I ☐ Internship II

Counselor Trainee: _____ Semester/Year: _____

Field Site Placement: _____

PROPOSED SCHEDULE FOR COUNSELOR TRAINEE AT FIELD SITE PLACEMENT:

	Times trainee is expected to be at field site (e.g., 8am-2pm)	# hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total weekly hours for practicum = 8-10 hrs Total weekly hours for internship = 20 hrs		

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

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

- ☐ Individual counseling: ☐ adolescents ☐ children
- ☐ Group counseling (leading or co-leading); please specify focus of planned group: _____
- ☐ Classroom guidance; please indicate type & focus of planned activity: _____
- ☐ Career counseling: _____
- ☐ Consultation (e.g., with parents, school officials): _____
- ☐ Psychoeducational activities relevant to the field site: _____
- ☐ Record keeping _____
- ☐ Receiving supervision (individual or group at the field site). Please specify which: _____
- ☐ Assessment (e.g., test interpretation). Please specify types: _____
- ☐ Other (specify): _____

Counselor Trainee (print) Trainee signature Date

Field Site Supervisor (print) Field Site Supervisor signature Date

FIELD SITE SUPERVISOR REGISTRATION: SCHOOL COUNSELING

PLEASE PRINT ALL INFORMATION. *This document must accompany the field placement contract and be filed with the instructor at the 1st class meeting.*

Counselor Trainee: _____ Semester/Year: _____

☐ Practicum ☐ Internship I ☐ Internship II Effective from ____/____/____ through ____/____/____

SITE INFORMATION

Placement Site (School setting and or district): _____

Address: _____

Name of School setting and or district Director: _____

FIELD SITE SUPERVISOR INFORMATION

Name: _____

School: _____

Address: _____

Office phone: _____ Emails: _____

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

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

Supervisor Credentials: ☒ Texas Certified School Counselor, certification #: _____

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

Other? _____

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

NOTE: A qualified Field Site Supervisor for a School Setting must: have a master's degree in counseling or a counseling-related field, be a fully certified TX school counselor, and have a minimum 3 years of experience (post-master's).

PRACTICUM LOG

COUN 551, Sect:		Dates: / / through / /					Semester/Year:				
Trainee:							Student ID #:				
Field Site:											
CHECK ONE: <input type="checkbox"/> CMH <input type="checkbox"/> School		CAMPUS			FIELD SITE						
					DIRECT SERVICE					INDIRECT SERVICE	
Week	DATES		Clstrm	Group Suprv	Indiv Suprv	Client Couns Contact			Other Direct (couple/fam)	at field site	
	start	end	1hr/wk	≥1.5 hr/wk	≥1 hr/wk	Indiv(I);Couple(C); Family(F)	Group	Consult	Specify Activity / Hrs	Site Supv	Misc
1	to								/		
2	to								/		
3	to								/		
4	to								/		
5	to								/		
6	to								/		
7	to								/		
8	to								/		
9	to								/		
10	to								/		
11	to								/		
12	to								/		
13	to								/		
14	to								/		
15	to								/		
16	to								/		
TOTALS:			Total Clstrm (≥15)	Total Group Suprv (≥22.5)	Total Indiv Suprv (≥5)	Total Indiv	Total Group	Total Consult	Total Other Direct.	Total Site Suprv	Total Misc
						Total Direct Client Coun Contact: (FOR LPC/LMFT FORM)					
						Total DIRECT Contact (≥40)				Total INDIRECT	
TOTAL CAMPUS (≥42.5)						TOTAL FIELD SITE (indirect + direct) (100)					

SIGNATURES

Trainee: _____

Date: _____

Field Site Supervisor: _____

Date: _____

Faculty Instructor: _____

Date: _____

DIRECTIONS OF KEEPING THE PRACTICUM LOG: CLINICAL SETTING

It is important to record information carefully, accurately, and legibly on the Practicum Log. This document verifies the hours accumulated during practicum so is valuable when the counselor trainee seeks certification or licensure. The forms are also reviewed as part of the Department's CACREP accreditation process. Logs are kept permanently on file in the Department office.

Your instructor may have additional directives for the Practicum Log.

NOTE: Emergency Certified School Counselors may only count 12 hours weekly of their total work time toward their practicum hours.

1. Make one "working copy" of the Log. You will enter each week's activities/hours as you progress throughout the semester. **Begin each week on a Monday and end on a Friday/Saturday.** Therefore, at the midpoint of the semester your Log should show 8 weeks of activities and, at the end of the semester, your Log should show 15 or 16 weeks of activities.
2. Complete the information requested at the top: Practicum section number (e.g., 551-401); semester dates – first date through last date of semester (e.g., 08/26/21 through 12/10/21); check which semester and the year for your practicum; print your name and provide your student ID number; print the name of your field site; check which counseling program track you are following.
3. Enter the month/day for each week of the semester in the DATES column (you don't need to enter the year).
4. Consider your total practicum experience as having 2 locations: campus and the field site. Record the number of hours you fulfill in that activity each week. **Record time in terms of hours and minutes (not decimals).**

CAMPUS	FIELD SITE
Classroom: 1 hr weekly Group Supervision: 1.5 hrs weekly (combined in weekly class = 2 ½ hrs) Individual Supervision: 5 hr semester w/ faculty/doctoral student supervisor (may be delivered as triadic supervision)	DIRECT SERVICE Client Counseling Contact: e.g., individual, couple, family, group counseling; consultation w/ teachers, other professionals, or parents. OTHER DIRECT: e.g., classroom/group guidance, social skills group INDIRECT SERVICE Site Supervision: 1 hr weekly w/ field site supervisor Misc: recording preparation, classroom/student observation

5. Near the bottom of the Log are places for your to record the totals for each category. Add together the total hours you have accumulated thus far in practicum each week and record them where indicated.
6. Make a copy of your "working copy" Log to turn in **at each class meeting**. Be sure to include the totals your have accumulated thus far in the semester For example, you will turn in the Log that ends on the Friday/Saturday of the previous week (e.g., LOG ending with the week of 11/07/05-11/11/05 is due at the next week's class). This will help you and your instructor keep track of your hour accumulation over the semester.
7. **At the end of the semester** add and record final totals in all the areas indicated. In the Total Direct Client Couns Contact (FOR LPC/LMFT FORM) box record the total of individual, couple, family+group+consult columns. This total will be used if you apply for licensure.
8. **At the end of the semester** review the Log with your field site supervisor and have them sign the "working copy" Log as verification of the hours you have accumulated. You sign it also, and then submit it with your other documentation

at your last class meeting. Your practicum instructor will sign it before adding it to your Counseling Department file.
IMPORTANT: BE SURE TO KEEP A COPY OF YOUR LOG FOR YOUR OWN FILES.

FIELD SITE SUPERVISOR'S EVALUATION OF PRACTICUM TRAINEE SCHOOL SETTING

☒ Mid-Term ☐ End of Semester

Counselor Trainee: _____ Semester/Year: _____

Field Site (School setting and or district): _____

This evaluation provides 1) means for counselor trainee self-assessment, 2) feedback from the field site supervisor, and 3) data for faculty for discussion of progress and improvement areas. We encourage you to share this evaluation with the counselor trainee. After reading each statement below, please circle the number that best reflects your evaluation of the trainee's performance at this point.

1 = below average; 2 = average; 3 = above average; N = no basis for observation

COUNSELING PROCESS/SKILLS/CONCEPTUALIZATION	1	2	3	N
1. Establishes and maintains therapeutic boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Quickly builds rapport and establishes effective working relationship with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Works effectively with clients to establish and achieve counseling goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Terminates counseling sessions effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESSIONAL ATTITUDE & BEHAVIOR	1	2	3	N
5.. Uses supervision effectively (comes prepared, seeks feedback & knowledge)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is open and responsive to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Engages in open & clear communication with peers and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Recognizes the boundaries of her/his competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrates a personal commitment to developing professional competency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates awareness and openness to diversity issues which may affect professional interaction with clients, peers, supervisors, and staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is punctual, keeps appointments according to established schedule at field site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Maintains documentation in a timely and accurate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Demonstrates ethical and legal behavior in counseling, case management, supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Has an accurate perception of his/her strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Works effectively with staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Follows the policies and procedures of the school setting and or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL EVALUATION	1	2	3	N
17. Your overall evaluation of the counselor trainee's level of performance thus far this semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list at least two of the trainee's major strengths and at least two areas for improvement:

Strengths:

--

Improvement?

--

Field Site Supervisor: _____

Date: _____

INTERNSHIP FORMS SCHOOL COUNSELING

INTERNSHIP FIELD PLACEMENT CONTRACT SCHOOL COUNSELING TRACK

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

Trainee: _____ **Semester/Year:** _____

Trainee Emails: _____

Trainee Address: _____

Field Site (School Name): _____

Site Address: _____

Site Phone: _____ **School setting and or district Director:** _____

Field Site Supervisor: _____

Supervisor Phone: _____ **Email:** _____

Internship Contract effective from ____/____/____ **through** ____/____/____ **for 8-10 hours per week.**

RESPONSIBILITIES OF THE COUNSELING PROGRAM, THE COUNSELOR TRAINEE, AND THE FIELD SITE PLACEMENT:

The Counseling Program Agrees To:

1. Identify counselor trainees who have completed the required pre-requisites for internship.
2. Identify a qualified faculty instructor to coordinate the internship experience. The faculty instructor will be available for consultation with the field site supervisor regarding trainee progress.
3. Provide weekly group supervision of counselor trainees.
4. Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the Director of Training & Placement.
5. Require the counselor trainee to provide liability insurance.

The field placement site agrees to:

6. Provide sufficient opportunities for the trainee to fulfill during the semester a minimum of 120 hours of direct client contact (individual, couple, family/group counseling, classroom/group guidance, parent consultation). The field site supervisor will assist the counselor trainee in generating direct client contact opportunities.
7. Provide opportunities for trainee to regularly record (audio recording/video recording) counseling sessions with informed consent. Recordings are used for the supervision and evaluation purposes. Recordings remain in the possession of the trainee and/or faculty instructor at all times, and all recordings are erased by the end of the semester.
8. Provide a range of experiences to acquaint the trainee with the various duties and responsibilities of a school counselor and provide oversight of the trainee's work including an orientation to the field site and its policies and procedures.
9. Develop a weekly attendance and activity schedule with the counselor trainee based on a minimum of 20 hours weekly spent at the field site. Emergency Certified Counselors may count only 20 hours weekly toward internship, NOT their entire work-week.

10. Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct school counseling activities. Counselor trainees are not permitted to do home visits unless accompanied by their field site supervisor, to work alone in a building, or be without immediately accessible consultation services. Trainees who also teach at the same school where they are completing their field placement are not allowed to counsel their own students.
11. Provide a qualified field site supervisor who will oversee the trainee's field site experience and provide a minimum 1 hour weekly of individual supervision of the trainee's work. **A qualified field site supervisor is fully certified (TX), has at least 3 years of experience, and holds a master's degree in a counseling-related field.** Supervisions must take place on school district property.
12. Provide a written evaluation of the counselor trainee's progress at the midpoint and end of internship.
13. Collaborate with the designated faculty instructor for internship and the Director of Training & Placement regarding placement procedures and concerns.

The counselor trainee agrees to:

14. Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.
15. Develop a weekly attendance and activity schedule with the field site supervisor based on spending 20 hours weekly at the field site during internship. Emergency Certified Counselors may only count 20 hours weekly toward their internship, not their entire work week.
16. Provide counseling and counseling-related services consistent with the trainee's level of training and supervision and the professional counseling role.
17. Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The trainee will follow established guidelines to insure the security of recordings and will destroy all recordings by the end of the semester.
18. Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.
19. Purchase liability insurance and adhere to the current ethical guidelines of the American Counseling Association and the American School Counselor Association.
20. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and field site placement.
21. Provide the Counseling Program with a renegotiated field placement contract if there is a change of field site supervisor of the field site.

Termination: It is understood and agreed upon by all parties to this contract that the field site placement may terminate the TAMU-C internship experience of the counselor trainee if, in the opinion of the field site supervisor, the trainee's behavior is detrimental to the operation of the field site and/or client care. The field site supervisor will notify the faculty instructor or Director of Training & Placement of a termination action. A TAMU-C internship termination action is separate from any employment relationship the trainee may have at the field site (e.g., emergency certified school counselor).

THE PARTIES BELOW AGREE TO THE TERMS OF THIS CONTRACT:

Counselor Trainee (print)	Trainee signature	Date
---------------------------	-------------------	------

Field Site Supervisor (print)	Field Site Supervisor signature	Date
-------------------------------	---------------------------------	------

Internship Faculty Instructor (print)	Practicum Faculty Instructor signature	Date
---------------------------------------	--	------

FIELD EXPERIENCE PLAN: SCHOOL SETTING

This document must accompany the field placement contract and be filed with the instructor at the 1st class meeting.

☐ Practicum ☐ Internship I ☐ Internship II

Counselor Trainee: _____ Semester/Year: _____

Field Site Placement: _____

PROPOSED SCHEDULE FOR COUNSELOR TRAINEE AT FIELD SITE PLACEMENT:

	Times trainee is expected to be at field site (e.g., 8am-2pm)	# hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total weekly hours for practicum = 8-10 hrs Total weekly hours for internship = 20 hrs		

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

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

- ☐ Individual counseling: ☐ adolescents ☐ children
- ☐ Group counseling (leading or co-leading); please specify focus of planned group: _____
- ☐ Classroom guidance; please indicate type & focus of planned activity: _____
- ☐ Career counseling: _____
- ☐ Consultation (e.g., with parents, school officials): _____
- ☐ Psychoeducational activities relevant to the field site: _____
- ☐ Record keeping _____
- ☐ Receiving supervision (individual or group at the field site). Please specify which: _____
- ☐ Assessment (e.g., test interpretation). Please specify types: _____
- ☐ Other (specify): _____

Counselor Trainee (print) Trainee signature Date

Field Site Supervisor (print) Field Site Supervisor signature Date

FIELD SITE SUPERVISOR REGISTRATION: SCHOOL COUNSELING

PLEASE PRINT ALL INFORMATION. *This document must accompany the field placement contract and be filed with the instructor at the 1st class meeting.*

Counselor Trainee: _____ Semester/Year: _____

☐ Practicum ☐ Internship I ☐ Internship II Effective from ____/____/____ through ____/____/____

SITE INFORMATION

Placement Site (School): _____

Address: _____

Name of Building Principal: _____

FIELD SITE SUPERVISOR INFORMATION

Name: _____

School: _____

Address: _____

Office phone: _____ Emails: _____

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

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

Supervisor Credentials: ☒ Texas Certified School Counselor, certification #: _____

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

Other? _____

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

NOTE: A qualified Field Site Supervisor for a School Setting must: have a master's degree in counseling or a counseling-related field, be a fully certified TX school counselor, and have a minimum 3 years of experience (post-master's).

INTERNSHIP LOG

COUN 552, Sect:		Dates: / / through / /				Semester/Year:			
Trainee:						Campus ID:			
Field Site:									
CHECK ONE: <input type="checkbox"/> CMH <input type="checkbox"/> School		CAMPUS		FIELD SITE					
				DIRECT SERVICE			INDIRECT SERVICE		
Week	DATES start end		Group supervision (class)	Client Counseling Contact			Other Direct (couple/fam)	at field site	
				Indiv(I);Cou- ple(C); Family(F)	Group	Consult	Activity / Hrs	Site Supv	Group Supy
1		to					/		
2		to					/		
3		to					/		
4		to					/		
5		to					/		
6		to					/		
7		to					/		
8		to					/		
9		to					/		
10		to					/		
11		to					/		
12		to					/		
13		to					/		
14		to					/		
15		to					/		
16		to					/		
BETWEEN SEMESTER HOURS ≤ 30 Direct / Indirect									
SUBTOTALS				(≥120)					
				Total Direct Client Coun Contact: (FOR LPC/LMFT FORM)			Total Other Direct:		
				Total DIRECT Contact (≥120)			Total INDIRECT		
TOTAL CAMPUS (≥25)				TOTAL FIELD SITE (indirect + direct) (≥275)					

SIGNATURES

Trainee: _____

Date: _____

Field Site Supervisor: _____

Date: _____

Faculty Instructor: _____

Date: _____

DIRECTIONS FOR KEEPING THE INTERNSHIP LOG

It is important to carefully, accurately, and legibly record information on the Internship Log. This document verifies the hours accumulated during internship so is valuable when the counselor trainee seeks certification or licensure. The forms are also reviewed as part of the Department's CACREP accreditation process. Logs are kept permanently on file in the Department office.

Your instructor may have additional directives for the Log. The Internship Log is slightly different from the Practicum Log.

NOTE: Emergency Certified School Counselors may only count 20 hours weekly of their total work time toward their internship hours – do not record more than 20 hours during the week.

1. Make one “working copy” of the Log. You will enter each week's activities/hours as you progress throughout the semester. **Begin each week on a Monday and end on a Friday/Saturday.** Therefore, at the midpoint of the semester your Log should show 8 weeks of activities and, at the end of the semester, your Log should show 15 or 16 weeks of activities.
2. Complete the information requested at the top: Internship section number (e.g., 551-401); semester dates – first date through last date of semester (e.g., 08/26/21 through 12/10/21); check which semester and the year for your internship; print your name and provide your campus ID; print the name of your field site; check which counseling program track you are following.
3. Enter the month/day for each week of the semester (you don't need to enter the year).
4. Consider your total internship experience as having 2 locations: campus and the field site. Record the number of hours you fulfill in that activity each week. **Record time in terms of hours and minutes (not decimals).**

CAMPUS	FIELD SITE
Group Supervision: 2.5 hrs weekly	DIRECT SERVICE Client Counseling Contact: e.g., individual, couple, family, group counseling; consultation w/ teachers, other professionals, or parents OTHER DIRECT: e.g., classroom/group guidance, social skills group INDIRECT SERVICE Site Supervision: 1 hr weekly w/ field site supervisor Misc: e.g. recordings preparation, recordkeeping, observations; program coordination

5. Near the bottom of the Log are places for your to record the totals for each category. Add together the total hours you have accumulated thus far in practicum each week and record them where indicated.
6. Make a copy of your “working copy” Log to turn in **at each class meeting**. Be sure to include the totals your have accumulated thus far in the semester For example, you will turn in the Log that ends on the Friday/Saturday of the previous week (e.g., Log ending with the week of 11/07/21-11/11/21 is due at the next week's class). This will help you and your instructor keep track of your hour accumulation over the semester.
7. **At the end of the semester** add and record final totals in all the areas indicated. In the Total Direct Client Couns Contact (FOR LPC/LMFT FORM) box record the total of individual,couple,family+group+consult columns. Add the adjacent column hours for couple or family work. This total will be used if you apply for licensure.
8. **At the end of the semester** review the Log with your field site supervisor and have them sign the “working copy” Log as verification of the hours you have accumulated. You sign it also, and then submit it with your other documentation

at your last class meeting. Your practicum instructor will sign it before adding it to your Counseling's Program file. You and your instructor will complete the **PRACTICUM/GRADUATE INTERNSHIP DOCUMENTATION** (summary of hours from your log that is required by the Texas State Board of Examiners of Professional Counselors (LPC Board)). This form can be found on the Clinical Application page and in the handbook. **IMPORTANT: BE SURE TO KEEP A COPY OF YOUR LOG AND PRACTICUM/GRADUATE INTERNSHIP DOCUMENTATION FOR YOUR OWN FILES.**

NOTE: Internship II trainees: If you are seeking the LPC, you will send in your completed Texas State Board of Examiners of Professional Counselors PRACTICUM DOCUMENTATION forms to be included with your LPC-A application to the Board.

FIELD SITE SUPERVISOR'S EVALUATION OF INTERNSHIP TRAINEE

☐ Mid-Term ☐ Final

Counselor Trainee: _____ Semester/Year: _____

Field Site Supervisor: _____

Field Site (School): _____

Please rate the student's skills on the following scale:

- 5 Superior performance, not usually observed in an individual with trainee's level of training and experience.
- 4 Excellent performance, considering training and experience level.
- 3 Good, average performance, considering level of training and experience.
- 2 Below average performance considering training and experience level.
- 1 Very low performance, remediation efforts recommended. NA Does not apply.

Familiarity with the school environment

- ___ School characteristics
- ___ Administrative structure of the school
- ___ Counselor role

Supervision

- ___ Keeps supervision appointments and participates actively and willingly.
- ___ Seeks feedback and accepts suggestions and criticism well.
- ___ Is open to self-examination and overcoming personal blocks to effectiveness
- ___ Evaluates activities appropriately and gains insights with minimum help from supervisor.
- ___ Willingly reads recommended material

Program Planning/Implementation/Evaluation

- ___ Understands needs assessment process and uses results
- ___ Appropriately participates in counseling program planning
- ___ Appropriately participates in counseling program evaluation
- ___ Attends counseling staff meetings regularly and makes appropriate contributions.

Classroom guidance

- ___ Plans structured group lessons in accordance with students' developmental needs.
- ___ Conducts structured group lessons effectively.

Counseling

- ___ Provides effective individual counseling
- ___ Provides effective small group counseling
- ___ Is warm, caring, and empathetic with students during counseling
- ___ Is nonjudgmental of students during counseling
- ___ Is a good active listener when counseling students

- ___ Conceptualizes problems skillfully during counseling
- ___ Applies developmentally appropriate counseling techniques according to a consistent rationale
- ___ Appropriately maintains good progress notes

Consultation

- ___ Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success
- ___ Collaboratively provides professional expertise to advocate for individual students and specific groups of students.

Coordination

- ___ Effectively participates in the coordination of people and other resources to promote student success.
- ___ Participates appropriately in referring students, parents, and/or others to special programs and services.

Assessment

- ___ Is familiar with assessment techniques used in the school
- ___ Interprets assessment results appropriately
- ___ Adheres to legal, ethical, and professional standards related to assessment and assessment results

Professionalism

- ___ Demonstrates a commitment to professional development.
- ___ Advocates for a school environment that acknowledges and respects diversity
- ___ Establishes and maintains professional relationships with administrators, teacher, other school personnel, parents, and community members.
- ___ Adheres to state, district, and campus standards, regulations, and procedures
- ___ Demonstrates professional and responsible work habits.
- ___ Uses professional written and oral communication and interpersonal skills
- ___ Gives attention to general administrative details.

ADDITIONAL COMMENTS:

Field Site Supervisor Signature: _____

Date: _____

OTHER FORMS

BETWEEN-SEMESTER HOURS

It is possible for counselor trainees to earn a maximum of 30 hours of direct service hours and 30 hours of indirect service hours between the end of Internship I semester and the beginning of Internship II semester ("between semester" hours) if that is agreeable to their field site placement. However, field site administrators must understand that the Counseling Program has no legal/supervisory responsibility for the trainee during this time (when they are not enrolled in an internship class).

PROCEDURES:

1. Discuss the arrangements for accumulating between-semester hours with your site supervisor and receive permission from the appropriate field site administrator (e.g., school principal/school setting and or district director). You must secure a letter (on field site letterhead) signed by the field site supervisor that verifies this situation and conditions. Suggested wording for this document is provided below.
2. **Turn in the letter or have the letter sent from your field site to your instructor of record, to be included in your end of semester paperwork.** Be sure to keep a copy for your records. This letter will be placed in your department file.
3. Keep careful record of the direct and indirect hours you earn at your field site using the *Between-Semester Log* form in the Practicum/Internship Handbook. Have your field site supervisor verify this record by signing and dating the form. **Keep a copy for your records.**
4. Provide the signed and dated *Between-Semester Log* to your Internship II instructor on the first night of class. Record these hours in the space provided on the Internship Record of Hours that you are using for Internship II semester. The *Between-Semester Log* will be placed in your department file.

SUGGESTED WORDING OF DOCUMENT TO BE PROVIDED ON FIELD SITE LETTERHEAD:

_____(name of field site) agrees to allow

_____(name of counselor trainee) to work under supervision at the field site during the period between their first and second internships. It is understood that the Counseling Program and Texas A&M University-Commerce has no legal connection to the counselor trainee during this period and will provide no supervision services.

The period covered in this agreement is: ____/____/____ to ____/____/____.

Field Site Supervisor Signature: _____

Date: _____

BETWEEN-SEMESTER LOG

Trainee: _____

Semester/Year: _____

Record covers: _____ (month/date/year) to _____ (month/date/year)

Field Site: _____

DIRECT SERVICE					INDIRECT SERVICE		
CLIENT COUNSELING CONTACT				OTHER DIRECT	ON SITE		
Week Dates	Indiv	Group	Consult	Activity / hrs	Field Site Superv	Group Superv	Misc
				/			
				/			
				/			
				/			
				/			
				/			
				/			
				/			
				/			
				/			
				/			

Insert final totals here. Transfer totals to Internship II Log and attach to Internship II Log.

TOTAL DIRECT SERVICE					TOTAL INDIRECT SERVICE		
CLIENT COUNSELING CONTACT				OTHER DIRECT	ON SITE		
Indiv	Group	Consult	Activity / hrs		Field Site Superv	Group Superv	Misc
			/				

Field Site Supervisor Signature: _____

Date: _____

RESPONSIBILITIES OF FIELD SITE PLACEMENTS – SCHOOL SETTING

Thank you for your interest in providing a field placement to an advanced student in the counseling program at Texas A&M University-Commerce (TAMUC). Counselor trainees are responsible for making the initial contact with potential field sites to discuss practicum and/or internship placement. The field site selects counselor trainees based on its own criteria. This document briefly outlines the requirements and policies established by the Counseling Program for field site placements.

Our program is a 49-hour master's degree program offering school counseling and community counseling tracks. The TAMUC counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and adheres to CACREP guidelines for field site experiences. The clinical sequence of the counseling program includes 6 courses: 3 skills-based counseling courses (introduction, pre-practicum, group counseling) followed by 3 field site placements in which counselor trainees (counseling students) work directly with clients: Practicum, Internship I, and Internship II.

FIELD SITE RESPONSIBILITIES DURING PRACTICUM & INTERNSHIP

Practicum is an initial supervised clinical experience in which the student develops basic counseling and conceptual skills and integrates professional knowledge under close supervision. During practicum the student engages in a broad range of clinical activities similar to those provided by a professional school counselor. Practicum must be completed in one semester and earns 3 credit hours.

Internship is an *advanced supervised* clinical experience (following practicum) in which the student refines and enhances counseling and conceptual skills and integrates professional knowledge under close supervision. Internship approximates a full-time counseling position and is considered the "capstone" experience in the counseling program. Internship is completed over two semesters and earns 6 semester hours. Internship I & II trainees often continue at the same field placement site they used for practicum but are not required to do so. The field site supervisor and the counselor trainee should consult regarding continuation of field site placement from practicum to internship.

During Practicum & Internship the Field Site is expected to:

- Provide a consistent client case load so that trainees can reasonably expect to generate during the semester a minimum **40 hours** of direct client contact during practicum & **120 hours** of direct client contact during each of two internships. Direct contact means the trainee provides face-to-face individual, family or group counseling services, outreach services, and consultation.
- Provide opportunities for trainee to regularly audio/video recording counseling work with informed consent. A substantial number of counseling sessions must be recorded for supervision & evaluation purposes. Use of audio/video recording for recording sessions & later review in supervision is a standard of the counselor preparation field. Recordings remain in the possession of the trainee and/or faculty instructor and all recordings are deleted by the end of the semester.
- Provide a range of experiences to acquaint the trainee with the various duties and responsibilities of a professional counselor and provide oversight of the trainee's work including orientation to the field site and its policies and procedures. Practicum trainees are expected to work 8-10 hrs. per week at their field site placement. Internship trainees are expected to work 20 hours per week at their field site placement.
- Provide a safe location and appropriate space to work. TAMUC counselor trainees are not permitted to do home visits unless accompanied by their field site supervisor. Counselor trainees are also not permitted to work alone in a building or without consultation services. Trainees who use their work setting as a field site placement must demonstrate that they will perform duties different from those currently performed (on the basis of a bachelor's degree), with a different site supervisor, and with a non-profit school setting and or district.
- Provide a qualified field site supervisor who will oversee the trainee's field site experience *and provide a minimum 1 hour weekly of individual supervision* of the trainee's work. **A qualified field site supervisor is a minimum of a master's**

degree in counseling or a related profession with equivalent qualifications, a minimum of two years of pertinent professional experience, including appropriate certifications and/or licenses. The field site supervisor also provides formal evaluation of counselor trainee progress at the midpoint and end of semester. Supervisions must take place on school setting and or district property.

- Collaborate with the faculty instructor and the Director of Training & Placement, Counseling Program, TAMUC regarding placement procedures and concerns.

COUNSELOR TRAINEE RESPONSIBILITIES AT FIELD SITES DURING PRACTICUM/INTERNSHIP

- Be consistent and prompt in attendance at the field site on a regular schedule worked out with the field site supervisor.
- Provide counseling and counseling-related services consistent with the trainee's level of training and supervision and the duties of a full-time school counselor.
- Follow the field site's policies and procedures and the directives of field site supervisors. Be consistent and prompt in attendance at campus and site supervisions. Dress and behave in a professional manner consistent with the practices of the field site placement.
- Adhere to the ethical guidelines of the American Counseling Association and the American School Counselor Association. Purchase liability insurance.
- Maintain documentation in good order from campus and/or field site.

TAMUC COUNSELING PROGRAM RESPONSIBILITIES DURING PRACTICUM/INTERNSHIP

- Provide a qualified course instructor available for consultation with the field site supervisor regarding trainee progress.
- *Practicum:* Provide 1 hr weekly individual supervision with faculty instructor or doctoral student supervisor and weekly group supervision (class). *Internship:* Provide weekly group supervision with faculty instructor. Supervisions are mainly focused on review and discussion of counseling session recordings provided by the counselor trainee.
- Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the Director of Training & Placement

We hope this document provides sufficient introduction to the guidelines for field placement sites used by the Counseling Program, TAMUC. We look forward to working with you to provide future professional counselors with superior training opportunities.

Please contact the Director of Training & Placement for more information or to discuss concerns.

Director of Training & Placement Email:

directoroftrainingandplacement@cp.tamuc.edu

Dr. Linda Ball,

Phone: 903-886-5649

Counseling Website "Clinical" tab:

<https://inside.tamuc.edu/academics/colleges/educationHumanServices/counseling/clinical.aspx>

Dept. of Counseling Binnion 202

Texas A & M University - Commerce

P. O. Box 3011

Commerce, TX 75429-3011

CACREP: www.cacrep.org

American Counseling Association: www.counseling.org

American School Counselor Association: www.schoolcounselor.org

RETENTION/DISMISSAL PROCEDURE

All students admitted to Counseling programs will receive a copy of this document and a copy of the current Counseling Student Competency Evaluation upon acceptance into the program. It is the responsibility of the student to review this document and to inquire as to current revisions that may be applicable.

Academic dismissal will result from failure to maintain the university's required grade-point average.

The student should consult the appropriate university catalog regarding academic probation and suspension from degree programs.

Any student who wishes to contest a final grade shall follow the provisions outlined in Texas A&M University-Commerce Procedure 13.99.99.R0.05.

In order to receive a master's degree and/or be recommended for school counselor certification, the student must pass the Program's *Master's Comprehensive Examination*. Students receiving a doctorate must pass the *Doctoral Comprehensive Examination*.

Master's program: The following course grades are required for progression in the clinical skills sequence: COUN 516 (Pre-practicum) requires a grade of "B" or higher; COUN 548, COUN 551 (Practicum), COUN 552 (1st), and COUN 551 (2nd) require grades of "S".

Doctoral program: a course grade of "S" is required to progress from one doctoral internship to another.

In accordance with Texas A&M University-Commerce Procedure 13.99.99.R0.10 (Academic Honesty), a student may be suspended or expelled for academic dishonesty, including, but not limited to, cheating, falsifying assignments, and plagiarism. If the student disagrees with the charge or level of penalty related to academic honesty, University procedure 13.99.99.R0.10 provides the appeals process.

University Procedure 11.04.99.R0.16 (Academic Probation, Retention and Suspension from Graduate Programs) states "individual departments may reserve the right to suspend from their programs, students who, in their judgment, would not meet the professional expectations of the field for which they are training." (Revised April 2004). Therefore, a student who fails to demonstrate appropriate communication, interpersonal, or professional skills as identified by a faculty member may be required by the department to seek remediation including, but not limited to, repeating a clinical skills course and/or receiving counseling. In addition, a student who demonstrates personal limitations that impede professional performance, who is harmful to clients, or who violates ethical standards, may be asked to leave the program.

The Counseling Program is obligated by professional ethics and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The *Code of Ethics of the American Counseling Association* (2014) includes the following:

- F.8.a. *Standards for Students.* Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the school setting and or district or placement setting. Students have the same obligation to clients as those required of professional counselors. (See C.1., H.1.)
- F.8.b. *Impairment.* Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. (See A.1., C.2.d., C.2.g.)

Retention/Dismissal Procedures (9.5.07), cont.

- F.9.b. *Limitations.* Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor

educators 1. assist students in securing remedial assistance when needed, 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (See C.2.g.)

RETENTION/DISMISSAL PROCEDURE

If a faculty member has sufficient concern regarding the personal limitations of a student she/he should consult with colleagues and with the Department Head.

1. The faculty member will confer with the student, clarifying that the student's continuation in the program could come under review according to the Department's *Retention/Dismissal Procedure*. The faculty member will document concerns using a *Counseling Student Competency Evaluation* form (CSCE). If warranted, a remediation plan will be developed, including a review date. Copies of the completed CSCE and remediation plan will be placed in the student's Department file and given to the student. It is the responsibility of the faculty member to monitor the remediation plan according to the review date and provide follow-up documentation in the student's file.
2. If an agreement is **NOT** reached with the student, if the student fails to progress satisfactorily after the conference, or if the situation is of a nature that suggests Departmental action might be necessary, the faculty member will consult with the Department Head regarding options. If resolution is not reached at this point, the Department Head will refer the matter to the Departmental Retention Committee (DRC). The faculty member will provide the DRC with a written summary of the situation, other pertinent documentation, and his/her recommendation. The DRC may consult with other professionals as appropriate.
3. The Department Head will notify the student in writing that the DRC will review the matter and that the student may (a) prepare a written statement for the committee's consideration and (b) has the option to appear before the committee in person. If the student wishes to present a written statement to the DRC, this is due within 14 days of the date of the notification letter from the Department Head. If the student wishes to appear before the DRC in person, the student must notify the committee chair in writing within 14 days of the date of the notification letter from the Department Head. The DRC chair will establish the date, time, and location of the meeting and inform the student in writing.
4. The DRC will make its decision regarding the case and inform the student in writing, with a copy to the Department Head. If the student wishes to appeal, the appeal goes to the Dean for Graduate Studies and Research

COUNSELING STUDENT COMPETENCY EVALUATION (CSCE)

Student: _____

Today's Date: _____

Faculty: _____

Course Number: _____

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the Program's Retention/Dismissal Procedure.

The CSCE may be used by any faculty member with any student enrolled in a Counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the Department. Completion of a CSCE is required in the following courses: COUN 516, COUN 548, COUN 551, COUN 552, COUN 620, and COUN 660. **Each use of the CSCE must be placed in the student's Department file along with any remediation plan developed by the faculty in conference with the student.**

Based on your observations of the student, select the relevant items, then check the number that corresponds to the level of concern:

1 = Does Not Meet Expectation

2 = Meets Expectation

3 = Exceeds Expectation

PROFESSIONALISM	1	2	3
1. The student conducts himself or herself in a manner consistent with the professional and ethical standards of the Department of Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student demonstrates a respectful attitude toward peers, professors, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student demonstrates sensitivity to real and ascribed differences in power between him/herself and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student regularly attends class, is on time for class, and stays for the full class meeting time. In field placements, the student establishes and maintains a regular schedule of attendance and service the entire for semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student willingly increases knowledge (and implementation) of effective counseling strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student presents a professional image and demeanor at field placement sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GENERAL COMPETENCY	1	2	3
1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student takes responsibility for compensating for his/her deficiencies in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The student takes responsibility for assuring client welfare when faced with the boundaries of her/his expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, supervision, or experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student demonstrates oral and written language skills consistent with a graduate level education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL & EMOTIONAL MATURITY	1	2	3
1. The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student is honest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her counseling work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student contributes appropriately to classroom and supervisory discussions and is not disruptive in classroom, field placement, or supervisory settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTEGRITY AND ETHICAL CONDUCT	1	2	3
1. The student refrains from making statements which are false, misleading, or deceptive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student avoids improper and potentially harmful dual relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student respects the fundamental rights, dignity, and worth of all people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student adheres to the professional standards outlined in the ACA Code of Ethics (2014).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLINICAL COMPETENCY	1	2	3
1. The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The student demonstrates a capacity for understanding the influence of others on his/her own development (e.g., family of origin).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates a willingness and an ability to explore her/his own emotions, behavior, and cognitions in order to enhance self-awareness and self-knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation of others, a respect for others, and an ability to interact with others in an appropriate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student demonstrates a potential for working effectively with distressful emotions (his/her own and the emotions of others).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Adapted from the original version developed by Southwest Texas State University faculty. See Keri, S. B., Garcia, J. L., McCullough, C. S., & Maxwell, M. E. (2002). Systematic evaluation of professional performance: Legally supported procedures and process. Counselor Education & Supervision (2002), 41, 321-332.

TEXAS STATE BOARD OF EXAMINERS OF PROFESSIONAL COUNSELORS PRACTICUM/ GRADUATE INTERNSHIP DOCUMENTATION

Please type or print legibly

Name of Applicant: _____

Applicant's Social Security Number: _____

Name of school setting and or district or organization where practicum was completed: _____
(One form per site)

Course number of practicum/internship [as it appears on the graduate transcript] _____

University arranging practicum: _____

Date of counseling practicum/internship: From (mm/dd/yy): _____ To (mm/dd/yy): _____

Total number of clock-hours awarded for referenced practicum/internship: _____

Total number of clock-hours of direct client counseling contact during practicum/internship: _____

Type(s) of counseling: (check all appropriate types)

- ☐ General ☐ Marriage & Family ☐ Group ☐ Individual ☐ Drug & Alcohol Abuse
☐ Career & Vocational ☐ Rehabilitation ☐ Academic ☐ Child & Adolescent

Setting(s): (check all appropriate settings)

- ☐ Private practice ☐ School ☐ Hospital ☐ Volunteer ☐ Univ. Counseling Center ☐ Nonprofit organization

Practicum/Internship Supervisor Name (print): _____

Title: _____ City: _____ State: _____

I CERTIFY THAT THE APPLICANT SUCCESSFULLY COMPLETED THE COUNSELING PRACTICUM LISTED ABOVE, AND I AFFIRM THAT THE INFORMATION GIVEN ON THIS FORM IS TRUE AND CORRECT.

Practicum/Internship Supervisor or School Official Signature

Date

With few exceptions, you have the right to request and be informed about information that the State of Texas collects about you. You are entitled to receive and review the information upon request. You also have the right to ask the state school setting and or district to correct any information that is determined to be incorrect. See <http://www.tdh.state.tx.us> for more information on Privacy Notification. (Reference: Government Code, Section 522.021, 522.023 and 559.004)

Practicum Documentation is a Texas Department of State Health Services Publication #F75-10962 Revised 10/12



TEA ADDITIONS

SCHOOL COUNSELING PROGRAM INFORMATION

Admission to Educator Certification:

Admission to the Master of Science in Counseling at TAMU-C is a separate process from admission to the educator certification portion of the school counseling program. Educator certification admission is designed to meet Texas Education School setting and or district requirements for certification programs in the state of Texas. Individuals who have not met admission through the Certification Office during prior to beginning emphasis courses in their degree will not be eligible for school counselor certification from TAMU-C.

Criteria for admission to the certification portion of the program for school counseling are separate from admission criteria for the master's degree program and the Graduate School. Admission applications and required documents are collected online through the software system TK20. Instructions for applying to the program are available on the program website. Students interested in applying to the certification program may also contact the Certification Office directly for application instructions and assistance.

Current criteria for entering the certification portion of the school counseling program are:

- Submitted TK20 application for the school counseling certification program
- TEA Assessment Fee Payment and Receipt (\$35)
- Certification Application Fee and Receipt (\$50)
- Copy of Standard Texas Teaching Certificate
 - Applicants serving on emergency permits, intern, or probationary certificates will not be accepted.
- Official Teaching Service Record
 - A minimum of one year of experience is required for admission to the master's degree-seeking path for school counselor.
 - If you are currently completing your first year of service, please submit a letter from your human resources department. The application will not submit if this required attachment is missing.
- Minimum GPA on official transcripts
 - All transcripts submitted to the Graduate School from the degree application will be reviewed
 - Individuals with a degree from outside the United States will need to submit additional documentation to meet TEA requirements. Contact the Certification Office for details.
 - Minimum GPA numbers are posted on the program website
- Successful Interview with program faculty
- If accepted, sign and return the formal admission letter. You are not officially admitted to the certification program until you sign and return the letter of admission.

Becoming a Certified School Counselor:

To become a certified school counselor in the state of Texas, TAMU-C students must complete the following steps:

- Be fully admitted to the Certification Office prior to completing school counseling emphasis courses and their school counseling field placement.
- Complete all school counseling emphasis courses as part of the M.S. Counseling degree program.
- Complete an approved field placement for school counseling that meets the Texas Education School setting and or district criteria outlined in this document.
- Graduate from the M.S. Counseling program and have their degree conferred by TAMU-C
- Pass the TExES examination for school counseling.
- Provide the Certification Office with an official Service Record showing a minimum of 2 years of creditable teaching service at the time of recommendation for certification.

- Complete an application through TEA for their standard school counseling certificate and pay TEA the appropriate application fee (after meeting all of the above requirements)

Background Checks & Criminal Records

School Counselor Candidates should be aware that:

- School counselor candidates will be required to provide evidence of completing a criminal history background check with their school placement/district prior to beginning practicum. A letter from the district human resources department stating successful completion will satisfy this requirement.
- Individuals who have been convicted of an offense may potentially be ineligible for issuance of a school counselor educator certificate from the State Board of Educator Certification in Texas (19 TAC §227.1(d)(1)).
- Pursuant to the Texas Occupations Code (TOC), Chapter 53, and the Texas Education Code (TEC), Chapter 21, Subchapter B, the State Board for Educator Certification (SBEC) may suspend or revoke an existing valid certificate, deny an applicant a certificate, bar a person from being assessed or examined for a certificate, or take other disciplinary action because of a person's conviction of a felony or misdemeanor or certain other criminal history. (19 TAC §249.16(a))
- Pursuant to the Texas Education Code (TEC) §22.083, candidates must undergo a criminal history background check prior to employment as an educator (including school counselor)
- A person who is enrolled or planning to enroll in a State Board of Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. (19 TAC §227.101(c))

Approval to Register for the TExES School Counselor Exam

Test approval from the university's Certification Office is required in the TEA system before a student will be able to register for the school counseling certification exam. **Students who have not been fully admitted to the Certification Office for the school counseling certification program will not be given test approval per rules outlined in Texas Administrative Code for educator preparation programs.**

Admitted students must complete program requirements prior to receiving test approval. Program requirements currently include the successful completion of the following courses with a grade of "A" or "B" awarded.

- COUN 514: Introduction to School Counseling
- COUN 520: Advanced School Counseling
- COUN 551: Practicum

To request approval for the exam, students who meet the above criteria should send a request via email to the School Counseling Program Coordinator in the Department of Counseling. That faculty member will review the student's information to confirm eligibility and forward approved requests to the Certification Office for processing. Staff in the Certification Office will process the test approval, inform the student, and provide registration instructions.

Field Placements for Meeting TEA Requirements

In addition to completing the experience at an accredited public K-12 school, multiple pieces of paperwork and deadlines specific to TEA requirements accompany field placements for school counseling certification. Students who fail to notify the appropriate department individuals or complete TEA paperwork prior to placement in a school setting will not be given credit for the hours toward the TEA required minimum of 160. The TEA hours that are officially supervised, documented, and reported to TEA for educator certification are collected in one long semester. This means that failure to meet all required items in the first semester of field placement may be repeated in future placement semesters for credit toward certification. TEA hours are separate from LPC requirements and are further outlined in this handbook.

School counseling candidates should read this document in its entirety and ask the School Counseling Program Coordinator questions for clarity if needed.

Department of Counseling Program Handbook

This document serves as information in addition to the program handbook for the Master's of Science in Counseling degree. This document does not replace the policies for the degree, but rather serves as explanation of policies, forms, and procedures specifically regarding educator certification as a school counselor. It is the students' responsibility to read additional departmental handbooks for their program and to ensure compliance with all university, degree, and departmental policies.

SCHOOL COUNSELOR FIELD PLACEMENT TERMINOLOGY

Department of Counseling

Texas A&M University-Commerce

TEA: The *Texas Education School setting and or district*. This entity ensures that the educator preparation programs at TAMUC comply with items in Texas Administrative Code set forth by the State Board of Educator Certification (SBEC). All requirements set forth in Texas Administrative Code and audited by the Texas Education School setting and or district must be fulfilled as part of the field placement for school counselor certification.

Counselor Candidate: School Counseling Program student seeking or fulfilling TEA required experiences. TEA refers to individuals completing an educator certification program as “candidates.” Many of the forms designed for compliance with TEA’s certification requirements will refer to the counselor trainee as a candidate.

Director of Training & Placement: Counseling Program faculty member with responsibility for coordinating clinical courses, including field site placements for practicum.
(directoroftrainingandplacement@tamuc.edu).

School Counseling Certification Program Coordinator: Counseling Program faculty member with responsibility for ensuring that field site placements, university field supervisors, site supervisors, and candidates complete Texas Education School setting and or district components of the field experience in compliance with Texas Administrative Code.

Site Supervisor: For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification (school counselor); who has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate’s progress to the candidate’s field supervisor

- Candidates will request a specific school site and site supervisor.
- A form documenting that the site supervisor meets TEA requirements should be turned in **prior** to the beginning of the course. This form is called “Verification of Site Supervisor Qualifications” and should be completed by either the campus principal or the human resource department of the school district. Site supervisors may not complete the form verifying their own qualifications.

Field Supervisor: A currently certified educator, employed by the university to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as school counselors. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her practicum. A site supervisor may not also serve as a candidate’s field supervisor.

Field Placement Site: an actual school setting (K-12) where school counselor candidates provide counseling and counseling-related services to students under supervision from both the site supervisor and the university field supervisor. Private practice settings may NOT be used as field placement sites. Acceptable school settings include

accredited Texas K-12 public school campuses and Texas public charter schools approved by the Texas Education School setting and or district.

- Candidates serving as school counselors employed on emergency permits may use their work setting as their field placement site.
- Deficiency plans for the issuance of emergency permits may be obtained from the Certification Office after completion of minimum requirements in 19 Texas Administrative Code Chapter 230. Prior approval from the School Counseling Program Coordinator is required.
- Requirements for the issuance of an emergency permit for a school counselor are outlined in Texas Administrative Code Chapter 230 as follows:
 - Hold a bachelor's degree or higher from an accredited institution of higher education
 - Have completed 24 semester credit hours of graduate-level credit, including 12 semester credit hours in guidance and school counseling (Completion of the school counseling emphasis courses in your degree plan with posted grades of "A" or "B" will be required to meet the 12 hours of guidance and school counseling prior to the issuance of a deficiency plan from the Certification Office)
 - Have two creditable years of classroom teaching experience as defined in Chapter 153, subchapter CC of Texas Administrative Code (Candidates admitted to the program based on one year of service will need to submit an updated service record to the Certification Office showing two or more years of service prior to the issuance of a deficiency plan).

Practicum: TEA defines "practicum" as a supervised educator assignment at a public school accredited by the Texas Education School setting and or district (TEA) or other school approved by TEA for this purpose. **Beginning with the spring 2023 semester, school counselor candidates will complete TEA Practicum requirements during the COUN 551 Practicum course. Candidates who completed COUN 551 without meeting specific TEA requirements prior to the spring 2023 semester will complete TEA practicum hours and activities during Internship I COUN 552.** The practicum shall include:

- A minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought. For school counseling candidates, activities used to accrue clock-hours must align with TEA's school counselor educator standards.
- Cannot take place in a distance learning lab or virtual school setting
- May not take place during a summer recess or winter break – All field placements intended to fulfill TEA requirements must take place during a 16-week fall or spring semester
- A minimum of three formal observations conducted by a qualified university field supervisor
- To document a successful practicum experience, both the site supervisor and field supervisor must recommend that the candidate should be certified.

Practicum Observations:

- Three formal observations must be conducted. One in the first third of the practicum, one in the second third, and one in the final third of the practicum.
- The three required formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
- A formal observation may happen virtually or face-to-face. Virtual observations will be conducted through the submission of videos to the school counseling university field supervisor.
- Regardless of modality, each formal observation must have a pre- and post- conference between the candidate and the field supervisor.
- During the pre-conference, candidates will have the opportunity to ask questions, present their plans for the observation activity, and review the observation feedback instrument with the school counseling university field supervisor.
- For each formal observation, the field supervisor will conduct an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor.

- Candidates and site supervisors will be required to sign a copy of each observation instrument after the post-conference.
- Neither the pre-observation conference nor the post-observation conference need to be onsite. Virtual meetings are acceptable.

Texas Education School setting and or district Field Experience Hours for Certification – the activities completed toward the TEA required 160 clock-hours for school counselor certification are comprised of experiences directly tied to the school counseling educator standards found in Texas Administrative Code.

- Hours logged for this purpose are collected on the “TEA Practicum Hours Log – School Counseling” form.
- Students may include hours spent in preparation and execution in the calculation of time logged for an activity. TEA does not define hours as direct or indirect the way CACREP does.
- Each activity must include a brief description of one to three sentences. Enough information must be provided for an individual unfamiliar with the candidate to know what the activity included.
- Total hours spent on an activity and the date the activity was completed also need to be logged for each entry.
- Activities must be documented for each of the six school counseling standards on the form:
 - **Standard I: Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.
 - **Standard II: Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*.
 - **Standard III: Learner-Centered Process:** The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth.
 - **Standard IV: Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.
 - **Standard V: Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.
 - **Standard VI: Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

Dual Concentration Field Experience Hours – For students completing the M.S. Counseling degree with both the clinical mental health and school counseling emphasis, hours related to both TEA requirements and CACREP requirements will be completed. Clinical mental health field experience hours are a subordinate priority to completing hours required by the Texas Education School setting and or district in the field site. This handbook outlines specific forms and requirements to meet TEA criteria for educator certification as a school counselor in Texas. Information related to clinical mental health hours and LPC requirements will not be covered in this document. That information should be sought from the appropriate handbook provided by the Counseling department.

Certified School Counselor – An individual who holds a Texas School Counselor Certificate. Texas school counselor certification is regulated by the State Board for Educator Certification (<http://www.sbec.state.tx.us>). Minimum qualifications for the issuance of a standard School Counselor (EC-12) certificate in the state of Texas include: a conferred master’s degree in counseling containing 48 or more credit hours, two years of creditable teaching service, completion of a TEA approved certification program (including TEA required field experiences) and passing the School Counselor certification exam. Policies and procedures for TEA field experience hours are aligned to Texas Administrative Code set forth by the State Board for Educator Certification.

CACREP: *Council for Accreditation of Counseling and Counseling-Related Educational Programs.* CACREP is an independent school setting and or district recognized by the Council for Higher Education Accreditation to accredit

master's degree counseling programs. The Dept. of Counseling at Texas A&M University-Commerce carries CACREP accreditation for its master's degree programs in community counseling and school counseling as well as its doctoral degree program. Most of the policies and procedures for practicum and internship reflect CACREP standards, while those for school counseling are also governed by the Texas Education School setting and or district. Programs in the Department of Counseling are reviewed regularly by CACREP for compliance. CACREP accreditation is a highly valued standard in the counseling profession. <http://www.cacrep.org/>

GENERAL GUIDELINES & POLICIES FOR TEA COMPLIANT PRACTICUM

Department of Counseling

Texas A&M University—Commerce

All school counselor candidates are expected to read these guidelines and policies prior to application for completing TEA required practicum activities. All candidates are expected to follow these guidelines and policies.

Eligibility & Pre-requisites for TEA Practicum

The following criteria exist for enrollment in TEA Practicum (COUN 551):

- Fully admitted to Counseling Program & have a degree plan on file in the Department office
- Fully admitted to the Office of Educator Certification for the School Counseling certification program
- Completion with grade of A or B for all School Counseling Emphasis courses

Admission to the Counseling Program

If you do not know your admission status or have not completed a degree plan, contact the Department office for information and/or talk with your faculty advisor. Full admission requires an application to the Department of Counseling accompanied by review and acceptance letter. A degree plan/deficiency plan is completed together with a faculty advisor.

Pre-requisite for Practicum (COUN 551):	A or B grade in COUN 548 Pre-Practicum; Above stated admissions
Pre-requisite for Internship I (COUN 552):	minimum "Satisfactory" grade in Practicum
Pre-requisite for Internship II (COUN 552):	minimum "Satisfactory" grade in Internship I

Admission to School Counseling Certification

If you do not know your admission status with the Certification Office, you may contact that office directly. Full admission to the School Counseling certification program requires a completed application in TK20 with supporting documents, application review, and interview. Candidates are not considered formally admitted to the Certification Office until they receive, sign, and return their formal admission letter per TEA requirements. Individuals who are not fully admitted to the Certification Office prior to the completion of certain degree and school counselor requirements will not be eligible for the school counselor certification exam or recommendation to TEA for certification.

Attendance, Participation, Restrictions

Counselor candidates are expected to attend all class and supervision meetings (group, individual, on-site, off-site). Be prompt and be prepared. Candidates should develop a schedule with their school campus placement regarding attendance and come prepared to fully participate in the field site experience. Candidates must complete a minimum of 160 clock-hours of TEA Practicum activities between the first semester class date and the last semester class date of one 16-week fall or spring semester.

Supervisors and field sites must be notified in a timely manner if you will be delayed or will miss attendance. It is the responsibility of the candidate to arrange make-up supervisions.

Consistent Failure

Consistent failure to attend class or supervision meetings in a timely manner or prepare TEA standards-aligned observation recordings for review may result in the candidate being dropped from the class or receiving a failing grade.

Growth Plan

Either a Site Supervisor or Field Supervisor may initiate a growth plan for the candidate if they determine the candidate needs corrective action to avoid having an unsuccessful TEA practicum experience. Growth plans will clearly outline deficiencies in candidate performance, provide a list of required remediations, and provide a deadline for the candidate to demonstrate growth. The development of the growth plan is a collaborative process between the candidate, site supervisor, and field supervisor with the intent of supporting the candidate in their development as a school counselor.

Unsuccessful TEA Practicum

Candidates who fail the course, fail to meet the minimum 160 clock-hours, fail to make progress on an established growth plan, or are deemed unfit for school counselor certification by either the site supervisor or field supervisor will be considered unsuccessful in their TEA practicum experience. This means that candidates will either be dismissed from the school counseling certification program, or that they will need to complete a second attempt of the TEA practicum experience in a different semester. If the site supervisor or field supervisor determine that the practicum was unsuccessful, written documentation must be provided to all parties including the site supervisor, field supervisor, and certification candidate.

Home Visit Restrictions

Counseling Program candidates are not permitted to make home visits during their practicum and internship, unless serving as an employed school counselor receiving direction of the building administrator to conduct a home visit for the school campus' student. Counseling candidates who are not employed as a school counselor on an emergency permit may not conduct a home visit but may shadow their site supervisor on a home visit.

Access to Supervision

Counselor candidates must always have immediate access to a professional colleague or the site supervisor for consultation and support when at their field sites. Candidates may not work alone in a building at their field sites.

Professional Demeanor

Counselor candidates should conduct themselves in a professional manner in dress and behavior at their field sites. Consult with your site supervisor about appropriate dress. School counselor candidates must abide by the Texas Educators' Code of Ethics as posted in Texas Administrative Code Title 19, Part 7, Chapter 247, Rule §247.2. Violation of the Texas Educators' Code of Ethics may be used as grounds for dismissal from the school counselor certification program and/or the designation of the candidate's TEA practicum experience as unsuccessful. The school counselor candidate's professional demeanor must be consistent with the current ethical guidelines of the American Counseling Association and/or the American School Counselor Association (posted on the Department website).

Locations for Class and Course Supervision Meetings

Candidates are assigned to practicum and internship classes at the Metroplex Center in Mesquite, TX, the Collin Higher Education Center in McKinney, TX, the Dallas campus, or on the Texas A&M University-Commerce campus. Individual supervision meetings with faculty instructors/doctoral student supervisors that occur in person may occur ONLY at these locations. Consult the Department website for directions.

TEA Field Observations

Candidates are assigned to a field supervisor who meets TEA criteria when completing hours required for school counselor certification. The field supervisor may or may not be the same individual as the course instructor. The field supervisor may conduct formal observations virtually or face-to-face at the school campus. Consult with the field supervisor assigned to determine if observations, pre-conferences, and post-conferences will be conducted virtually or on site.

Documentation

It is important that counselor candidates carefully manage the documentation required for TEA practicum. The numerous forms are designed to facilitate your learning process and verify information for Department records, the Texas Education School setting and or district, CACREP review, and Texas licensure and certification. Many of the forms you will be using this semester will remain in your department file as verification of your field experience coursework. It is in your best interest to complete all required documentation in a timely and efficient manner. Candidates should retain a copy of all completed forms they submit to the Department during COUN 551 and COUN 552.

Course Supervision within COUN 551 and COUN 552

A critical element in field experiences is the extensive supervision received by school counselor candidates. School counselor candidates are expected to present student cases for review and discussion in individual supervision with their faculty instructor/doctoral student supervisor (individual supervision), their site supervisor (site supervision), and their peers (group supervision during class). Case presentation typically includes recordings (audio or video) of counseling work. The specific format for supervision varies with the supervisor and is geared to meet the specific needs of the candidate. Triadic supervision (2 supervisees and one supervisor) may sometimes be used in place of individual supervision. Missing supervision meetings or being unprepared for supervision (e.g., no recordings to review) will result in an unsatisfactory grade. A defensive or non-receptive posture regarding supervision is unacceptable behavior and will seriously impair the candidate's progress through the clinical sequence.

Confidentiality

Counselor candidates are responsible for maintaining the confidentiality of all information related to their K-12 students. Candidates must understand and follow the confidentiality practices of their school districts and maintain documentation and recordings in a secure manner.

- Do not identify students by full name in practicum or internship documentation (e.g., recordings, notes, recordings critiques), except for recording consent forms. Instead, use first names, initials, or some other coding method.
- NEVER fax anything with client names (e.g., consent forms).
- Do NOT discuss students over email. Instead, indicate to your supervisor that you wish to discuss a student situation and arrange to do so via meeting or phone conversation.

The maintenance of K-12 student confidentiality extends to classroom discussion and viewing or listening to recorded counseling sessions. Never discuss K-12 students outside the classroom or with anyone other than supervisors, faculty members, and professionals at the school campus who have a legitimate educational interest in the student.

FERPA Compliance

School counselor candidates must comply with the Family Educational Rights and Privacy Act (FERPA) and protect the Personally Identifiable Information (PII) of K-12 students.

- “Personally Identifiable Information” The term includes, but is not limited to – (a) the student’s name; (b) the name of the student’s parent or other family members; (c) the address of the student or student’s family; (d) a personal identifier such as the student’s social security number, student number or biometric record; (e) other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the educational school setting and or district or institution reasonably believes knows the identity of the student to whom the education record relates. (*U.S. Code, Title 20, Chapter 31, Subchapter III, Part 4, §1232g*)

Respect for Clients

Parents and guardians who consent for their K-12 student to receive counseling services from practicum and internship students are helping candidates to become effective school counselors. Treat them respectfully. Guardians and their students do not exist to serve the needs of candidates. It is inappropriate to keep seeing a student whose goals have been met or pull a student from class simply to meet your needs for recording or accumulating hours.

Audio and Video Recording for COUN 551 and COUN 552

School counselor candidates are expected to record many of their counseling activities during their field placement courses. Candidates present portions of their recorded sessions for review during weekly supervision meetings with faculty instructors/doctoral student supervisors (COUN 551), during group supervision (class), and recorded sessions are graded by the instructor in both COUN 551 and COUN 552. Candidates should record as many counseling activities as possible so that they can select the best recordings for grading. Individual instructors will give directions regarding how many recordings will be graded, session critique forms, and related matters. **Signed consent forms (provided elsewhere in this Handbook) must be completed before any taping is done and must accompany any recordings handed in for a grade or review.** Additional suggestions regarding recording equipment are found elsewhere in this Handbook.

Audio and Video Recording for TEA Field Supervisor Formal Observations

A minimum of three formal observation videos must be collected by candidates for TEA-required supervision. The university field supervisor will establish due dates through the course of the semester for pre-conferences, observation video submissions, and post-conferences. Each of the three videos must capture the school counseling candidate performing an activity that is clearly aligned to the educator standards. Each video should be a minimum of 45 minutes in length in order to meet the required 135 total minutes of observation video. Candidates are encouraged to plan activities with the guidance of their field supervisor and site supervisor for optimum outcomes. **Signed consent forms (provided elsewhere in this Handbook) must be completed before any taping is done and must accompany any recordings handed in review.** Additional suggestions regarding recording equipment are found elsewhere in this Handbook.

Crisis Procedures

Counselor candidates must know the appropriate procedures at their campus placement and school district regarding crisis situations (e.g., suicide, violent behavior). Candidates should notify their campus administration and site supervisors immediately of actual or potential crisis situations with students and follow the protocols of the k-12 campus

and school district. In the event of a death (esp. suicide or homicide) of a student, the counselor candidate must notify their field supervisor and practicum/internship faculty instructor or, in their absence, the Director of Training & Placement or Head of the Department.

Professional Liability Coverage

Counselor candidates are required to obtain professional liability coverage (insurance) during COUN 551 and COUN 552. This is NOT homeowners' insurance, but insurance that specifically addresses counseling services provided by a counselor candidate during practicum and internship. School counselors holding an emergency permit issued by the school district are usually covered by the school district insurance but must check to be certain. Most counselor candidates will find professional liability insurance from the Texas Counseling Association (TCA) or American Counseling Association (ACA) easiest to obtain. These professional organizations require membership (student rate) in addition to a nominal fee for the coverage. You should purchase the coverage specifically for students. The benefit of joining these organizations goes far beyond simply buying insurance and is highly recommended by the Counseling Program.

The Department does not endorse any particular insurance plan and the rates quoted below may vary.

- The American Counseling Association, partners with HPSO to provide free student liability insurance to paid student members.. Call 800.347.6647 or visit their website Counseling.org. The student fee for membership in ACA is \$105.
- The Texas Counseling Association. Call 800.580.8144 or visit their website (<http://www.txca.org>; click on join/renew w/ insurance). Annual student membership is currently \$70 and liability insurance is offered for an extra fee.

IMPORTANT NOTE: Purchase the insurance at least 6 weeks before your practicum semester so that coverage can begin on time. Proof of liability coverage, usually a certificate of insurance, must be provided at the first class meeting. School counselors employed on emergency permits can provide a letter from their district insurance carrier verifying their coverage. Candidates will not be able to see K-12 students (collect TEA practicum hours) if they do not have liability coverage.

Background Checks & Criminal Records

School Counselor Candidates should be aware that:

- School counselor candidates will be required to provide evidence of completing a criminal history background check with their school placement/district prior to beginning practicum. A letter from the district human resources department stating successful completion will satisfy this requirement.
- Individuals who have been convicted of an offense may potentially be ineligible for issuance of a school counselor educator certificate from the State Board of Educator Certification in Texas (19 TAC §227.1(d)(1)).
- Pursuant to the Texas Occupations Code (TOC), Chapter 53, and the Texas Education Code (TEC), Chapter 21, Subchapter B, the State Board for Educator Certification (SBEC) may suspend or revoke an existing valid certificate, deny an applicant a certificate, bar a person from being assessed or examined for a certificate, or take other disciplinary action because of a person's conviction of a felony or misdemeanor or certain other criminal history. (19 TAC §249.16(a))
- Pursuant to the Texas Education Code (TEC) §22.083, candidates must undergo a criminal history background check prior to employment as an educator (including school counselor)
- A person who is enrolled or planning to enroll in a State Board of Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. (19 TAC §227.101(c))

You may be denied a placement if you have a conviction record. Felony or misdemeanor convictions will impair, and quite possibly prevent, licensure as a professional counselor and certification as a school counselor in Texas. Please also note the Texas LPC rules and regulations (681.164) regarding this matter (http://www.dshs.state.tx.us/counselor/lpc_rules.shtm).

Removal for Cause of Candidate from Field Site

The counselor candidate may be removed from their field site placement for the following reasons:

- failure to obtain and show proof of professional liability insurance
- failure to obtain and show proof of a criminal history background check
- failure to function in a mature, responsible, and professional manner
- failure to follow the ethical guidelines of the counseling profession
- failure to follow the Texas Educator Code of Ethics
- dishonesty regarding field placement log or contract, recording, obtaining client consent
- dishonesty regarding the "TEA Practicum Hours Log – School Counseling" document
- failure to comply with FERPA or maintain confidentiality of client/student records and/or situations
- by request of the campus principal/administrator or the site supervisor.

Removal for Cause from COUN 551 or COUN 552 field site(s) will result in a failing grade in the course and a Counseling Student Competency Evaluation. The outcome of this evaluation could be a remediation plan or removal from the Counseling Program.

Texas License Professional Counselor (LPC) + School Counselor

Activities and hours logged for the TEA Practicum Hours Log that are also appropriate for LPC indirect/direct hours may be logged on both forms. Candidates will need to complete 160 hours of educator standards-based activities within one long semester for the school counseling emphasis. Students enrolled in a Practicum or Internship course are expected to complete their 160 school counseling certification hours prior to focusing on accruing hours for LPC. It is expected that not all activities completed for TEA requirements will transfer to the requirements for LPC hours and vice versa.

The Texas State Board of Examiners of Professional Counselors requires a minimum of 300 hours of supervised experience that is "primarily counseling in nature" during the degree program. Students who wish to become LPCs in Texas should refer to the LPC Board Rules (Title 22, Texas Administrative Code, Subchapter B, §681.31, effective September 1, 2003) in regard to which, if any, of their internship experiences may apply to LPC requirements.

The degree program in Counseling requires a minimum of 700 hours, which is more than enough to accommodate 160 hours of TEA activities and 300 hours for Texas LPC requirements. Hours beyond the 160 for TEA and the 300 for Texas LPC may be applied to the 3000 hour post-degree internship requirement for the LPC.

School Counselor Field Placement Policies

Department of Counseling

Texas A&M University—Commerce

Counselor candidates must make a separate application to the Counseling Program for each semester of field placement and provide all requested documentation in a timely and efficient manner. Current deadlines and procedures are posted on the Counseling Department website. When applying to complete the field placement for Texas Educator Certification, notification should also be sent via email to coordinator of professional programs in the Certification Office. See Application document elsewhere in this Handbook.

Counselor candidates must meet all course requirements, including documentation, as required by the Department and faculty instructors.

Counselor candidates must enroll in practicum/internship until the required number of LPC hours has been completed. Any re-enrollment requires a full semester commitment. **School counselor candidates must complete all 160 TEA required school counseling hours within one long semester to receive credit for the field experience and TEA aligned supervision.** A completed school counseling semester of documented hours applicable to TEA standards will take the place of one semester of LPC hours required for program graduation.

Candidates must complete their practicum and internship experiences in a setting appropriate to their selected program specialization. The setting must provide a wide range of opportunities appropriate to the role of a certified school counselor.

- Candidates following the *school counseling-only track* MUST complete their practicum and internship experiences in a TEA accredited k-12 school setting under the supervision of a certified school counselor.
- Candidates following the *school counseling + LPC track* MUST complete their practicum in a TEA accredited k-12 school setting under the supervision of a certified school counselor. LPC placements may be done in Internship I or II after successful completion of TEA required hours for school counselor certification.

The Texas Education School setting and or district (TEA) requires that School Counseling students be observed with a rubric aligned to the school counseling educator standards. Those observations must be appropriately documented. Observations must be completed by faculty or contract personnel who hold educator certification issued by the Texas State Board of Educator Certification and who are assigned by the Director of Training and Placement or the Department Head. Assigned observers, also known as Field Supervisors, will contact students to plan 3 appropriate observation times during each long semester. (See Texas Administrative Code, Title 19, Part 7, Chapter 228).

The Department cannot guarantee that a candidate will be accepted by a particular field placement site.

The Department cannot guarantee that a candidate will complete the required hours in a given semester.

Practicum is NOT offered in the summer. At the present time summer semester internship is available ONLY for community-counseling track candidates. Texas Administrative Code identifies that TEA required hours must be collected during the regular academic year of the k-12 school.

Candidates are responsible for making the initial contact and arrangements with potential field site placements. All contact information regarding the field site must be provided to the Director of Training & Placement. All field placement sites MUST be approved by the Department (contact the Director of Training & Placement).

Candidates may use their regular employment as a field placement site only under the following conditions:

- *School Counselors* employed on emergency permits may use 10 hours of their work week toward TEA practicum hours.
- *School Counselors* employed on emergency permits may use 10 hours of their work week toward LPC forms completed during COUN 551 and 20 hours of their work week toward LPC forms completed during COUN 552.
- Teachers with field placements in their schools MAY NOT provide counseling to their own students; however, classroom/group guidance activities may be conducted with their own students.

All counselor candidates MUST complete a Practicum Orientation or Internship Orientation prior to beginning classes. **The orientation is provided online at the Department website.** Failure to complete the online orientation may result in a candidate being dropped from the class.

Finding a Field Placement Site – School Counseling Track

Department of Counseling

Texas A&M University-Commerce

A good field placement site and experienced site supervisor are critical ingredients in successful practicum and internship experiences. School counselor candidates should approach their decision about seeking a field site with careful and realistic thought regarding their career goals, their current work and family situation, and their special interest areas. You should consult with your professors, your faculty advisor, other professional or school counselors, the School Counseling Program Coordinator, and/or the Director of Training & Placement regarding appropriate field sites and field site experiences that would make for the best “fit” for you.

The COUN 551 and COUN 552 courses require a significant commitment of time and energy. **Candidates are expected to put in a minimum of 10 hours weekly at their field site during COUN 551 and 20 hours weekly at their field site during COUN 552.**

A candidate’s work setting may be used for their COUN 551 and/or COUN 552 field placement. Most often, school counseling track candidates become School Counselors employed on emergency permits and use their work setting as their field site placement.

Finding a field site placement is the responsibility of the counselor candidate. School counseling track students **must** complete their TEA practicum hours in a school setting under the supervision of a certified school counselor. If they are school counseling + LPC track students, they must complete school counseling requirements in a school setting prior to completing hours in a clinical setting.

Most counselor candidates complete both practicum and internship at the same field placement site. Some field sites may require the candidate to commit to two or three

Some field placement sites are not appropriate because they do not provide adequate/qualified supervision, do not allow audio or videotaping of counseling sessions, or are in some other way inappropriate for COUN 551 / COUN 552 counselor candidates. An appropriate field placement site provides the following:

- opportunities to participate in a range of counseling and counseling-related activities appropriate to the role of a full-time school counselor and aligned to the appropriate educator standards;
- permission for candidates to audio or video record counseling sessions (with client/parental consent);
- opportunities for activities to generate the required hours for TEA practicum (this cannot be guaranteed by the site or by the Department);
- a qualified site supervisor who oversees and evaluates the candidates work and meets regularly for supervision of the campus caseload.

NOTE: There are some school districts whose practices and/or procedures make for unsuitable field site placements and are not permitted by the Department. Please check with the Director of Training & Placement regarding the suitability of a given school district.

Steps to Securing a TEA PRACTICUM Field Placement Site – SCHOOL COUNSELING TRACK

Step 1. Consult with school counselors, district counseling coordinators, and/or school administrators during your pre-practicum (COUN 516) regarding suitable sites and qualified site supervisors. Review the *School Counseling TEA Practicum & Program Handbook* so that you are well informed about all practicum requirements. Remember the following:

- You may do your practicum/internship at the same school where you are teaching but you may not counsel your own students. School districts and administrators vary widely in their support for teachers also fulfilling practicum/internship requirements.
- School counselors employed on emergency permits can use their current school assignment as a field site but may apply only 10 hours a week toward practicum hours and 20 hours a week toward internship.
- It is strongly preferred that the site supervisor work in the same building as the counselor candidate. If that is not possible, then the site supervisor must be regularly and easily available for consultation with the counselor candidate (e.g., at the next closest school).
- A qualified site supervisor MUST have the following: a) master's degree in counseling or a counseling-related field; b) a minimum of 3 years experience in school counseling; c) fully certified as a Texas school counselor; and d) an accomplished educator as shown by student learning.

Step 2. Contact the appropriate campus administrator or district counseling coordinator to discuss a field site placement. With their assistance, locate a potential site supervisor and discuss their willingness to provide supervision during your practicum.

Step 3. Once you have a tentative verbal commitment from the appropriate administrator regarding your doing a field placement, contact the Director of Training & Placement by email. Copy the School Counseling Program Coordinator on the email. Provide the following ACCURATE information:

- Your name & contact information (email, phone, address);
- The semester you plan to do TEA Practicum Hours;
- Name & address of potential school placement;
- Name & contact information for the school administrator with whom you have discussed your placement;
- Name & contact information for potential site supervisor (email required; phone, address).

Step 4. The Director of Training & Placement will contact the appropriate administrator or site supervisor to obtain an official agreement for your placement as a practicum counselor candidate.

INTERNSHIP Field Placement Site – SCHOOL COUNSELING TRACK

If CONTINUING at a field site:

Counselor candidates completing COUN 551 or COUN 552 (Internship I) should approach the appropriate entities (e.g., site supervisor, school administrator) before the next semester regarding their willingness to continue as the candidate's field site placement.

After the candidate completes the Counseling Department application process, he/she should notify the Director of Training & Placement by email and provide the following information:

- Candidate name & contact information (email, phone, address);
- Which course you have applied for (Internship I or II);
- Name & address of potential field site;
- Name & contact information for the school administrator with whom you have confirmed continued placement;
- Name & contact information for potential site supervisor (email required; phone, address).

If CHANGING field sites for Internship I or II:

Discuss the matter with your present faculty instructor, then contact the Director of Training & Placement before the end of the semester you are doing COUN 551 or COUN 552 (Internship I) to discuss procedures. Once you receive approval from the Director of Training & Placement, you will need to supply the same contact information listed above.

Desirable Experiences for School Counseling Field Placements

Department of Counseling

Texas A&M University—Commerce

Familiarization with the School Environment. The candidate should become familiar with:

1. Community characteristics.
2. Physical facility.
3. Administrative structure of school.
4. Counselor role statements.
5. Roles of non-counseling staff in relation to the counseling program.
6. Characteristics of the student population.
7. Written statements regarding the philosophy, purpose, organization, and procedures of the school's counseling program.
8. Written statements regarding the philosophy, purpose, organization, and procedures of the district's K-12 comprehensive developmental counseling program.

Program Planning/Management/Evaluation. The candidate should become familiar with and participate in:

1. Community and school environment assessment activities.
2. Needs assessment of students, teachers, and parents.
3. Planning, implementing, and evaluating the school counseling program and its specific activities.
4. Regularly scheduled counseling staff meetings.
5. Follow-up studies of former students, including follow-up reports to administrators, parents, and teachers as appropriate.

Counseling and Guidance. The candidate should gain experience in:

1. Individual and group counseling.
2. Working with students from a variety of cultures, races, sexual preferences, and gender.
3. Establishing and maintaining a counseling relationship from intake through termination or referral & follow-up.
4. Devising a counseling procedure for a specific case problem.
5. Writing case notes/interview summaries.
6. Classroom or other group guidance activities.
7. Student orientation, college days, parent nights, career days, etc., including the development of materials which are used on such occasions.

Assessment and Records. The candidate should become familiar with and gain experience in:

1. School counseling department record-keeping system as well as school's cumulative records.
2. Assessment instruments and other assessment techniques used in the school.
3. Interpretation of aptitude, achievement, and interest instruments.
4. Ethical and legal uses of assessment and student records.

Consultation and Coordination. The candidate should be involved in:

1. Preparation for and performance of a case conference.
2. Consultation with teachers regarding students' developmental needs; academic, career, and personal/social development; and classroom management.
3. Consultation with parents regarding student academic, career, and personal/social development.
4. Promotion of a cooperative relationship between the school, business/industry, and community agencies.
5. Coordination of special activities such as career day, orientations at points of transition, etc.
6. Work with the counselor to facilitate referrals appropriately.

Individual Planning and Placement. The candidate should become familiar with and gain experience in:

1. Career development and related activities.
2. Educational, occupational, and personal/social information resources in the counseling department and media center.
3. Career and educational planning, development, and/or placement with individual students.

Professionalism. The candidate is expected to:

1. Adhere to the Texas Educators' Code of Ethics TAC chapter 247.
2. Adhere to ACA and ASCA ethical standards.
3. Participate in professional development activities, including in-service as well as external professional meetings and conferences.
4. Demonstrate appropriate human relation skills with students, school personnel, and parents.
5. Demonstrate responsibility with regard to laws, rules, and regulations, including applying professional work habits.
6. Show respect for diversity among students, school personnel, and the community. Seek and utilize feedback from supervisors.

Application for Practicum & Internship Courses

Department of Counseling

Texas A&M University-Commerce

All counselor candidates should read this information before considering application for practicum and internship classes. Remember that procedures change – check the Department website for the most current information.

Practicum (COUN 551) and Internship (COUN 552) classes present special circumstances regarding enrollment procedures because of limitation on class size (10-12 trainees per class), multiple class locations, availability of faculty instructors/doctoral students for supervision, and the general requirements of the University. Using diverse field placement sites and checking the qualifications of site supervisors necessitates a great deal of co-ordination. Also, there are legal and ethical matters involved with field placements that demand careful attention and documentation. To manage these circumstances, the Department of Counseling requires counselor candidates to make a formal application for practicum and internship classes and be assigned to a specific course section **prior to University registration**.

The following items will guide the candidate in their application process:

1. Candidates must make a separate application for each practicum or internship class they wish to take. It is very important that you provide accurate and complete information on applications since this will be the basis for contacting you regarding your application.
2. Candidates make application for practicum or internship in the semester BEFORE they wish to take the class. Applications are posted on the Department website early in the semester – simply check the website to see if the applications are posted.
3. Every effort is made to honor candidate preferences regarding class location and meeting time as indicated on applications. **However, we cannot guarantee that you will get the location and time you requested.** Applications that receive preference in class assignment are those that are received before published deadlines and are complete.
4. Waiting lists will be developed as appropriate (this is especially common for practicum). Again, preference will be given to those applications that are completed before published deadlines.
5. Candidates will be assigned to specific course sections for their practicum or internship. Your name will be “permitted” into that section only. Candidates will be notified by email by the Director of Training & Placement as to their section assignments. At that point you may officially enroll in the class. **You will only be allowed to enroll in the specific course section for which your name has been permitted.**
6. The email you will receive from the Director of Training & Placement regarding your assigned course section will outline other procedures for you to follow. This includes providing specific information to the Department regarding your field placement site and site supervisor.
7. **All counselor candidates enrolling in a field placement course must complete the online Practicum or Internship Orientation prior to the first class meeting.** There is a form at the end of this Orientation that tells the Department that you have completed it. Candidates who have not completed the Orientation will not be allowed to collect direct service hours for LPC or any hours for TEA requirements and may be dropped from the class.
8. *All 160 hours logged to meet TEA requirements must fall between the first date of the semester and the last date of the semester.* There are no between semester or summer hours for TEA logs. **All candidates should be formally admitted to the Educator Certification Office prior to the beginning of their concentration coursework, practicum class, and internship classes.** If for any reason a candidate has not followed the proper admissions procedure prior to the beginning of their field placement, the Certification Office may determine that they are

NOTE: The primary means for communicating with you regarding your practicum/internship application is email. Be sure you provide a current email address and check it frequently.

ineligible for certification as a school counselor through Texas A&M University-Commerce based on requirements in Texas Administrative Code.

9. When applying for the Practicum or Internship course, candidates must note on their application that they intend to collect the 160 TEA hours during the course. **In addition to the application procedures with the Director of Training & Placement, candidates must notify the School Counseling Program Coordinator via email at least one month prior to the beginning of the course.** The notification to the School Counseling Program Coordinator will include information on the site placement and site supervisor. Additional TEA related paperwork and information may be sent to candidates prior to the beginning of the semester. Candidates should monitor their university email closely for these communications from the School Counseling Program Coordinator.

Questions regarding the application process for practicum and internship should be directed to the Director of Training & Placement (email works best) or to the Department office (see contact information in this Handbook).



REMEMBER: you must make a separate application for practicum or internship classes in the semester BEFORE you plan to take the course; check the website for deadlines; follow directions carefully; always provide accurate contact information including a current email; complete the online Practicum or Internship Orientation promptly; enroll in your assigned course section as directed.

Additional paperwork is required when completing a field placement to meet TEA requirements. You **MUST** notify the School Counseling Program Coordinator by the application deadline

TEA PRACTICUM Requirements & Forms: School Setting

Department of Counseling

Texas A&M University-Commerce

Review *all policies, guidelines, and terminology* found elsewhere in this Handbook.

During Practicum a school counselor candidate should expect to spend 10 hours weekly at their field site, attend class weekly for group supervision and classroom instruction, meet weekly with their site supervisor, and meet weekly with their faculty supervisor/doctoral supervisor. **TEA requirements may be embedded in one semester of practicum and must be completed within the 16-week timeframe. A total of 160 clock hours meeting TEA criteria should be logged in to successfully qualify for school counselor certification.**

Liability coverage

Candidates in Practicum *must have proof of liability coverage* (insurance). Candidates should retain the original documentation (e.g., letter from insurer) and hand in a copy. Candidates are not allowed to collect direct service hours or TEA hours until liability coverage is proven.

TEA Hours for School Counselor Certification

Hours collected for Texas Education School setting and or district requirements are logged on a separate form from the direct and indirect hours of LPC forms. Candidates **must use the TEA Practicum Hours Log – School Counseling form**. Activities **must be aligned** to the school counseling educator standards listed on the form.

Entries must include the date(s) the activity was completed, the total number of hours spent on the activity (inclusive of direct and indirect hours), and a brief 2-4 sentence description. Activity descriptions do not need to be lengthy but do need to include enough information for TEA to understand what occurred and the alignment of the activity to the designated school counselor educator standard.

TEA practicum hours will be completed during one long semester of COUN 551 beginning with the spring 2023 semester. TEA practicum hours will be completed during one long semester of COUN 552 if the practicum course was taken prior to spring 2023. Summer placements may not be used to collect hours for TEA. Candidates must notify both the School Counseling Program Coordinator and the Director of Training and Placement *prior to the start* of a field site placement the candidate intends to use for the collection of TEA hours.

Emergency Permit School Counselors

School Counselors employed on an emergency permit may count only 10 hours per week at their workplace toward the practicum course. Intern and probationary certificates for school counselor candidates are not issued by Texas A&M University-Commerce. If you would like to obtain an emergency permit through your employer to work as a school counselor, please contact the School Counseling Program Coordinator for approval and the Educator Certification Office for the processing of an official deficiency plan for your district. All rules and regulations regarding TEA requirements outlined in this handbook still apply to school counselors working under an emergency permit.

Regular recording of standards-based activities and counseling services

School counselor candidates working on their 160 TEA hours will be required to record a minimum of 3 activities. The timing and nature of these activities should be discussed with your TEA field supervisor at the beginning of the semester. The three videos must add up to a minimum of 135 minutes (45 minutes each) and be recorded at specific times – one during the first third of the semester, one during the second third of the semester, one during the last third of the semester. These

videos are considered the candidate's TEA required observations for the school counseling program.

Candidates working on LPC hours must arrange to *regularly record* (audio or video) much of their direct service activities for review and assessment. These recordings are the basis for individual and group supervision. Some recorded sessions will be graded. All recordings must be destroyed by the end of the semester.

TEA Pre- and Post-Conferences

Candidates working on their school counseling hours must meet with the field supervisor (synchronous/individualized) before and after each of the three observation videos are recorded. These meetings serve as the pre-conference and post-conference for each video observation. During the pre-conference, candidates will share their plans with the field supervisor, ask questions about video observation requirements, and receive guidance on the observation process. During the post-conference, candidates will receive written and oral feedback on their performance aligned to an observation instrument rating each school counseling standard.

Individual supervision w/ faculty instructor/doctoral student supervisor.

Candidates in practicum attend weekly *individual supervision meetings* (minimum 5 meetings) with a faculty supervisor OR doctoral student supervisor outside of class time as part of COUN 551 course requirements. A schedule will be arranged at the first class meeting and must be maintained throughout the semester. Practicum candidates will provide audio or video recordings of their school counseling activities/sessions for review and discussion during supervision.

1 hour weekly individual supervision w/ site supervisor.

Candidates in practicum (COUN 551) meet at least one hour weekly (usually more) with *their site supervisor* to review and discuss their work at the field site. Site supervisors are responsible for facilitating professional experiences for the practicum candidates. Site supervisors for school counselor candidates must be a currently certified Texas school counselor, an accomplished educator as shown by student learning, and have at least three years of experience as a school counselor.

Group supervision & instruction.

Candidates in practicum (COUN 551) attend weekly class *meetings (2 ½ hrs) for group supervision and instruction*. During group supervision candidates review issues and present client/k-12 student cases for discussion with the entire class. Often this includes playing sections of audio/video recording of counseling sessions. Classroom instruction is aimed at developing conceptualization and technical skills, enhancing professional development, increasing self-awareness, and acquiring theoretical knowledge.

Additional faculty instructor requirements.

Practicum (COUN 551) instructors may have specific requirements beyond the basics outlined here. These might include journal article reviews, case studies, or technique demonstrations.

LPC Hours – Direct & indirect service hours

During the designated semester that students are completing TEA hours, the hours collected for Texas LPC are considered secondary to TEA requirements. Some, but not all standards-based school counseling activities will apply to LPC requirements. If hours are applicable to both TEA and LPC, they may be logged on both sets of forms.

Direct Service involves the application of counseling, consultation, or human development skills to actual client contact and consultation with other professionals/other pertinent persons. Examples include: individual and group

counseling, classroom guidance or group guidance activities, and consultation with parents or teachers.

Indirect Service generally involves anything that supports the direct delivery of counseling services to students. Examples of indirect service include: observation of students or of another counselor providing counseling services, some supervisions, and program coordination.

Preparation for FIRST CLASS MEETING:

Candidates must provide the following at the 1ST CLASS MEETING

(originals of these documents to be copied are found elsewhere in this Handbook):

Form Name	Directions
Turned in by the School Counseling Candidate	
1. Field Placement Contract – School Counseling Track	Completed and signed by the site supervisor and school counselor candidate
2. Site Supervisor Registration: School Counseling	Completed by the site supervisor
3. Verification of Site Supervisor Qualifications Form	Completed and signed by either the campus principal or district human resources personnel
4. Field Experience Plan: School Setting	Completed and signed by the site supervisor and school counselor candidate
5. School Counseling Placement Ethics Agreement	Completed and signed by the school counselor candidate
6. Candidate Consent for Video & Audio Taping	Completed and signed by the school counselor candidate
7. Emergency/Crisis Management: School Setting	Completed and signed as indicated
8. Proof of Liability Insurance	Certificate of coverage or letter verifying coverage (copy only)

Documentation due at the LAST CLASS MEETING:

(originals of these documents to be copied are found elsewhere in this Handbook):

Form Name	Directions
Turned in by the School Counseling Candidate	
1. TEA Practicum Hours Log	Completed; Signed by the site supervisor and school counseling candidate
2. Practicum/Internship Summary	Completed and signed by the school counseling candidate
3. Site Supervisor's Final Evaluation of School Counselor Candidate	Completed and signed by the site supervisor
4. Candidate Evaluation of Field Placement Site	Completed and signed by the school counselor candidate
Turned in by the School Counseling Field Supervisor to the Certification Office	
5. Successful Practicum Certification Recommendation Form	Completed and signed by both the site supervisor and school counseling field supervisor
6. 3 Formal Observation Instruments	Completed by the field supervisor. All 3 formal observation forms shall be signed and dated by the field supervisor, site supervisor, and school counseling candidate
7. Field Supervisor Contact Log	Completed with dates/times/methods of contact for the semester per TEA requirements
8. Site Supervisor Acknowledgement of Training Signature Page	Completed showing the date the site supervisor received training from the field supervisor. Signed by the site supervisor.

Suggestions for COUN 551 Audio and Video Recording

Department of Counseling

Texas A&M University-Commerce

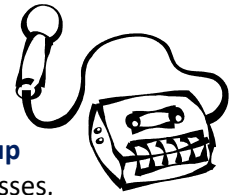
It is the responsibility of counselor candidates enrolled in practicum and internship to supply appropriate equipment for recording counseling sessions. In most cases this means audio recordings or video recordings. DVDs are acceptable if your instructor/supervisor agrees to that format.

These recordings are the basis of individual supervision, group supervision, and evaluation within the course and lead to the final course grade. Some field site placements will have recording equipment, especially video recording equipment, but many will not. Video recordings are always preferable since it allows for visual review; however, some field placement sites will only allow audio recording. Whatever format you use, remember that all recordings must be clearly audible.

There are some steps you can take to insure you have the best recordings possible:

1. **DO NOT** use the handheld, mini-recorders since they do not have the power and range necessary. Video recorders that utilize DVDs, video recordings, or other media are acceptable as long as your instructor or supervisor is willing to accept them.

2. Use an audio or video recorder that will accept a separate microphone plug and purchase the separate microphone. The microphone embedded in the audio or video recorder usually cannot pick up all voices and/or allows too much interference (e.g., recording itself, recording the air conditioner). **An “omni-directional” microphone is highly recommended since it picks up sounds coming from different directions.** These microphones are available from various businesses, such as Radio Shack.



3. Always check your equipment before a session to be sure it is working adequately. Place the microphone away from air conditioning/heating vents, clocks, and fluorescent lights. Sometimes it helps to place the recorder on a book or towel to reduce table vibrations that can impair sound quality. Video cameras should be aimed so as to include both counselor trainee and the client, not just the client. Remember that the further away a video camera is, the less effective the microphone mounted in the camera will be (therefore, it is best to attach an external microphone).

4. All consent forms for taping must be signed before you ever turn on a recorder. Never record a session if you do not have signed permission to do so. Provide copies of the consent forms to your supervisor/instructor when they receive a recording from you.

5. Label and store recordings/disks securely. Never use a student or guardian name to label a recording; instead use some sort of code. The only people who should ever hear/see a counseling session recording are: you, your course instructor, your site supervisor, your doctoral student supervisor, your class. Do not review recordings where family members or friends can hear or see them. Do not carry your recordings around everywhere you go – keep them secure.

6. You **MUST** dispose of all recordings by the end of the semester. There is no reason to save recordings. Once you have reviewed them or used them for supervision/grade, record over them or dispose of them. **Remember:** You are required to dispose/record over them by the end of the semester.

Field Placement Forms for TEA Practicum

– Due 1st Class Meeting

- Responsibilities of Field Site Placements – School Setting
- Field Placement Contract – School Counseling Track
- Site Supervisor Registration: School Counseling
- Verification of Site Supervisor Qualifications Form
- Field Experience Plan: School Setting
- School Counseling Placement Ethics Agreement
- Candidate Consent for Video & Audio Taping
- Emergency/Crisis Management: School Setting

RESPONSIBILITIES OF FIELD SITE PLACEMENTS - SCHOOL SETTING

Thank you for your interest in providing a field placement to an advanced student in the counseling program at Texas A&M University-Commerce (TAMUC). Counselor candidates are responsible for making the initial contact with potential field sites to discuss placement. The field site selects counselor candidates based on its own criteria. This document briefly outlines the requirements and policies established by the Counseling Program for field site placements.

Our program is a master's degree program (51-60 hours) offering school counseling and community counseling tracks. The TAMUC counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and has a school counseling certification program approved by the State Board of Educator Certification (SBEC). The program adheres to both Texas Education School setting and or district and CACREP guidelines for field site experiences. The clinical sequence of the counseling program includes 6 courses: 3 skills-based counseling courses (introduction, pre-practicum, group counseling) followed by 3 field site placements in which counselor candidates (counseling students) work directly with k-12 students (school counseling) and clients (community counseling): COUN 551 Practicum, COUN 552 Internship I, and COUN 552 Internship II.

K-12 Campus Responsibilities During Completion of TEA Practicum

TEA Practicum is a supervised experience in which the school counseling candidate:

- develops, refines, and enhances counseling and conceptual skills and integrates professional knowledge under close supervision
- engages in a broad range of standards-based activities like those provided by a professional school counselor
- may be eligible to be hired as a school counselor with the school district under an emergency permit. Deficiency plans for this purpose may be obtained from the Certification Office after approval from the School Counseling Program Coordinator. Intern and probationary certificates will not be issued for the purpose of school counselor candidates seeking employment with their field site placements.

Candidates enrolled in COUN 552 often continue at the same field placement site they used for COUN 551 but are not required to do so. The site supervisor and the counselor candidate should consult regarding continuation of field site placement from practicum to internship.

During TEA Practicum the K-12 School Campus is expected to:

- Provide a consistent student case load so that candidates can reasonably expect to generate hours toward their 160 total for TEA. This includes opportunities for the candidate to provide individual or group counseling; classroom & group guidance; and parent consultation. Candidates who are also teaching at the same school where they are completing their field placement are not allowed to counsel their own students.
- Provide opportunities for candidates to regularly audio/video record counseling work with informed consent. A substantial number of counseling sessions must be recorded for supervision and evaluation purposes. Use of audio/video for recording sessions and later review in supervision is a standard of the counselor preparation field. Recordings remain in the possession of the candidate and/or faculty instructor and all recordings are erased by the end of the semester.
- Provide a range of experiences to acquaint the candidate with the various duties and responsibilities of a school counselor and provide oversight of the candidate's work including orientation to the field site and its policies & procedures. Candidates are expected to accumulate 10 hours per week aligned to educator standards during TEA Practicum. Counselor candidates working as a school counselor on an emergency permit may count 10 hours a week toward their TEA practicum requirements.
- Provide a safe location and appropriate space to work. TAMU-C counselor candidates are not permitted to do home visits unless accompanied by their site supervisor or directed by their campus administrator as part of a job duty as a school counselor employed on an emergency permit. Counselor candidates are also not permitted to work alone in a building or without consultation services.
- Provide a qualified site supervisor who will oversee the candidate's field site experience. **A qualified site supervisor holds a master's degree in a counseling-related field, has at least 3 years of post-master's experience, is an accomplished educator as shown by student learning, and holds a valid, standard Texas school counseling certificate.**
- The site supervisor is expected to complete the following activities and obligations:
 - *Provide a minimum 1 hour weekly of individual supervision* of the candidate's work
 - Assist the candidate in the collection of paperwork to verify site supervisor qualifications
 - Attend a training meeting provided by the university field supervisor
 - Receive from the field supervisor and sign copies of three formal evaluations for the candidate
 - Provide a site supervisor evaluation of counselor candidate's progress at the midpoint & end of semester

- At the conclusion of the TEA Practicum, review and sign the candidate's TEA Practicum Hours Log to verify the activities and hours completed at the field site placement
- At the conclusion of the TEA Practicum, submit signed documentation as to whether the site supervisor does or does not recommend the school counselor candidate for certification

- Collaborate with the faculty instructor and the Director of Training & Placement, Counseling Program, TAMUC regarding placement procedures and concerns.

School Counselor Candidate Responsibilities at Field Sites During TEA Practicum

- Be consistent and prompt in attendance at the field site on a regular schedule worked out with the site supervisor.
- Provide counseling and counseling-related services consistent with the candidate's level of training and supervision and the duties of a full-time school counselor.
- Follow the field site's policies and procedures and the directives of site supervisors. Be consistent and prompt in attendance at campus and site supervisions. Dress and behave in a professional manner consistent with the practices of the field site placement.
- Adhere to the ethical guidelines of the Texas Educator's Code of Ethics, American Counseling Association, and the American School Counselor Association. Purchase liability insurance.
- Maintain documentation in good order from campus and/or field site.

TAMUC Counseling Program Responsibilities During TEA Practicum

- Provide a qualified university field supervisor available for consultation with the site supervisor regarding candidate progress.
- *During coursework:* Provide weekly supervision with faculty instructor. Supervisions are mainly focused on review and discussion of counseling session recordings provided by the counselor candidate. When enrolled in COUN 551, counseling candidates receive 1 hour of individual supervision and weekly group supervision (class). When enrolled in COUN 552, counseling candidates receive weekly group supervision.
- Provide a minimum of three formal observations of the candidate. Each formal observation shall include a pre-conference and post-conference between the university field supervisor and the counselor candidate. Written documentation of the candidate's performance will be provided to the site supervisor after each formal observation.
- Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the Director of Training & Placement and the university field supervisor.
- The university field supervisor will provide training to the site supervisor on how to effectively coach and mentor the school counselor candidate.

Program Contact Information

We hope this document provides sufficient introduction to the guidelines for field placement sites used by the School Counseling Program, TAMUC. We look forward to working with you to provide future school counselors with superior training opportunities.

Please contact the Director of Training & Placement for more information or to discuss concerns.

Director of Training & Placement

Email: directoroftrainingandplacement@cp.tamuc.edu

Dr. Edith Gonzalez

Counseling Website:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/counseling/Default.aspx>

Dept. of Counseling Binion 202
Texas A & M University - Commerce
P. O. Box 3011
Commerce, TX 75429-3011

Texas Education School setting and or district: www.tea.texas.gov/ / American School Counselor Association: www.schoolcounselor.org
Texas School Counseling Association (TSCA): <https://txca.org/tasca> / CACREP: www.cacrep.org /
American Counseling Association: www.counseling.org



Field Placement Contract: School Counseling Track

Department of Counseling

Texas A&M University-Commerce

*The school counselor candidate is responsible for distributing copies of this contract to the site supervisor and retaining a copy. The original document is filed with the faculty instructor on the first night of class. If completing TEA hours for certification, you must submit a **Verification of Site Supervisor Qualifications form** completed by either a campus administrator or the human resources department of the school district.*

Candidate: _____ **Semester/Year:** _____

Candidate Emails: _____

Candidate Address: _____

Field Site (School name): _____

Site Address: _____

Site Phone: _____ **Building Principal:** _____

Site Supervisor: _____

Supervisor Email: _____ **Phone:** _____

Practicum Contract effective from ____/____/____ **through** ____/____/____ **for 10 hours per week (A minimum of 160 hours for the 16-week semester if completing TEA requirements).**

Responsibilities of the Counseling Program, school campus placement, and the school counselor candidate:

The TAMU-C Counseling Program agrees to:

1. Provide counselor candidates who have completed the required pre-requisites for TEA practicum placement.
2. Identify a qualified faculty instructor to coordinate the TEA practicum experience. The faculty instructor will be available for consultation with the site supervisor regarding candidate progress.
3. Provide 1 hour weekly individual supervision of the counselor candidate with a faculty instructor or doctoral student supervisor AND weekly group supervision (class).
4. Collaborate with the field placement site regarding placement procedures and concerns. The designated contact people in the counseling program are the School Counseling Program Coordinator and the Director of Training & Placement.
5. Require the counselor candidate to provide liability insurance.

The school campus placement agrees to:

6. Provide sufficient opportunities for the candidate to fulfill during the semester a minimum of 160 hours directly aligned to the school counselor educator standards. The site supervisor will assist the counselor candidate in generating relevant activity ideas and opportunities.

7. Provide opportunities for the candidate to regularly record (audio recordings/video recordings) counseling sessions with informed consent. Recordings are used for supervision and evaluation purposes. Recordings remain in the possession of the candidate and/or faculty instructor at all times. All Recordings are erased by the end of the semester.
8. Provide a range of experiences to acquaint the candidate with the various duties and responsibilities of a school counselor and provide oversight of the candidate's work *including* an orientation to the school campus, school district, and its policies and procedures.
9. Develop a weekly attendance and activity schedule with the counselor trainee based on a minimum of 10 hours weekly spent working on standards-aligned activities. Candidates working as school counselors under an emergency permit may count only 10 hours weekly toward practicum, NOT their entire work week.
10. Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct school counseling activities. Counselor candidates are not permitted to do home visits unless accompanied by their site supervisor, to work alone in a building, or without immediately accessible consultation services. Counselor candidates employed on an emergency permit as a school counselor may do home visits as part of their work duties under the direction of their employer. Candidates who also teach at the same school where they are completing their field placement are not allowed to counsel their own students.
11. Provide a qualified site supervisor who will oversee the candidate's field site experience and provide a minimum 1 hour weekly of individual supervision of the candidate's work. **A qualified site supervisor is a fully certified (TX) school counselor, has at least 3 years of school counseling experience, and is an accomplished educator as shown by student learning. Site supervisors for school counselors must hold at least a master's degree in counseling or related field.**
12. Provide a written evaluation of the school counselor candidate's progress at the midpoint and end of practicum.
13. Collaborate with the designated faculty instructor for the university course, the School Counseling Program Coordinator, and the Director of Training & Placement regarding placement procedures and concerns.

The school counselor candidate agrees to:

14. Be consistent and prompt in attendance at the k-12 campus site. Dress and behave in a professional manner consistent with the practices of the placement (campus/district).
15. Develop a weekly attendance and activity schedule with the site supervisor based on spending 10 hours weekly at the field site during the TEA practicum. School counselors serving on an emergency permit may only count 10 hours weekly toward their practicum, not their entire work week.
16. Provide counseling and counseling-related services consistent with the candidate's level of training and supervision and the school counseling role.
17. Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The candidate will follow established guidelines to ensure the security of recordings and will destroy all Recordings by the end of the semester.
18. Be acquainted with and follow field site policies and procedures and the directives of site supervisors.
19. Purchase liability insurance and adhere to the current ethical guidelines of the Texas Educator's Code of Ethics, American Counseling Association, and the American School Counselor Association.
20. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of student-related records for both university campus and field site placement.

21. Provide the Counseling Program with a renegotiated field placement contract, including documents verifying qualifications, if there is a change of site supervisors or field site.

Termination: It is understood and agreed upon by all parties to this contract that the field site placement may terminate the TAMU-C practicum experience of the counselor trainee if, in the opinion of the field site supervisor, the trainee's behavior is detrimental to the operation of the field site and/or client care. The field site supervisor will notify the faculty instructor or Director of Training & Placement of a termination action. A TAMU-C practicum termination action is separate from any employment relationship the trainee may have at the field site (e.g., emergency certified school counselor).

The parties below agree to the terms of this contract:

School Counselor Candidate (print)	School Counselor Candidate (signature & date)
Site Supervisor (print)	Site Supervisor (signature & date)
Faculty Instructor (print)	Faculty Instructor (signature & date)



Site Supervisor Registration: SCHOOL COUNSELING

Department of Counseling
Texas A&M University-Commerce

PLEASE PRINT ALL INFORMATION. *This document must accompany the field placement contract and be filed with the instructor at the 1st class meeting.*

Counselor Candidate: _____ **Semester/Yr:** _____

☐ Practicum ☐ Internship I ☐ Internship II Effective from ____/____/____ through ____/____/____

SITE INFORMATION

Placement

Site (School): _____

Address: _____

Name of Building Principal: _____

SITE SUPERVISOR INFORMATION

Name: _____

School: _____

Address: _____

Office phone: _____ **Emails:** _____

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

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

Site Supervisor Credentials:

☐ Texas Certified School Counselor, TEA ID #: _____

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

☐ Other? _____

Years of Experience Serving as a School Counselor? _____

NOTE: A qualified Site Supervisor for a School Setting must: have a master's degree in counseling, be a fully certified TX school counselor, and have a minimum 3 years of experience (post-master's) as a school counselor. Site Supervisors must also be "accomplished educators as shown by student learning," and their **qualifications must be verified on a separate form** completed by either the campus administrator or the human resource department.

Verification of Qualifications Form

School Counselor Site Supervisor

Department of Counseling
Texas A&M University-Commerce



COMMERCE

Site Supervisors may not complete this form for themselves. This document must be turned in to the school counseling field supervisor no later than the first day of the university semester.

Counselor Candidate: _____

Semester/Yr: _____ **Candidate CWID:** _____ **Candidate TEA ID:** _____

Directions for Completion: The site supervisor serves in a mentoring role for the certification candidate while they complete their TEA required practicum activities. Site Supervisors must meet Texas Education School setting and or district criteria. Please complete this form and have the candidate return it to their field supervisor for TEA documentation. The form for a site supervisor who is a school counselor may be completed by the site supervisor's direct report (**Principal or Assistant Principal**) or by the district's human resource office.

The site supervisor must have at least three (3) years of experience as a school counselor in Texas, be an accomplished educator as shown by student learning, and currently certified in Texas as a school counselor.

I, _____, as a representative of _____,
Name of Principal, Assistant Principal, or HR Representative Campus Name / District Name

can attest that the following is true for _____ (_____), who is the site
Site Supervisor Name Site Supervisor TEA ID

supervisor for _____ :
Certification Candidate (Student) Name

1. The site supervisor is currently in their _____ year of working as a school counselor and meets the three-year experience requirement.
2. The site supervisor has demonstrated that they are an accomplished educator as shown by student learning and have received performance evaluations rated at satisfactory or above.
3. The site supervisor has a valid Texas educator certificate in the same area sought by the certification candidate (school counseling).

Signature
*Principal / Assistant Principal /
Human Resources Representative*

Printed Name
*Principal / Assistant Principal /
Human Resources Representative*

Date



Field Experience Plan: SCHOOL SETTING

Department of Counseling
Texas A&M University-Commerce

This document must accompany the field placement contract and be filed with the instructor at the 1st class meeting.

☐ practicum ☐ internship I ☐ internship II

School Counselor Candidate: _____ Semester/Yr: _____

Field Site Placement (campus & district name): _____

Proposed schedule for school counselor candidate at field site placement:

	Times candidate is expected to be at field site (e.g. 8am-2pm)	# hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total weekly hours for TEA Practicum activities:		

Please specify & describe activities likely to be undertaken by the school counselor candidate during this placement experience. NOTE: All activities completed must be aligned with TEA's educator standards for school counselors.

- ☐ Individual counseling: ☐ adolescents ☐ children
- ☐ Group counseling (leading or co-leading); please specify focus of planned groups:
- ☐ Classroom guidance; please indicate type & focus of planned activity:
- ☐ College & Career counseling:
- ☐ Consultation (e.g., with parents, school officials):
- ☐ Psychoeducational activities relevant to the field site:
- ☐ Record keeping:
- ☐ Receiving supervision (individual or group at the field site). Please specify which:
- ☐ Assessment (e.g., test interpretation). Please specify types:
- ☐ Providing PD to teachers on campus. Please specify school counseling-related topics:
- ☐ Other (describe):

School Counselor Candidate (print)	School Counselor Candidate signature & date
Site Supervisor (print)	Site Supervisor signature & date



School Counseling Placement Ethics Agreement

Department of Counseling
Texas A&M University-Commerce

Semester _____ Year _____

School counselor candidate should read and sign this form for each semester of practicum or internship completed in a school setting. The original is to be returned to the course instructor, the TEA field supervisor, and the student should retain a copy. This signed document is due on the first night of class.

1. I hereby attest that I have read, understood, and agree to abide by the Texas Educators' Code of Ethics TAC 247 and I will practice my counseling in accordance with these standards. **Note: The most up to date copy of the Texas Educators' Code of Ethics can be found on the Texas Education School setting and or district website.**
2. I hereby attest that I have read, understood, and agree to abide by the current Code of Ethics of the American Counseling Association and will practice my counseling in accordance with these standards. **NOTE: the ACA Code of Ethics is posted on the Department website; trainees should download this for review and keep it with their Practicum & Internship Handbook.**
3. I hereby attest that I have read and understood the Retention Policy of the Counseling Program and agree to abide by its provisions (Retention Policy is found elsewhere in this Handbook).
4. I agree to adhere to the administrative policies, rules, standards, and practices of the pre-practicum class and the practicum/internship site.
5. I understand that my responsibilities include keeping my faculty field supervisor(s) informed regarding my training experiences.
6. I understand that I will not be issued a passing grade in pre-practicum, practicum, or internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as outlined by my faculty instructor.
7. I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.
8. I understand that to be considered finished with the school counseling educator certification program at Texas A&M University-Commerce, I must complete a minimum of 160 documented hours aligned to the Texas school counseling educator standards. I further understand that failure to complete a minimum of 160 hours (defined as "practicum" in Texas Administrative Code) will result in a status that does not allow for recommendation for my Texas school counselor certificate.

School Counselor Candidate Signature & Date



Emergency/Crisis Management:

SCHOOL SETTING

Department of Counseling
Texas A&M University-Commerce

This form must be completed for each semester of field placement and handed in on the first night of class. Candidates must retain a copy. Please attach a copy of any school emergency/crisis response documents.

Any situation involving a student that is of a serious nature requiring immediate medical or psychotherapeutic attention constitutes an emergency; for example,

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

SCHOOL POLICY: What is the school policy about counselor trainees managing a student crisis such as those listed above?

EMERGENCY/CRISIS PROCEDURES:

During Field Placement Hours

Who is the candidate to contact in case of an emergency/crises situation?

Name: _____

Phone: _____

If this person is not available, who else can the candidate contact?

Name: _____

Phone: _____

Outside of Field Placement Hours: If trainees are concerned about students and need to contact a supervisor outside of their regular field placement hours, what procedures should they follow?



School Counselor Candidate Consent for Video & Audio Taping

Department of Counseling
Texas A&M University—Commerce

This document may be used in either practicum or internship classes. It should be signed by the candidate and the original provided to the faculty instructor at the first class meeting. The candidate should retain a copy.

Candidate: _____ **Semester/Yr:** _____

I agree to allow recording (by audio or video) of practice counseling interviews during my practicum or internship training. During this semester I will fulfill both the counseling and the client roles with my classmates and, on some occasions with the faculty instructor or a doctoral student assigned to the class.

I understand that additional recordings or in-person observations may be required to satisfy TEA requirements. These observations/videos may include work outside of individual or group counseling. I agree to allow recording (by audio or video) of professional development presentations, staff meetings, campus improvement plan meetings, or other campus activities aligned to the School Counseling Educator Standards in which I am actively engaged. These recordings are confidential and will be used to provide supervision in accordance with Texas Administrative Code requirements for school counseling certification programs.

I understand that these recordings are strictly confidential and will be used for limited supervisory purposes only. I also understand that any of the above recordings that are played during class, or any interviews that are conducted for demonstration/supervision purposes, even though I am not an active participant in the interview, are to be treated in accordance with the current American Counseling Association Code of Ethics and the Texas Educators' Code of Ethics

Candidate signature	Date
Faculty Instructor signature	Date

Additional Field Placement Forms for TEA Practicum

- Site Supervisor Acknowledgement of Training Signature Page
- TEA Practicum Hours Log with Directions
- Parental/Student Consent Form – School Setting
- Field Supervisor’s Formal Observation Form
- Site Supervisor’s Midterm Evaluation Form
- Site Supervisor’s Final Evaluation of School Counselor Candidate
- Candidate Evaluation of Field Site & Supervisor
- Successful Practicum Certification Recommendation Form
- Field Supervisor’s Contact Log



Site Supervisor

Acknowledgement of Training Signature Page: School Counseling

Department of Counseling
Texas A&M University—Commerce

Directions: The university field supervisor is to complete Part A of the form with counseling candidate information. After successful orientation and training, the site supervisor will complete Part B of the form and return to the site supervisor. This document is to be retained in the counseling candidate's certification file for documenting compliance with TAC §228.2(33). Training must take place within three weeks of the first date of the official field placement (first semester class date).

PART A: Candidate and Training Information

Candidate's Name: _____ CWID: _____

Semester Start Date: _____ Course Section Number: _____

K-12 Campus / District Name: _____

Site Supervisor Name: _____

Date of Site Supervisor Training: _____ Time of Training: _____

Modality of Training (check one): ☐ Virtual ☐ Face-to-Face ☐ Phone

Field Supervisor Signature & Date

PART B: Site Supervisor Attestation

I, _____, attest that I have received training from the university field
Site Supervisor Name

supervisor, including training on how to effectively coach and mentor school counseling candidates.

Directions for Keeping the TEA Practicum Hours Log: School Setting

Department of Counseling

Texas A&M University-Commerce

It is important to record information carefully, accurately, and legibly on the TEA Practicum Hours Log. This document verifies the hours accumulated during the TEA required placement so is valuable when the counselor candidate seeks certification. The forms are also reviewed as part of the Department's CACREP and TEA accreditation processes. Logs are kept permanently on file in the Department office.

Your university field supervisor and/or instructor may have additional directives for the Log. The TEA Practicum Hours Log is different from the logs for clinical mental health (Practicum Log and Internship Log). When the hours of an activity meet the criteria for both the school counseling hours and the clinical mental health log, students may log the hours appropriately on both forms. Not all 160 hours logged for TEA will be applicable to the clinical mental health log. TEA hours must be completed within one 16-week semester. Candidates must prioritize the completion of hours for TEA during their designated semester of placement in a school setting. For instructions on how to log hours related to clinical mental health, see the handbook for those practicum and internship settings.

NOTE: Candidates employed as a school counselor on an emergency permit may only count 10 hours weekly of their total work time toward their TEA Practicum Hours Log.

1. Complete the information requested at the top: Candidate name, CWID, TEA ID, the semester and year of your TEA Practicum, and Course section number (e.g., 551-401). You may also fill in the semester begin and end dates on the bottom of the first page of the log.
2. Make one "working copy" of the TEA Practicum Hours Log. You will enter each activity/hours as you progress throughout the semester. Therefore, at the midpoint of the semester your Log should show 80 hours of activities, and at the end of the semester, your TEA Practicum Hours Log should show a minimum of 160 hours of activities.
3. Each activity entry will include the date you completed the activity, the total number of hours spent on the activity, and a summary of what the candidate did in their field placement to address the applicable school counselor educator standard.
4. Record time in terms of hours and minutes (not decimals). **TEA does not differentiate between direct and indirect hours on their required hours log.** Count time spent on planning, preparation, and execution of each standards-aligned activity on the TEA Practicum Hours Log.
5. Near the bottom of the Log are places for you to record the totals for each school counseling educator standard. At the conclusion of the semester, you will put the total number of hours accrued for each standard in the space provided and calculate the total. Keep track of the hours completed each week to monitor your progress toward the minimum of 160 hours.
6. Make a copy of your "working copy" Log to turn in **at each class meeting**. Be sure to include the totals you have accumulated thus far in the semester. For example, you will turn in the Log that ends on the Friday/Saturday of the previous week (e.g., Log ending with the week of 11/07/20-11/11/20 is due at the next week's class). This will help you and your instructor keep track of your hour accumulation over the semester.
7. **At the end of the semester** add and record final totals from all the standards indicated. This total must meet the 160-hour minimum and will be used for educator certification requirements with the Texas Education School setting and or district. All six school counselor standards must be addressed through activities during the semester.
8. **At the end of the semester** review the Log with your site supervisor and have them sign the completed Log as verification of the hours you have accumulated. You sign it also, and then submit it with your other documentation at your last class meeting. Your university field supervisor will sign it before adding it to your TEA certification file. You will need to create an additional copy for your course instructor if they are a different individual from the TEA university field supervisor.



TEA Practicum Hours Log – School Counseling

Candidate's Name: _____ CWID: _____ TEA ID: _____

Semester/Year: _____ Course Section Number: _____

TEA Terminology Used on This Form:

- **Candidate** – An individual who has been formally admitted to the educator preparation program for school counseling certification at Texas A&M University-Commerce. (i.e., the student)
- **Field Supervisor** – A qualified faculty member at Texas A&M University-Commerce who provides supervision, guidance, and constructive feedback to the candidate. They collaborate with the site supervisor for the growth and benefit of the candidate during the practicum.
- **Practicum** – A supervised educator assignment at a public school accredited by the Texas Education School setting and or district (TEA) that is in a school setting in the particular certification class (in this case school counselor) for which a certificate is sought. A minimum of 160 hours and 3 formal observations must occur.
- **Site Supervisor** – This is candidate's onsite mentor. They must be an educator with at least 3 years of experience as a school counselor, an accomplished educator as shown by student learning, and currently certified in the state of Texas as a school counselor. They guide, assist, and support the candidate during the practicum, and report the candidate's progress to the candidate's field supervisor.

Directions for Practicum Hours Log:

- Candidates are to use this form to log a **minimum of 160 hours** of activities aligned to TEA's school counselor educator standards. This must be completed during one 16-week semester. (fall or spring)
- Candidates must obtain their site supervisor's signature on the completed log.

This box to be completed at the conclusion of the semester for TEA Practicum hours.

Practicum Semester Begin Date: _____ Semester End Date: _____

Total Number of Practicum Hours Completed/Logged: _____ (minimum 160 hours)

By signing below, I attest that I have reviewed the candidate's Practicum Hours Log. Furthermore, I attest that the activities described, and the total number of hours logged accurately reflect the work completed by the practicum candidate.

Name of Site Supervisor: _____ TEA ID: _____

Signature of Site Supervisor: _____ Date: _____

By Signing below, I attest that the work described on this form and the total number of hours completed are true and accurate.

Name of Candidate: _____

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
1.1 the history and philosophy of counseling;			
1.2 counseling and consultation theories and practices;			
1.3 career development theories and practices;			
1.4 the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;			
1.5 assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;			
1.6 changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;			
1.7 environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;			
1.8 learners' developmental characteristics and needs and their relevance to educational and career choices;			
1.9 legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;			
1.10 the characteristics and educational needs of special populations;			
1.11 techniques and behavioral interventions to assist teachers with classroom management;			
1.12 the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;			
1.13 the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;			
1.14 counseling-related research techniques and practices;			
1.15 developing and teaching best practices on leadership skills;			
1.16 how cultural factors and group membership impact individual students;			

1.17 the comprehensive school counseling program model;			
1.18 how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and			
1.19 an understanding of systems, including family dynamics and school environments.			
Standard 2: Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in <i>The Texas Model for Comprehensive School Counseling Programs</i>.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
2.1 develop processes and procedures for planning, designing, implementing, and evaluating <i>The Texas Model for Comprehensive School Counseling Programs</i> ;			
2.2 provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in <i>The Texas Model for Comprehensive School Counseling Programs</i> ;			
2.3 counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;			
2.4 consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;			
2.5 coordinate resources, referrals, and follow-up procedures for students within the school and community;			
2.6 demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;			
2.7 participate in the selection, use, and interpretation of assessments and assessment results;			
2.8 use multiple sets of information and data to make decisions about students, programs, and services;			
2.9 use counseling-related research techniques and evidence-based practices to address student needs;			
2.10 advocate for a comprehensive school counseling program that is responsive to all students;			
2.11 facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;			
2.12 maintain proficiency in counseling and campus-related technology; and			
2.13 use varied sources of information, resources, and practices to			

counsel students about postsecondary opportunities and college and career readiness.			
Standard 3: Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on <i>The Texas Model for Comprehensive School Counseling Programs</i> that promotes learners' knowledge, skills, motivation, and personal growth.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
3.1 collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;			
3.2 facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;			
3.3 use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;			
3.4 implement effective referral procedures to facilitate the use of special programs and services;			
3.5 act as a consultant to help learners achieve success inside and outside of school;			
3.6 advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;			
3.7 create a program mission, goal, and services in alignment with the school mission and campus improvement plan;			
3.8 create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program;			
3.9 establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);			
3.10 increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;			
3.11 provide school-wide professional development and parent workshops throughout the school year;			

3.12 support participation in fair-share responsibilities versus non-counseling related duties;			
3.13 know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and			
3.14 develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.			
Standard 4: Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
4.1 understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;			
4.2 advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;			
4.3 facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;			
4.4 take a positive, strength-based approach that builds on commonalities versus differences in all learners;			
4.5 understand how environment and behavior may impact or influence individual learners;			
4.6 ensure equitable access to programs and services for all students;			
4.7 understand how family values, group membership, and culture intersect;			
4.8 acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;			
4.9 increase students' awareness and include their voices regarding educational and individualized plans; and			
4.10 ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.			
Standard 5: Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
5.1 demonstrate effective communication through oral, written, and nonverbal expression;			

5.2 use knowledge of group dynamics and productive group interaction;			
5.3 support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;			
5.4 facilitate learners' access to community resources;			
5.5 develop and implement strategies for effective internal and external communications;			
5.6 facilitate parent/guardian involvement in their children's education;			
5.7 develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;			
5.8 work effectively as a team member to promote positive change for individuals, groups, and the school community;			
5.9 take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;			
5.10 effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;			
5.11 adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and			
5.12 facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.			
Standard 6: Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
6.1 use reflection, self-assessment, and interactions with colleagues to promote personal professional development;			
6.2 use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;			

[illegible]



Parental/Student Consent Form - School Setting (rev 10.22)

Department of Counseling
Texas A&M University—Commerce
P.O. Box 3011, Commerce, TX 75429-3011

Student: _____ **Student age:** _____

Parent/Guardian: _____

Counselor: _____ **Phone:** _____

Your child has the opportunity to receive counseling services at

_____ (school).

The purpose of counseling is to help your child develop the skills to resolve difficulties that may be interfering with academic and personal success. Counseling is designed to assist your child in areas such as self-awareness, decision-making, improved behavior, social adjustment, and other needs as they arise. By participating in a short-term counseling process, he or she will, hopefully, learn how to work through problems independently and become a more productive and motivated student.

These counseling services will be provided by a counselor trainee in the master's degree counseling program at Texas A&M University-Commerce. She/he has completed advanced graduate coursework in counseling and is supervised at the school and via the University. Counseling interviews are recorded (audio or video) to help the counselor improve his/her skills and are erased by the end of the semester. All recordings are treated according to the Code of Ethics of the American Counseling Association and the Texas Educators' Code of Ethics.

Your signature below indicates you are willing for your child to be video/audio recorded while receiving counseling services. If you are interested in more information or are concerned about your child's progress, please contact the counselor for consultation at the telephone number listed above.

Signatures:

Parent/Guardian or Student (if student is over 18 years)	Date
Counselor Candidate	Date
Faculty Instructor	Date



School Counselor TEA Observation Form

This instrument helps to provide feedback to School Counselor Candidates as they work with individuals, a small group, or an entire class. Field Supervisors will utilize this instrument for formal evaluations. Site Supervisors may use this instrument for coaching purposes. The School Counseling Candidate may also choose to use it as a self-evaluation tool.

Pre & Post Conference		School Counseling Candidate: <i>I acknowledge that I had a pre-and post-conference with my field supervisor and I planned and implemented the observation activity below.</i>
Pre-Conference Date: Time (Beg& End):	Printed Name: _____ Signature: _____ Date: _____	
Post-Conference Date: Time (Beg& End):	Printed Name: _____ Signature: _____ Date: _____	
Formal Observation Evaluation # ____ Virtual or In-Person? _____		
School Counseling Candidate	CWID#	Date Video Recorded (Observation Date):
School Counselor Standards Addressed:	District/School:	Formal Observation Duration Information Length of Video Observation in Minutes:
School Site Supervisor:	University Field Supervisor:	
Field Supervisor: <i>I acknowledge that I have observed and provided feedback to the School Counseling candidate named on this document.</i>		Printed Name: _____ Signature: _____ Date: _____
Site Supervisor: <i>I acknowledge that I have received a copy of the School Counseling candidate's lesson evaluation and field supervisor feedback.</i>		Printed Name: _____ Signature: _____ Date: _____



School Counselor Observation Form: Standards Rubric

Scale:

Proficient (P) Developing (D) Improvement Needed (IN) Not Observed/Applicable (N/A)

Standard I. Learner-Centered Knowledge:	P	D	IN	NA
The certified school counselor has a broad knowledge base.				

The beginning school counselor must know and understand:

1.1 the history and philosophy of counseling;				
1.2 counseling and consultation theories and practices;				
1.3 career development theories and practices;				
1.4 the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;				
1.5 assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;				
1.6 changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;				
1.7 environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;				
1.8 learners' developmental characteristics and needs and their relevance to educational and career choices;				
1.9 legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;				
1.10 the characteristics and educational needs of special populations;				
1.11 techniques and behavioral interventions to assist teachers with classroom management;				
1.12 the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;				
1.13 the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;				
1.14 counseling-related research techniques and practices;				
1.15 developing and teaching best practices on leadership skills;				
1.16 how cultural factors and group membership impact individual students;				
1.17 the comprehensive school counseling program model;				
1.18 how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and				
1.19 an understanding of systems, including family dynamics and school environments.				

**Scale:**

Proficient (P) Developing (D) Improvement Needed (IN) Not Observed/Applicable (N/A)

Standard 2: Learner-Centered Skills	P	D	IN	NA
The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in <i>The Texas Model for Comprehensive School Counseling Programs</i> .				

The beginning school counselor must:

2.1 develop processes and procedures for planning, designing, implementing, and evaluating <i>The Texas Model for Comprehensive School Counseling Programs</i> ;				
2.2 provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in <i>The Texas Model for Comprehensive School Counseling Programs</i> ;				
2.3 counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;				
2.4 consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;				
2.5 coordinate resources, referrals, and follow-up procedures for students within the school and community;				
2.6 demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;				
2.7 participate in the selection, use, and interpretation of assessments and assessment results;				
2.8 use multiple sets of information and data to make decisions about students, programs, and services;				
2.9 use counseling-related research techniques and evidence-based practices to address student needs;				
2.10 advocate for a comprehensive school counseling program that is responsive to all students;				
2.11 facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;				
2.12 maintain proficiency in counseling and campus-related technology; and				
2.13 use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.				



Scale:

Proficient (P) Developing (D) Improvement Needed (IN) Not Observed/Applicable (N/A)

Standard 3: Learner-Centered Process

The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth.

P

D

IN

NA

The beginning school counselor must:

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



Scale:

Proficient (P) Developing (D) Improvement Needed (IN) Not Observed/Applicable (N/A)

Standard 4: Learner-Centered Equity and Excellence for All Learners

The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

P

D

IN

NA

The beginning school counselor must:

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



Scale:

Proficient (P) Developing (D) Improvement Needed (IN) Not Observed/Applicable (N/A)

Standard 5: Learner-Centered Communications

The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

P

D

IN

NA

The beginning school counselor must:

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



Scale:

Proficient (P) Developing (D) Improvement Needed (IN) Not Observed/Applicable (N/A)

Standard 6: Learner-Centered Professional Development				
The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.	P	D	IN	NA

The beginning school counselor must:

6.1 use reflection, self-assessment, and interactions with colleagues to promote personal professional development;				
6.2 use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;				
6.3 strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;				
6.4 apply research-based practice to improve the school guidance and counseling program;				
6.5 engage in ongoing professional development to improve the school guidance and counseling program; and				
6.6 engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.				



Educational Practices Observed:

Feedback Reinforcement:

Feedback Refinement:



Site Supervisor's Midterm Evaluation of School Counselor Candidate – TEA Practicum

Department of Counseling
Texas A&M University-Commerce

Counselor Candidate: _____ Semester/Yr. _____

Field Site (School): _____

This evaluation provides 1) means for counselor candidate self-assessment, 2) feedback from the site supervisor, and 3) data for faculty for discussion of progress and improvement areas. We encourage you to share this evaluation with the counselor candidate. After reading each statement below, please circle the number that best reflects your evaluation of the school counselor candidate's performance at this point.

Scale: 1 = improvement needed; 2 = developing; 3 = proficient; 4 = exceeds expectations; N = no basis for observation

Counseling Process/Skills/Conceptualization

- | | |
|------------------|--|
| 1 2 3 4 N | 1. Establishes and maintains therapeutic boundaries |
| 1 2 3 4 N | 2. Quickly builds rapport and establishes effective working relationship with students |
| 1 2 3 4 N | 3. Works effectively with students to establish and achieve counseling goals |
| 1 2 3 4 N | 4. Terminates counseling sessions effectively |

Professional Attitude & Behavior

- | | |
|------------------|--|
| 1 2 3 4 N | 5. Uses supervision effectively (comes prepared, seeks feedback & knowledge) |
| 1 2 3 4 N | 6. Is open and responsive to feedback |
| 1 2 3 4 N | 7. Engages in open & clear communication with peers and supervisors |
| 1 2 3 4 N | 8. Recognizes the boundaries of her/his competencies |
| 1 2 3 4 N | 9. Demonstrates a personal commitment to developing professional competency |
| 1 2 3 4 N | 10. Demonstrates awareness and openness to diversity issues which may affect professional interaction with students, peers, supervisors, and staff members |
| 1 2 3 4 N | 11. Is punctual, keeps appointments according to established schedule at field site |
| 1 2 3 4 N | 12. Maintains documentation in a timely and accurate manner |
| 1 2 3 4 N | 13. Demonstrates ethical and legal behavior in counseling, case management, supervision |
| 1 2 3 4 N | 14. Has an accurate perception of his/her strengths and limitations |
| 1 2 3 4 N | 15. Works effectively with staff members |
| 1 2 3 4 N | 16. Follows the policies and procedures of the school building & school district |

Overall Evaluation

1 2 3 4 N

17. Your overall evaluation of the counselor candidate's level of performance thus far this semester

Site Supervisor's Midterm Evaluation of School Counselor Candidate – TEA Practicum

Please list at least two of the candidate's major strengths and at least two areas for improvement:

1. Strengths?

2. Improvement?

Site Supervisor Signature & Date



Site Supervisor's Final Evaluation of School Counselor Candidate – TEA Practicum

Department of Counseling
Texas A&M University-Commerce

Counselor Trainee: _____ Semester/Yr. _____

Site Supervisor: _____

Field Site (Campus): _____

Please rate the student's skills on the following scale:

- 5 *Superior performance, not usually observed in an individual with trainee's level of training and experience.*
- 4 *Excellent performance, considering training and experience level.*
- 3 *Good, average performance, considering level of training and experience.*
- 2 *Below average performance considering training and experience level.*
- 1 *Very low performance, remediation efforts recommended.*
- NA *Does not apply.*

Familiarity with the school environment

- ___ School characteristics
- ___ Administrative structure of the school
- ___ Counselor role

Supervision

- ___ Keeps supervision appointments and participates actively and willingly.
- ___ Seeks feedback and accepts suggestions and criticism well.
- ___ Is open to self-examination and overcoming personal blocks to effectiveness
- ___ Evaluates activities appropriately and gains insights with minimum help from supervisor.
- ___ Willingly reads recommended material

Program Planning/Implementation/Evaluation

- ___ Understands needs assessment process and uses results
- ___ Appropriately participates in counseling program planning
- ___ Appropriately participates in counseling program evaluation
- ___ Attends counseling staff meetings regularly and makes appropriate contributions.

Classroom guidance

- ___ Plans structured group lessons in accordance with students' developmental needs.
- ___ Conducts structured group lessons effectively.

Counseling

- ___ Provides effective individual counseling
- ___ Provides effective small group counseling
- ___ Is warm, caring, and empathetic with students during counseling
- ___ Is nonjudgmental of students during counseling
- ___ Is a good active listener when counseling students

- ___ Conceptualizes problems skillfully during counseling
- ___ Applies developmentally appropriate counseling techniques according to a consistent rationale
- ___ Appropriately maintains good progress notes

Consultation

- ___ Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success
- ___ Collaboratively provides professional expertise to advocate for individual students and specific groups of students.

Coordination

- ___ Effectively participates in the coordination of people and other resources to promote student success.
- ___ Participates appropriately in referring students, parents, and/or others to special programs and services.

Assessment

- ___ Is familiar with assessment techniques used in the school
- ___ Interprets assessment results appropriately
- ___ Adheres to legal, ethical, and professional standards related to assessment and assessment results

Professionalism

- ___ Demonstrates a commitment to professional development.
- ___ Advocates for a school environment that acknowledges and respects diversity
- ___ Establishes and maintains professional relationships with administrators, teacher, other school personnel, parents, and community members.
- ___ Adheres to state, district, and campus standards, regulations, and procedures
- ___ Demonstrates professional and responsible work habits.
- ___ Uses professional written and oral communication and interpersonal skills
- ___ Gives attention to general administrative details.

ADDITIONAL COMMENTS:

Site Supervisor Signature & Date



Candidate Evaluation of Site & Supervisor

Department of Counseling
Texas A&M University—Commerce

All practicum and internship candidates must complete the following evaluation of their field placement site. This will enable the Counseling Program to review and update procedures in providing field placement, supervision, and training opportunities for subsequent students. Thank you.

Name _____ Semester/Year _____

Field Site (Include name of school district): _____

Field Supervisor: _____

Please check and comment.

1. **Orientation to procedures --** ☐ very good ☐ good ☐ average ☐ fair ☐ poor
Comments:

2. **Staff cooperation and support --** ☐ very good ☐ good ☐ average ☐ fair ☐ poor
Comments:

3. **Staff meetings (general, in-service, etc.) --** ☐ very good ☐ good ☐ average ☐ fair ☐ poor
Comments:

4. **Assigned activities --** ☐ very good ☐ good ☐ average ☐ fair ☐ poor
Comments:

5. **Case load --** ☐ very good ☐ good ☐ average ☐ fair ☐ poor
Comments:

6. **Development of professional skills --** ☐ very good ☐ good ☐ average ☐ fair ☐ poor
Comments:

7. **How would you rate the quality of supervision you have received?** ☐ very good ☐ good ☐ average ☐ fair ☐ poor
8. **To what extent has the supervision met your needs?**
☐ Almost all of my needs have been met
☐ Most of my needs have been met
☐ Only a few of my needs have been met
☐ Almost none of my needs have been met
Comments:
9. **How satisfied are you with the amount of supervision you have received?**
☐ Very satisfied ☐ Mostly satisfied ☐ Indifferent or mild dissatisfied ☐ Quite dissatisfied
Comments:
10. **How available was your supervisor for consultation/supervision when needed?**
☐ Almost always ☐ Often ☐ Sometimes ☐ Hardly Ever
Comments:
11. **Did your supervisor help you become more effective in your role as a counselor?**
☐ Yes, definitely ☐ Yes, generally ☐ No, not really ☐ No, definitely not
Comments:

Additional comments and recommendations:



Successful Practicum / Certification Recommendation Form – School Counseling

Department of Counseling
Texas A&M University—Commerce

Candidate's Name: _____ CWID: _____

Semester/Year: _____ Course Section Number: _____

Site Supervisor Printed Name: _____

Field Supervisor Printed Name: _____

This form serves to attest that the candidate above has completed a clinical experience of not less than 160 hours meeting Texas Administrative Code / Texas Education School setting and or district requirements. This clinical experience for

School Counselor educator preparation took place from _____ (TEA Practicum semester start date) to _____ (TEA Practicum semester end date) with the assigned field supervisor and site supervisor above at _____ (field site placement / campus name).

By signing below, the Site Supervisor and Field Supervisor attest to the successful or unsuccessful completion of the TEA required 160 hour practicum. If either the Site Supervisor or the Field Supervisor do not agree that the 160 hour experience was successful, they must provide written documentation supporting their determination to both the candidate and the other supervisor. This completed form and any accompanying documentation must be retained in the school counselor candidate's certification file in the Certification Office. The Certification Office will require this completed form prior to recommending the candidate for their standard Texas educator certificate.

As **Site Supervisor**, I can attest that the candidate above was ☐ **Successful** ☐ **Unsuccessful**

In their 160-hour experience and I ☐ **DO RECOMMEND** ☐ **DO NOT RECOMMEND** them for certification.

Site Supervisor Signature: _____ Date: _____

As **Field Supervisor**, I can attest that the candidate above was ☐ **Successful** ☐ **Unsuccessful**

In their 160-hour experience and I ☐ **DO RECOMMEND** ☐ **DO NOT RECOMMEND** them for certification.



Field Supervisor Signature: _____ Date: _____

School Counselor Field Supervisor Log

Department of Counseling
Texas A&M University—Commerce

Semester: _____ Field Supervisor Name: _____

School Counselor Candidate Information

STUDENT NAME:	
CWID:	
Target Certification:	School Counselor EC-12
Cell Phone	
Email Address	

Field Site Placement Information

DISTRICT	
SCHOOL	
SCHOOL ADDRESS	
SITE SUPERVISOR (Mentor) NAME	
SITE SUPERVISOR EMAIL	
START & END DATES OF PRACTICUM (First and Last Semester Dates)	

VISIT LOG *NOTE – The 3 formal observations must add up to a minimum of 135 minutes	DATE & TIME
Initial Contact with Candidate	
Site Supervisor Training (completed by <i>third week in placement</i>)	
1 st Pre-Conference	
1 st Formal Observation (completed within first third of semester)	
1 st Post-Conference (Synchronous/Individualized)	
Copy of 1 st Observation Provided to Site Supervisor	
2 nd Pre-Conference	
2 nd Formal Observation (completed during second third of semester)	
2 nd Post-Conference (Synchronous/Individualized)	
Copy of 2 nd Observation Provided to Site Supervisor	
3 rd Pre-Conference	
3 rd Formal Observation (completed during final third of semester)	
3 rd Post-Conference (Synchronous/Individualized)	
Copy of 3 rd Observation Provided to Site Supervisor	
Certification Recommendation Signed by Site & Field Supervisor	
RECORD BELOW ADDITIONAL INFORMAL COACHING, COLLABORATION WITH SITE SUPERVISOR, OR OTHER CONTACTS– **MINIMUM OF 1 ADDITIONAL CONTACT WITH SITE SUPERVISOR AND 1 WITH CANDIDATE	

RETENTION/DISMISSAL PROCEDURE 9.1.11

Counseling Program Texas A&M University—Commerce

School counseling certification candidates follow the Counseling Department’s Retention/Dismissal Process and Procedures found elsewhere in this handbook.

All school counseling candidates, whether seeking school counseling only or in addition to LPC, are responsible for reading and familiarizing themselves with all policies contained in this handbook in its entirety.

Policies related to the Counseling Student Competency Evaluation (CSCE) also apply to school counseling candidates. Please refer to that form in earlier pages of this document for review.