
**Texas Tech University
Counselor Education Program**

**CLINICAL MENTAL HEALTH COUNSELING
MED Student
FIELD EXPERIENCES HANDBOOK**

2013-2014

**Texas Tech University
College of Education
Counselor Education Program
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Introduction

The Counselor Education Program is one of six degree programs in the Department of Educational Psychology and Leadership (EP&L) in the College of Education (COE) at Texas Tech University. The program was established to prepare professional counselors at the master's (MEd) and doctoral (PhD) levels. The master's-level program in counselor education offers two counseling tracks, School Counseling and Clinical Mental Health Counseling. The doctoral level (PhD) has one track, a basic counselor education program. The degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Mission

The Counselor Education Program was founded to prepare professional counselors who are knowledgeable in counseling theories and techniques and who can implement counseling theories into successful counseling practice, who are committed to respecting diversity among all people, and who ascribe to the highest of ethical standards and practice.

The Model

At the master's level, the outcome for the graduates is that they will successfully develop and implement a Treatment Plan (Clinical Mental Health Counseling) and understand and implement the ASCA National Model (School Counseling). At the PhD level, the outcome for the graduates is that they can develop and implement an Advocacy and Social Justice Leadership Plan. This model complements the College of Education theme, Leading a Revolution in American Education, for inherent in this theme is the concept of change in the preparation of educators. Similarly, inherent in the Counselor Education mission is the intent to target higher order outcomes to involve change that will enhance the employability and success of the graduates when they enter their careers as professional counselors.

Trademark Outcomes

The Counselor Education faculty identified the following trademark skills for the MEd programs:

For School Counseling, the trademark skill is:

- *Implementation of the American School Counselor Association (ASCA) National Model.*

For Clinical Mental Health Counseling, the trademark skill is:

- *Create and implement treatment plans and programs to serve the needs of clients, communities, and agencies where our students are and will be employed.*

The Counselor Education faculty identified the following trademark skill for the PhD program:

For the PhD, the trademark skill is:

- *Implementation of Advocacy and Justice Leadership activities that impact the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.*

Section 1: Checklist for Applying and Preparing for Practicum and Internship in Counseling

Be sure you complete all of the following steps:

- _____ 1. Obtain the *Clinical Mental Health Counseling Field Experience Handbook* (Counselor Education/Clinical Webpage)
- _____ 2. Thoroughly read all the materials in this *Handbook*
- _____ 3. Complete the Self-Inventory included in this *Handbook* on page 15. This inventory will assist you in the interview process and in how to select a site.
- _____ 4. Make an appointment with the Clinical Director, Dr. Bret Hendricks (bret.hendricks@ttu.edu), if you have questions about practicum or internship placement.
- _____ 5. Consult the “Field Site Data Base” which is available online at www.educ.ttu.edu/academic-programs.
- _____ 6. Identify approximately three sites, from the data base, to interview for possible practicum/internship placement. If there is a site of interest not listed, provide (6 months in advance) the contact information to the Clinical Director, Dr. Hendricks, to initiate the approval process.
- _____ 7. Once you have selected three clinical sites which interest you, please call each of the sites to make appointments for an interview at each site.
- _____ 8. Once you have identified a site or sites at which you are planning to obtain clinical hours, contact the Clinical Director, Dr. Bret Hendricks (bret.hendricks@ttu.edu) to inform him that you have been offered a clinical site as the result of an interview.
- _____ 9. Complete the reservation form for practicum/internship **at least six months** (See Section 3) before beginning your practicum/internship and submit the form to Dr. Gould in COE Room 205.
- _____ 10. Obtain liability insurance (See Section 2.G). Give a copy of insurance page showing coverage to the faculty instructor on the first day of class.
- _____ 11. All students enrolling in clinical courses (EPCE 5360 or EPCE 5094) must complete and submit a reservation form at least one semester prior to enrollment in the course. **All students wishing to enroll in EPCE 5360 or EPCE 5094 must be admitted to the Counselor Education Program and have completed all prerequisite and co-requisite coursework.** The reservation form must be submitted to Dr. L.J. Gould (806-834-4224) before you may be registered for practicum or internship.
- _____ 12. All students should sign page 18 of this *Handbook*. Each student should then make a copy of this attestation and submit the original, along with their reservation form and proof of counseling liability insurance to Dr. Gould (Room 216). You may leave the attestation in Dr. Gould’s mailbox by taking them to the COE mailroom (1st Floor).

Please note you cannot register for practicum or internship online. Students are given permission to register on a first come, first enrollment basis depending on the day/time that the Reservation Form was submitted. As per CACREP standards, a maximum number of students are permitted to enroll in each class. Therefore, students must complete the Reservation Form early (one semester) as classes fill quickly.

Clinical Director Dr. Bret Hendricks
Office: COE 215
Phone: (806) 834-1744

For office hours, contact:
Dr. L.J. Gould
(806) 834-4224

***NOTE: SOME INTERNSHIP SITES REQUIRE APPLICATIONS AND TRAINING 3-4 MONTHS IN ADVANCE OF THE BEGINNING OF PRACTICUM/INTERNSHIP.**

Section 2: Application Guidelines for Counselor Education Practicum and Internship

These Guidelines apply to all TTU students enrolled in the MEd program in the Clinical Mental Health Counseling Program in Counselor Education. Separate Handbooks are available for the School Counseling and PhD in Counselor Education programs.

Counselor Education students, especially those enrolled in practicum or first internship, should carefully read and follow the guidelines described herein. Failure to follow these guidelines may result in delays in enrolling for practicum/internship and/or a less than satisfactory practicum/internship experience.

Preparation Steps:

Students should begin to make preparations for their first practicum approximately **six months** before the semester in which they plan to enroll. Preparations include the following:

- A. Obtain a copy of the *Clinical Mental Health Counseling Field Experiences Handbook* (obtain this Handbook from the clinical website). Review and become familiar with the information in the Handbook.
- B. Fill out the appropriate **Counseling Practicum and Internship Reservation Form** and return it to Dr. L.J. Gould (806-834-4224) six months before beginning your first practicum/internship. A reservation form is included with this Handbook. If you have questions, please make an appointment with the Clinical Director (Dr. Hendricks, Room 215, 806-834-1744).
- C. Consult the **Practicum and Internship Field Site Data Base** by following the link on the Counselor Education website (www.educ.ttu.edu/epce). The database contains information on TTU approved internship field sites. The site information is in a .pdf file at this time. ***NOTE*: If the site is not listed, you must contact the Clinical Director before signing a contract with the site.**
- D. Complete the **Self-Inventory for Practicum/Internship**. This form, (see page 15 of this *Handbook*) is provided for the student's self-review. Students should complete the form before seeking a field site.
- E. If your site is new or if your supervisor is new, confirm clinical approval status with the Clinical Directory (Dr. Hendricks). All practicum/internship sites and site supervisors must be approved by the Clinical Director prior to beginning of the practicum/internship class.
- F. Attend the Counselor Education **Clinical Orientation** session held on campus in the fall or spring semester prior to your enrolling in practicum.
- G. Obtain Counselor Professional Liability Insurance. You may obtain liability insurance from an insurance company endorsed by a counseling association. This insurance must be obtained at least **three months** before beginning your practicum/internship. You cannot begin your practicum/internship without this insurance. *Submit proof of insurance to Dr. Gould*

Liability insurance may be obtained from:

- American Counseling Association (ACA) 1-800-347-6647 ext. 222
This insurance is available at a reasonable rate for members of the ACA.
- Texas Counseling Association 1-800-580-8144
- Information about other providers and coverage is available from the Texas Department
of Insurance 1-800-252-3439

- H. Registration: Students register for EPCE 5360, Practicum in Counseling, for their first clinical experience. For their next two clinical experiences, students register for EPCE 5094, Counseling Internship (six semester hours total, divided into a minimum of two 3-semester hour courses taken over a minimum of two semesters). **Students cannot enroll in more than three hours of practicum or internship each semester (including summer).**
- I. Enrollment: Student majoring in School Counseling must complete 1 practicum and 2 internship classes in a school and be supervised a minimum of one hour each week by a certified school counselor with a minimum of two years school counseling experience. Please note that students enrolling in internships during the summer must spend 12 weeks (usually May 1 – July 21) in a school site and be supervised weekly by a certified school counselor.
- J. Enrollment: Students majoring in Clinical Mental Health Counseling must complete one (1) practicum and two (2) internship classes in a clinical mental health counseling setting. The student must be supervised by an approved site supervisor with a Master’s Degree in counseling (or equivalent degree) and two years of experience.
- K. Enrollment: Students completing a dual major (Clinical Mental Health Counseling and School Counseling) must complete two (2) practica classes and four (4) internship classes in accordance with the procedures described in items I and J. Also, the student must complete all courses required in both tracks (usually this means an extra 15 semester hours).

Section 3: Practicum/Internship Reservations Forms

The reservation forms for the Clinical Mental Health Counseling practicum and internship courses are provided in the *Field Handbooks Appendices* (see Appendix A), which can be downloaded from the website. Please complete the appropriate reservation form and return it to Dr. L.J. Gould (Room 216) one semester before beginning your first practicum/internship. Fill out **one** form for each semester you plan to enroll in a clinical course. **Photocopy forms from the Handbook as needed.**

Section 4: Field Site Guidelines for Counselor Intern and Practicum Students

Obtaining a Field Site

The Clinical Coordinator and the Counselor Education faculty will assist prospective counseling interns in obtaining potential internship sites by providing information about approved sites and discussing questions about potential sites.

The faculty's policy regarding interns obtaining a field site is that this process is a joint responsibility of the faculty and the student. The Clinical Coordinator, Dr. Hendricks, will provide initial site information via the on-line **Field Site Database**. It is the student's responsibility to use this information to select their sites and to schedule interviews for potential practicum or internship site placement. It is the student's responsibility to contact the Counselor Education faculty or Clinical Coordinator for assistance as needed. Students may request that the Clinical Coordinator make a follow-up contact, (if necessary) in obtaining a new site for an internship. If the student has been unable to obtain a field site after several interviews, he or she should contact the Clinical Coordinator for further assistance.

Please note that practicum and internship sites for direct and indirect hours must be in Lubbock or the Lubbock area (located in an area no more than 60 miles from Lubbock). Sites in Lubbock and the Lubbock area must be reviewed individually and must be approved by the Clinical Director at least one semester prior to enrollment in the practicum or internship.

Prospective counselor interns and practicum students should complete the following steps in obtaining a field site:

- A. Review the **Field Site Database**. Identify three sites where you wish to interview for a field site placement.

If you have information about a potential field site not listed in the Database, please contact the Clinical Coordinator (Dr. Hendricks) about the procedures for contacting the site. Additional directions for obtaining an internship field site are given in this *Handbook* in the section titled *Field Site Guidelines for Counseling Interns*. All practicum and internship classes require enrollment and class attendance at Texas Tech. (Techniques, Practicum and Internship are three of the courses that may not be transferred from another school to TTU.)

To be eligible to be a Site Supervisor, the Site Supervisor must have a master's degree in counseling or a closely related field, appropriate license, and a minimum of two years of (post-master's) professional counseling experience and be available to supervise the intern or practicum student a minimum of one hour/week. To be eligible to be a Site Supervisor for PhD students, the supervisor must have a doctorate degree and two years professional counseling experience. The Site Supervisor cannot be a friend, family member or current EPCE student.

- B. Interviews

Make appointments for interviews with the appropriate contact persons at the counseling sites you selected in Step A. General instructions for the interview are:

- (1) Be prepared to talk about your preparation for participation in the practicum or internship. For example, provide a list of courses that you have completed or are in the process of completing. Describe any counseling or related experiences you have had. It is advisable to prepare a resume listing your academic preparation as well as other pertinent information about yourself. Remember that this is a professional interview, and you should to present yourself accordingly.
- (2) Before attending the interview, please read and become familiar with all of the information in this *Handbook*. Please note that when you visit with the Site Supervisor, you should inform the Site Supervisor that you need to be able to participate (under supervision) in a variety of direct counseling (individual, group, family) and indirect counseling experiences (staffing, in-service, workshops, intakes, interviews, assessments, treatment planning etc.) as appropriate to your training and the site's needs.

You should also inform the site supervisor that Practicum (EPCE 5360) requires that you obtain a total of 100 hours at the site during the semester. **Please note that these hours must be accumulated evenly throughout the semester, and cannot, therefore, be obtained in one or two months.** From the total 100 hours, a total of **40 hours** must be obtained in direct counseling with clients. The remaining **60 hours** may be obtained from indirect counseling (staffing, intakes, etc.) or from direct counseling. **Ten (10) hours of group counseling are required for practicum.** In order to obtain your 100 hours at the site, you will need to spend at least seven (7) to eight (8) hours per week at the site, with three (3) to four (4) hours each week obtained in direct counseling with your clients.

Internship (EPCE 5094) requires that you spend 300 hours at the site each semester. **Please note that these hours must be accumulated evenly throughout the semester, and cannot be obtained in one or two months.** From the total 300 hours, a total of **120 hours** must be obtained in direct counseling with clients. The remaining **180 hours** may be obtained in indirect or direct counseling. In order to obtain the 300 hours, you will need to be at the internship site 20 – 22 hours each week with 10 – 12 hours each week being spent in direct counseling with your clients.

Both practicum and internship classes require that in addition to class work/class supervision at the university, you must meet a minimum of one hour of regularly scheduled supervision with your Site Supervisor each week.

- C. You may receive and tentatively accept an internship appointment at the time of your interview or the Field Site Supervisor may give you a specific time when he or she will get back to you. Otherwise, you should wait about a week to hear from the Site Supervisor, and then you might call the Supervisor to see if a decision has been made.
- D. After you have received oral confirmation from the contact person at the field site, you should give this information to your university supervisor (faculty). The university supervisor (faculty) will then contact the Site Supervisor and make arrangements for a formal, written confirmation of your field site placement. Be sure that you and the Site Supervisor have agreed on the beginning date for your practicum or internship. Some sites require preliminary training two to three weeks before the semester begins. Also many sites require a criminal background check which may take up to four weeks. Please note that decisions made from information gathered in a criminal background search are made by the site (not TTU or the Counselor Education Program).
- E. If you have questions, concerns, or difficulties anytime during the above process, be sure to contact your assigned university instructor or the Clinical Coordinator for advice and assistance.
- F. During the practicum/internship experience at your site, your Site Supervisor has supervisory and administrative responsibility for field site activities. Your university faculty instructor will stay in phone contact with your field Site Supervisor as necessary. The faculty instructor will not generally visit your site during your internship (unless this is necessary or desirable) or unless the field site supervisor or you request a visit. At the middle and end of the semester, the field site supervisor will complete an evaluation form on your practicum/internship activities. You will also evaluate your own work, the supervisor's work, the instructor, and the site.
- G. If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during your practicum/internship experience, you should inform your university instructor (faculty) immediately. It is the responsibility of the university instructor to work with you and the field site supervisor to properly handle and resolve any special problems or concerns.

- H. At the beginning of the semester in which you are enrolled in internship, the faculty instructor will give you more specific guidelines about the extent to which you are expected to discuss field site issues during on-campus group and individual supervision.

NOTE: The maximum number of internship hours that may be enrolled in during a semester is three (3) hours. The CACREP standards also require that field experiences extend over a minimum of three (3) semesters, which for TTU Counselor Education includes one (1) semester of practicum and two (2) semesters of internship. You cannot enroll in six (6) hours of internship during one semester (fall, spring, summer).

Section 5: Clinical Supervision Guidelines for Site Supervisors

Introduction

These guidelines are designed for Site Supervisors who agree to provide clinical supervision to counseling students in the master's and doctoral programs in Counselor Education at Texas Tech University. The guidelines briefly describe the training/educational objectives of the practicum and internship classes and the roles and responsibilities of Site Supervisors in helping students achieve these objectives.

General Structure of Practicum/Internship

Texas Tech University's Counselor Education Program requires all candidates for the master's degree in Clinical Mental Health Counseling to complete a supervised counseling practicum and internship experience. At the master's level, the requirement is a supervised three (3) semester sequence of practicum and internship. The first semester begins with a 100 hour practicum (EPCE 5360) in which practicum students are expected to gain initial experiential familiarity with counseling responsibilities, primarily by way of observation and counseling practice, guided learning of site practices and procedures, and guided participation in site activities. The second semester constitutes the beginning of the internship (EPCE 5094) and requires 300 hours of supervised counseling and related responsibilities with clients. The third semester is a continuation of the counseling internship and involves 300 hours of supervised counseling and related activities.

Minimum Counseling, Clinical and Supervisory Requirements

1. Practicum students must have direct counseling experiences with a minimum of three or four clients each week, where issues are primarily adjustment reactions and mild clinical symptoms. An opportunity for a total of 10 hours of group work must also be arranged.

NOTE: Approximately the first three weeks of the practicum student's first semester is an initial clinical experience during which time the student is participating primarily by way of observation. Thereafter, the student should be given supervised responsibility for counseling activities.

2. Internship students must have direct counseling experience with clients approximately 20-22 hours per week in a mental health counseling setting/agency for a total of 120 direct hours and 180 indirect hours.
3. Both internship and practicum students must have the opportunity to provide on-going counseling with three to four clients over several sessions. Students should not be restricted to only intake interviews, but instead, they should have the opportunity to engage in the full range of counseling activities that the field site offers to clients.
4. In addition to the above minimum expectations, the intern should be given as much opportunity as possible for substantial counseling and counseling-related activities.
5. All practicum students and internship students must receive at least one hour per week of individual supervision from a licensed counselor or other mental health professional and one and one half hours of

group supervision at the university. Practicum students must spend an additional one hour per week in supervision with the university faculty or doctoral counseling student (see Supervisor's Role, below).

6. Specific required experiences for school counseling interns seeking the Texas LPC:
 - A. A minimum of 100 hours in practicum in a school and a minimum of 100 hours in a clinical mental health counseling setting (200 hours total, 100 hours at each agency and school site).
 - B. A minimum of 600 hours of internship must be completed in a school setting over a minimum of two semesters.
 - C. A minimum of 600 hours of internship must be completed in a clinical mental health counseling agency/setting.

Goal and Objectives of the Supervised Clinical Practice in Counseling

In addition to supplementing and enriching classroom experiences, the supervised clinical experience is a method of training characterized by "doing." These experiences introduce and engage the counselor trainee in activities and judgments fundamental to counselors' regular professional responsibilities.

At the master's level, TTU offers counseling programs in Clinical Mental Health Counseling and School Counseling. Students enrolled in practicum and internship are placed in clinical mental health counseling (mental health/human service) agencies, schools (public/private) or university settings based on their program concentration.

Goal

The goal of the practicum/internship is to provide the student a transitional clinical/counseling experience by engaging in a practical, day-to-day work schedule under the close supervision of an approved Site Supervisor who can assist the student in refining professional skills, according to their level of career development. For practicum and internship students, this goal is focused on entry-level professional competencies. A very significant factor in the success or failure of an intern's clinical experience is the quality of supervision. Sensitivity to the professional needs and the particular personality of the trainee is recommended to create and foster an atmosphere facilitating professional growth. The clinical experience emphasizes the importance of:

- 1) working with actual cases to provide better understanding of services and professional conduct; and
- 2) training that remains educational in purpose, but is, by agency or institutional standards, productive.

Thus, through the joint efforts of the University Faculty, the counselor trainee, and the Site Supervisor, the trainee is supported in becoming a knowledgeable, skilled, and successful professional counselor. (**NOTE:** the term "agency" is used generically throughout this *Handbook* to refer to all types of human service agencies, Clinical Mental Health and private practice agencies, and corporate and government based counseling services.)

Objectives

The type of professional skill refinement the faculty hopes to observe in the trainee is suggested in the following objectives.

The intern/practicum-trainee will demonstrate:

1. clinical/counseling orientation and task competencies.
2. essential professional identity and ethical code competencies
3. interviewing and counseling (theory and practice) competencies.
4. assessment and appraisal skills.
5. essential vocational evaluation and adjustment competencies.
6. essential knowledge in the preparation and implementation of treatment plans.
7. essential case management competencies including knowledge of available references and resources.
8. consultation, administration, leadership, and psychoeducational competencies in accordance with the student's program emphasis and field site placement.
9. understanding of diversity issues and their importance to successful counselors.
10. adherence of the ethical standards and codes of ethics competencies (e.g., ACA)

Roles and Responsibilities

Site Supervisors are responsible for having knowledge of the goals and philosophies of the counseling profession and being supportive of these in their interaction with students. Since each student differs in personal and educational readiness and since each agency differs in its purpose, scope, and function, a uniform program of activity applicable to all field settings and all students cannot be outlined. However, the Site Supervisor should clarify clinical, counseling, consultation, managerial, and leadership responsibilities and expectations with the student. The Site Supervisor must provide at least one hour each week of individual supervision. The content and process of the agency supervision is determined on an individual basis between the student and site supervisor. University supervision will also be provided during the weekly meetings. Practicum students will receive individual supervision.

The Counselor Education program requires that the overall sequence of supervised clinical experiences be divided into three major phases: (1) orientation, (2) observation, and (3) participation. For master's practicum students enrolled in practicum (that is, those in their **first** semester of clinical experience), activities should begin with orientation and observation. For students enrolled in internship, (those in their second or third semester of clinical experience), the majority of experiences should be in the counseling participation. These categories of experiences no doubt will overlap.

The following activities, listed according to phase, are suggestions for the Site/Supervisor who is planning the student's program. The organization of each specific field setting and the past experience and knowledge of the supervisor in training students may alter the procedures.

A. Orientation

1. Physical Facilities (Tour of physical plant)
 - a. Counseling, clinical, guidance facilities
 - b. Files: charts, case folders, records, etc.
 - c. Supply room: supplies, equipment, forms, etc.
 - d. Reference/material: library, manuals, technical dictionaries, occupational information, vocational testing materials, etc.
2. Agency Functions and Services
 - a. History of agency
 - b. Support or income structure
 - c. Overview of services
 - d. Administrative organization
 - e. Acceptance or admission policy
 - f. Referral sources
 - g. Client population

- h. Reporting and statistical procedures
 - i. Policy regarding confidentiality
3. Agency Routines and Office Regulations
- a. Hours of work
 - b. Lunch times
 - c. "Breaks"
 - d. Holidays
 - e. Use of the telephone
 - f. Use of equipment and clerical personnel
 - g. Travel expenses
 - h. Signing in and out
 - i. Agency report schedules and their significance in agency administration
4. Staff (Introduction to)
- a. Managerial
 - b. Professional
 - c. Clerical
 - d. Personal interviews with administrator and department heads
5. Clients
- Site Supervisor may select several typical cases, current or closed, for study or analysis, as illustrations of agency function, clients served, and the counselor role

B. Observation

- 1. Interviewing
 - a. Intake or screening interviews
 - b. Counseling/therapy interviews
 - c. Interviewing involving clients differing as to disability, background, etc.
- 2. Procedures Involved in Assessment, Appraisal, and Diagnostic Testing
 - a. Medical
 - b. Psychological
 - c. Educational
 - d. Career
 - e. Social
- 3. Inter- and Intra-agency Case Conferences
- 4. Staff Meetings
 - a. Administrative
 - b. In-service training
- 5. Medical, Psychiatric, Psychological, Educational, and Social Work Consultations
- 6. Case Recording and Record-Keeping
- 7. Counselor "Field" Rounds (Provision of service)
 - a. Classroom visits
 - b. Community resources
 - c. State employment services

- d. Rehabilitation centers
 - e. Workshops, etc.
8. Managerial and Consultation Activities as they are appropriate to the intern's program emphasis and the nature of the field site.

C. Participation

- 1. With Clients
 - a. Interview: screening, intake, counseling and planning
 - b. Counseling: individual, ~~and~~ group; and family
 - c. Assessment and Appraisal
 - d. Psychoeducational or Developmental Guidance interventions
 - e. Follow-up
- 2. With Facilitating Personnel and Agencies
 - a. Individual consultation with other professional personnel
 - b. Intra-agency team conference
 - c. Inter-agency team conference
 - d. Managerial, consultation, and leadership activities
- 3. Criteria for Client Case Selection
 - a. It is the faculty's belief that cases of adjustment reactions and mild disorders are best for practicum students. Cases that are typically representative of those carried or served by the agency are appropriate for interns.
 - b. It might be best to select cases with a minimal number of reality limitations (transportation problems, limited time available for appointments, reluctance to come on the part of the client, etc.) so that students can accrue experience on a consistent basis.
 - c. In the clinical setting, the student should be involved in both new and on-going client relationships. The EPCE faculty encourages clinical students to have a diversity of clinical experiences in practicum and internship; thus, students should counsel with clients throughout the span of the counseling relationship, including intake and assessment, counseling, termination and aftercare. It should be noted that student's clinical experiences should not be predominately comprised of assessment and intake.
 - d. The cases selected need to have some prospect for change or movement so that the student experiences some degree of success.
 - e. It would be best if the nature of the problem is such that the student and client can work through to the solution and develop a plan of action.
 - f. As the student gains self-confidence and skill, increasingly complex cases can be assigned.
 - g. Case selection may be based upon the supervisor's judgment to facilitate student learning.
 - h. The student should always, in supervision, inform the site supervisor and the university clinical supervisor if they feel overwhelmed in a therapeutic setting or with a particular client situation.

D. Student's Role

Students should arrange their work schedule to conform to agency and university requirements with precedence being given to attendance at university classes in which students are enrolled. Agency policy regarding dress, time of arrival and departure, confidentiality of information, holiday and "coffee break" time, notification in case of illness, etc. should be followed. While students are not required to be at the agency during official university vacation periods (e.g., winter and spring breaks), this **must** be discussed in advance with the Site/Supervisor so that the supervisor is aware that students are available during the university schedule and are not expected to work during university holidays.

Students are expected to engage in all of the activities normally engaged in by the agency's staff and counselors, at a level commensurate with their experience and responsibility. Although Clinical Mental Health agency personnel retains ultimate responsibility for case disposition, interns should be encouraged to exercise independent judgment as often as possible.

E. Supervisor's Role

It has been found that supervised clinical experience is most effective for the student and the agency if the agency appoints a qualified and interested staff counselor/supervisor to supervise the student's counseling and provide general guidance. It is the counselor in the agency who has the history and understanding of the agency's policies. For example, a supervisor would be beneficial to the student in helping to explore general reactions to the various roles a counselor is asked to assume and to follow agency policies and procedures, in discussing present and new cases, and in adjusting to developments in the counseling profession. The student interns need a one hour weekly supervision session scheduled each week for supervisor-student consultation. Additionally, the supervisor should be available to the student at other times for less formal assistance. The supervisor, as a representative and advocate for the agency and the counseling profession, can help the student find a series of experiences that would be instructive to the counselor. The supervisor may use the student's performance in these activities as an objective basis by which to evaluate the student at the end of the semester.

F. University Role

In addition to the practicum/intern student's field site, the student also spends time each week in individual supervision with the university supervisor or **doctoral student** and **in group supervision** during the class session. The university delegates supervisory and administrative responsibility for field site activities to the Site Supervisor. The university faculty instructor for the practicum/internship will stay in phone contact with the Site Supervisor as necessary and desirable. The faculty instructor will not generally visit the field site during the internship, unless this is necessary or desirable, or the Site Supervisor or intern requests a visit. At the middle and end of the semester, the Site Supervisor will complete an evaluation form on internship activities. (Copies of this form are on the website and the student is responsible for providing these forms to the field Site Supervisors at the beginning and end of the semester.)

As mentioned above, the university provides regular individual and group supervisory sessions at which students are expected to present and discuss cases accompanied by tape-recorded interviews. The agency is asked to authorize, with written client permission, the taping of field site counseling sessions for on-campus supervision. Portions of the tape may be played in class for educational purposes. The group supervision sessions are in the format of a 1-1/2 hour per week group supervision seminar that runs concurrently with other practicum/internship activities. Site Supervisors are welcome to attend the on-campus group supervisory meetings, especially when their supervisee is presenting agency cases for discussion. While course guidelines may vary depending on the faculty member teaching the course, the overall objectives are basically the same for all sections of practicum/internship.

G. Special Problems

If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during the practicum/internship, the Site Supervisor should contact the university practicum/internship faculty instructor immediately as warranted by the nature of the problem. It is the responsibility of the university faculty instructor to work with the field site supervisor and the practicum/internship student to resolve any special problems or concerns.

Impairment

According to the *ACA Code of Ethics* (2005), counselors (students) and counselors-in-training do not offer counseling services to clients when their physical, mental, or emotional problems may harm a client or others (see Sections C.2.g and F.8.b). It is the responsibility of the counselor or counselor-in-training to be aware of signs of impairment, seek assistance for their problems, and notify program supervisors that they are unable to provide acceptable services to clients. Counselors and counselors-in-training should seek appropriate professional services to remediate the problem(s) interfering with their ability to provide services.

It is the policy of the Counselor Education program that if a student has a physical, mental or emotional problem that could potentially harm clients or others, that student will be prohibited from seeing clients until the student has completed a remediation plan. For example, it is the policy of the Counselor Education program that if a student has a documented relapse or a self-reported relapse, she or he will not see clients until a remediation plan is successfully completed, and the student can provide verified documentation of at least one year of “clean” time. While the student is in treatment, the student must give permission for his or her therapist to report on the student’s progress at specified times.

H. Summary

The practicum/internship experience is considered a vital part of the academic programs in Counselor Education at Texas Tech University. It offers the opportunity to implement theory into practice and serves as a catalyst for personal and professional growth necessary for entry into the counseling profession. The Counselor Education Program faculty are very grateful for the professional service that Site Supervisors provide to counseling practicum/internship students in this critical phase of their professional education and training.

Section 6: Summary of Field Site Requirements

Prospective practicum/internship students may use this summary as a quick information guide in their interview with a Site Supervisor. This summary represents only an excerpt of all requirements and guidelines which students should be sure to read thoroughly.

Although not required, students enrolled in internship should consider counseling at one site for both semesters of their internship. This enables the student to eventually work as a regular staff member and develop ongoing client contact. The specific requirements are as follows:

1. After adequate orientation and training, students should be involved in the full range of counseling activities and services offered by the site. The university recognizes that the service will vary depending on the philosophy and goals of the site and the clients served. Typically these services include:

- a. Individual counseling
 - b. Group counseling
 - c. Career development
 - d. Appraisal and assessment
 - e. Information dissemination
 - f. Staff meetings
 - g. In-service training
 - h. Consulting
 - i. Referral
 - j. Program development and evaluation
 - k. Maintaining records
 - i. Developing and implementing treatment plans
2. During the semester that the student is enrolled in practicum, the student must spend at least 100 hours in practicum experiences. This includes time spent at the site and time spent at the university individual supervision sessions. From the 100 hours, a minimum of 40 hours must be spent in direct counseling.
 3. During the two semesters of enrollment in internship, students must spend a minimum of 300 hours at the internship site each semester. This includes time spent at the site (20-22 hours per week) and time spent in the classroom seminar and supervision sessions. Interns are also expected to see a minimum of eight (8) clients per week. From the total of 300 hours required for internship each semester, a minimum of 120 hours must be spent in direct counseling.
 4. After obtaining the client's written permission, students must tape their counseling sessions. These site tapes may be used for supervision at the university and should be helpful for the Site Supervisor. A consent to record must be included in the client's file.
 5. All students must receive at least one hour per week in individual supervision with their Site Supervisor. The Site Supervisor must have at least a master's degree in counseling or a related field (psychology, social work), an appropriate license or certification, and at least two years professional counseling experience.
 6. The Site Supervisor must complete an evaluation of the student counseling skills at the middle and at the end of each semester.
 7. At the end of the semester, the student is completes an evaluation rating of the site by (1) the Site Supervisor, (2) university supervisor, and (3) the site.
 8. The university faculty member will stay in phone contact with the Site Supervisor as necessary and desirable. The faculty member may visit the site during the semester to discuss the student's progress.
 9. Students will maintain a log that outlines all practicum and internship activities (see Section 8, Student Record Forms). The Site Supervisor will review and sign the log during the semester to verify that the log is accurate.
 10. In addition to the on-site activities, students meet weekly in class on campus under the supervision of a university faculty member where cases are discussed and tapes are reviewed. Practicum students also receive individual supervision from the university faculty member or an advanced doctoral student. Specific requirements are outlined each semester in the course syllabus.

9. I feel most comfortable in a working environment with the following characteristics:
10. I have had the following professional or volunteer experience and/or course work related to counseling:

11. My personal areas of strength and weakness which should be considered in the site selection process include:

Strengths:

Areas for improvement:

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

Section 8: Student Record Forms

The forms for Practicum and Internship are in a separate handbook titled *Field Handbook Appendices* that is to be downloaded at www.educ.ttu.edu/epce along with this *Handbook*. The Appendices contain the following forms:

- Appendix A Reservation Forms for Practicum and Internship**
 - Master's Practicum in Clinical Mental Health Counseling
 - Master's Practicum in School Counseling
 - Master's Internship in Counseling
 - Doctoral Practicum/Internship in Counseling

- Appendix B Practicum/Internship Agreement Forms**
 - Supervisor/Student Counselor Agreement
 - Site Supervisor Information Collection Form
 - Practicum/Internship Agreement

- Appendix C Evaluation Forms**
 - Evaluation Forms Description
 - Student Intern Evaluation
 - Site Supervisor Evaluation
 - Counseling Site Evaluation

- Appendix D Practicum/Internship Hours Forms**
 - Practicum Student Record
 - Internship Student Record
 - Practicum Log
 - Internship Log
 - Doctoral Practicum/Internship Log

- Appendix E Practicum/Internship Tape Forms**
 - Internship Tape Evaluation
 - Counselor-in-Training Feedback Form
 - Interview Record Form
 - Counseling Release – Adult
 - Counseling Release – Minor
 - Skill Hierarchy Frequency Sheet

- Appendix F Miscellaneous**
 - Counseling Hierarchy
 - Clinical Experiences Chart
 - Counselor/Client Agreement Form (Sample)

I _____ hereby certify that I have read
(Print name)

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

(Signature)

(Date)