I. Course Description

CNEP 5698, Internship. A minimum of 600 clock hours of supervised counseling experiences, including 240 hours of direct service with clients. Clinical setting must be approved and appropriate to the student’s emphasis. The semester prior to enrollment, the student must complete the internship application process. Prerequisites: CNEP 5397 and CNEP 5381. Additional prerequisites include CNEP 5316 for School Counseling program emphasis; CNEP 5319 for the Clinical Mental Health program emphasis; CNEP 5320 and CNEP 5322 for the Marriage, Couple and Family Counseling program emphasis; and, CNEP 5312 and CNEP 5313 for the Addictions program emphasis.

Course Requirements for One Semester of Internship (3 semester hours): substantial progress towards 300 clock hours of supervised counseling experiences for Internship I and completion of 600 clock hours of supervised counseling experiences for Internship II, including 240 hours of direct service with clients across a minimum of two semesters of Internship (6 hours credit).

II. Rationale

This course is designed to provide an internship experience to meet certification and licensing requirements. This internship must provide opportunities for direct counseling experiences. Supervision is provided to assist the student in managing cases, improving counseling skills, and dealing with professional issues.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

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.

Standard III Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program 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.

IV. TExES Competencies

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.
**Competency 009 (Collaboration with Others in the School and Community):** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**V. Course Objectives/Learning Outcomes**

*This course is designed to meet CACREP standards and enable students to demonstrate understanding of the following objectives. Standards shown in bold type will be specifically assessed in this course, and SLOs are provided for each.*

1. CACREP Standard II-G-1-b Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.
2. CACREP Standard II-G-1-c Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster, or other trauma-causing event.
3. CACREP Standard II-g-1-d Self-care strategies appropriate to the counselor’s role.
4. **CACREP Standard II-G-1-e Supervision models, practices, and processes.**
5. SLO: Students will demonstrate understanding of a variety of supervision models and practices by completion of a research paper, with a grade of Acceptable (70 or above).
6. CACREP Standard II-G-1-f Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases.
7. CACREP Standard II-G-1-g Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
8. CACREP Standard II-G-1-h The role and process of the professional counselor advocating on behalf of the profession.
9. CACREP Standard II-G-1-i Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
10. CACREP Standard II-G-1-j Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
11. CACREP Standard II-G-2-d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
12. CACREP Standard II-G-2-e Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.
14. CACREP Standard II-G-5-a An orientation to wellness and prevention as desired counseling goals.
15. CACREP Standard II-G-5-c Essential interviewing and counseling skills.
16. CACREP Standard II-G-5-g Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

In addition to the objectives listed above, the internship student will satisfy the following objectives based on their area of emphasis:

**School Counseling Internship**

As a result of doing practicum and/or internship in a school setting the student will be able to meet CACREP School Counseling Standards and demonstrate the following:

1. CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. CACREP Standard D-1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
3. **CACREP Standard D-2** Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
4. *SLO:* School counseling students will provide individual and group counseling as well as classroom guidance, designed to promote development of students, as assessed by a rating of good or above from the site supervisor on specific items on the mid-semester and final evaluation.
5. CACREP Standard D-3 Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
6. **CACREP Standard D-5** Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
7. *SLO:* School counseling students will demonstrate recognition of limitations and willingness to seek supervision or refer when appropriate, as assessed by a rating of good or above on specific items on the final evaluation by the instructor and by a rating of Acceptable on reflection papers.
8. **CACREP Standard F-1** Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
9. *SLO:* Students will demonstrate multicultural competencies in all facets of their work with student learning and development, as assessed by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.
10. CACREP Standard F-2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
11. CACREP Standard F-4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
12. **CACREP Standard H-1** Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
13. *SLO:* Students will assess and interpret their students’ strengths and needs, including uniqueness across a diverse and multicultural population, as assessed by a rating of good or above on specific items on the mid-semester and final evaluation by the site supervisor and the final evaluation by the instructor.
14. CACREP Standard H-3 Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

15. CACREP Standard H-4 Makes appropriate referrals to school and/or community resources.

16. SLO: Students will make appropriate referrals, as assessed by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

17. CACREP Standard H-5 Assesses barriers that impede students’ academic, career, and personal/social development.

18. SLO: Students will assess barriers that are impediments to their students’ academic, career, and personal/social development, as evidenced by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

19. CACREP Standard L-1 Conducts programs designed to enhance student academic development.

20. SLO: Students will conduct programs designed to enhance student academic development, as assessed by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

21. CACREP Standard L-2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

22. SLO: Students will utilize strategies and activities to prepare students for postsecondary options and opportunities, as evidenced by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

23. CACREP Standard L-3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

24. SLO: Students, when providing programs and classroom guidance, will utilize differentiated instructional strategies that draw on subject matter as well as pedagogical knowledge and skills as assessed by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

25. CACREP Standard N-1 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

26. CACREP Standard N-2 Locates resources in the community that can be used in the school to improve student achievement and success.

27. CACREP Standard N-3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

28. CACREP Standard N-4 Uses peer helping strategies in the school counseling program.

29. CACREP Standard N-5 Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

30. CACREP Standard P-1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

31. CACREP Standard P-2 Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
Clinical Mental Health Counseling Internship
As a result of doing practicum and/or internship in a community counseling setting, the student will be able to meet CACREP Clinical Mental Health Counseling Standards and demonstrate the following:

1. CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. CACREP Standard B-2 Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.
4. CACREP Standard D-1 Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
   SLO: Students will demonstrate the ability to utilize principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling, as assessed by ratings of adequate on tapes and acceptable on case presentations, as well as by mid-semester and final evaluations from site supervisors and instructor.
5. CACREP Standard D-2 Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
6. CACREP Standard D-3 Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
   SLO: Students will promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities, as evidenced by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.
7. CACREP Standard D-4 Applies effective strategies to promote client understanding of and access to a variety of community resources.
   SLO: Students will utilize effective strategies that promote client understanding of and access to community resources, as evidenced by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.
8. CACREP Standard D-5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
9. CACREP Standard D-6 Demonstrates the ability to use procedures for assessing and managing suicide risk.
10. CACREP Standard D-7 Applies current record-keeping standards related to clinical mental health counseling.
11. CACREP Standard D-8 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
12. CACREP Standard D-9 Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
Students will recognize their limitations as a clinical mental health counselor and will seek supervision or refer clients when appropriate, as evidenced by ratings of acceptable on reflection papers assessed by the course instructor.

13. CACREP Standard F-1 Organizes information regarding community resources to make appropriate referrals.
   SLO: Students will organize and maintain appropriate information regarding community resources in order to make appropriate referrals for their clients, as evidenced by ratings of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

14. CACREP Standard F-2 Applies policies, programs, and services that are equitable and responsive to the unique needs of clients.
   SLO: Students will apply policies, programs, and services that are equitable and responsive to the unique needs of clients, as evidenced by ratings of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

15. CACREP Standard F-3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

16. CACREP Standard H-1 Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

17. CACREP Standard H-2 Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

18. CACREP Standard H-3 Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
   SLO: Students will screen for addiction, aggression, co-occurring mental disorders, and danger to self and/or others, as appropriate, as measured by ratings of good or above on mid-semester and final evaluations of site supervisors and final evaluations of instructor.

19. CACREP Standard H-4 Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

20. CACREP Standard J-1 Applies relevant research findings to inform the practice of clinical mental health counseling.

21. CACREP Standard L-1 Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

22. CACREP Standard L-2 Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

23. CACREP Standard L-3 Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Marital, Couple, and Family Counseling Internship
As a result of doing practicum and/or internship in a setting providing marriage and family services, the student will be able to meet CACREP Marital, Couple, and Family Counseling Standards and demonstrate the following:
1. CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

2. CACREP Standard B-2 Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems.

3. CACREP Standard C-4 Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

4. CACREP Standard D-3 Uses systems theories to implement treatment, planning, and intervention strategies.

5. CACREP Standard D-5 Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.
   
   SLO: Students will maintain client confidentiality and limits thereto, and demonstrate understanding of legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice, as evidenced by ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.

6. CACREP Standard D-6 Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.
   
   SLO: Students will recognize their limitations as a marriage, couple, and family counselor and seek supervision or refer clients when appropriate, as evidenced by ratings of acceptable on reflection papers assessed by the course instructor.

7. CACREP Standard F-1 Demonstrates the ability to provide effective services to clients in a multicultural society.
   
   SLO: Students will provide effective services to clients in a multicultural society, as evidenced by ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.

8. CACREP Standard F-2 Maintains information regarding community resources to make appropriate referrals.

9. CACREP Standard F-3 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

10. CACREP Standard F-4 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

   SLO: Students will modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families, as evidenced by ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.

11. CACREP Standard H-1 Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective.

   SLO: Students will apply skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective, as evidenced by evaluations of case presentations and the final evaluation of the course instructor.
12. CACREP Standard H-2 Uses systems assessment models and procedures to evaluate family functioning.
13. CACREP Standard H-3 Determines which members of a family system should be involved in treatment.
14. CACREP Standard J-1 Applies relevant research findings to inform the practice of marriage, couple, and family counseling.
15. CACREP Standard J-2 Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.
16. CACREP Standard J-3 Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

Addictions Internship

As a result of doing internship in a setting providing addictions counseling services, the student will be able to meet CACREP Addictions Counseling standards and demonstrate the following:

1. **CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.**
   
   **SLO:** Students will act in accordance with ethical and legal standards in addictions counseling, as evidenced by ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.

2. CACREP Standard B-2 Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

3. **CACREP Standard D-1 Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.**
   
   **SLO:** Students will demonstrate the ability to utilize principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling, as assessed by ratings of adequate or above on tapes and acceptable on case presentations, as well as by mid-semester and final evaluations from site supervisors and instructor.

4. **CACREP Standard D-2 Individualizes helping strategies and treatment modalities to each client’s stage of dependence, change, or recovery.**
   
   **SLO:** Students will individualize helping strategies and treatment modalities to each client’s stage of dependence, change, or recovery, as assessed by ratings of adequate or above on tapes and acceptable on case presentations, as well as by mid-semester and final evaluations from site supervisors and instructor.

5. **CACREP Standard D-3 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.**
   
   **SLO:** Students will provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders, as assessed by as assessed by ratings of adequate or above on tapes and acceptable on case presentations, as well as by mid-semester and final evaluations from site supervisors and instructor.

6. **CACREP Standard D-4 Demonstrates the ability to use procedures for assessing and managing suicide risk.**
7. CACREP Standard D-5 Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.
   SLO: Students will demonstrate the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions, as evidenced by earning ratings of good or above on specific items on the mid-semester and final evaluations of the site supervisor.

8. CACREP Standard D-6 Demonstrates the ability to provide referral to self-help and other support groups when appropriate.
   SLO: Students will provide referrals to self-help and other support groups when appropriate, as evidenced by ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.

9. CACREP Standard D-7 Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.

10. CACREP Standard D-8 Applies current record-keeping standards related to addiction counseling.
    SLO: Students will maintain records according to current standards related to addiction counseling, as evidenced by ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.

11. CACREP Standard D-9 Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.
    SLO: Students will recognize their limitations as an addictions counselor and seek supervision or refer clients when appropriate, as evidenced by ratings of acceptable on reflection papers assessed by the course instructor.

12. CACREP Standard F-1 Maintains information regarding community resources to make appropriate referrals for clients with addictions.
    SLO: Students will maintain current information concerning community resources, as evidenced by ratings of good or above on specific items on the mid-semester and final evaluations of their site supervisors.

13. CACREP Standard F-2 Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.

14. CACREP Standard F-3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.
    SLO: Students will modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients, as evidenced by ratings of good or above on specific items on the mid-semester and final evaluations of their site supervisors and instructor.

15. CACREP Standard H-1 Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
    SLO: Students will select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, demonstrating awareness of cultural bias in the implementation and interpretation of assessment protocols, as assessed by ratings of good
or above on specific items on the mid-semester and final evaluations of their site supervisors.

16. CACREP Standard H-2 Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.

17. CACREP Standard H-3 Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.
   SLO: Students will screen for psychoactive substance toxicity, intoxication, and withdrawal symptoms, aggression or danger to others; potential for self-inflicted harm or suicide, and co-occurring mental and/or addictive disorders, as evidenced by as assessed by ratings of good or above on specific items on the mid-semester and final evaluations of their site supervisors.

18. CACREP Standard H-4 Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.
   SLO: Students will assist clients in identifying effects of addiction on life problems as well as the effects of continued harmful use or abuse, as evidenced by ratings of good or above on specific items on the mid-semester and final evaluations by site supervisors.

19. CACREP Standard H-5 Applies assessment of clients’ addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.
   SLO: Students will utilize assessment of clients’ addictive disorders to determine stages of dependence, change, or recover, to determine appropriate treatment modalities and placement criteria in the continuum of care, as evidenced by ratings of good or above on specific items on the mid-semester and final evaluations by site supervisors.

20. CACREP Standard J-2 Develops measurable outcomes for addiction counseling programs, interventions, and treatments.

21. CACREP Standard J-3 Analyzes and uses data to increase the effectiveness of addiction counseling programs.

22. CACREP Standard L-1 Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.

23. CACREP Standard L-2 Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.
   SLO: Students will conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals, as evidenced by ratings of adequate or above on case presentations.

VI. Course Topics

As this is a group supervision of counseling experience, course topics will vary with the cases presented for supervision. In addition, course topics may include, but are not limited to, HIPAA and FERPA, record keeping, legal/ethical issues, collaboration, treatment planning, vendorship and providership, and licensure issues.
VII. Instructional Methods and Activities

Internship is a field experience. The in-class work is group supervision, which will include presentation of tapes using audio- and video-tapes as well as case presentations and discussion. As dictated by the needs of the supervision group, some demonstrations and training videos may be used, in addition to presentation of didactic material.

The Practicum Instructional Model will include:
Check-in/Recordkeeping/Organization of Paperwork
Integration of the topic and case relevance/presentations
Counselor/Intern experiences (challenges, questions, and/or needed suggestions)
Role-plays/Case Scenarios

The Group Supervision Model
Students in this course are expected to make significant contributions to the discussion. These contributions consist of providing feedback to their classmates inclusive of strength and improvement-based recommendations. During this time, students should have an open disposition, which reflects appreciation of feedback, with an ability to trust the intentions of others. Students should develop and maintain a tracking/journaling system, which allows you to implement/alter the techniques or strategies used in counseling their clients. My expectations of your participation in this model are high. Therefore, this is a part of your performance assessment for the entire semester.

Outside Supervision
Supervision is a process that protects clients’ welfare and promotes student growth and development. Supervision experiences are never the same and students should expect both strength and improvement-based recommendations. Supervision is also an opportunity for students to begin finding/developing their counselor identity, professionalism, techniques/strategies, and to consult/process the needs of clients through discussion, research, practice, and process. What supervision is not is the sole responsibility of the site supervisor. This makes it a joint effort. The development of leadership, fulfillment of personal goals, maintaining best practices for clients is ultimate. If you are not getting what you believe is an optimal supervisory experience, look at yourself, FIRST, as a basis to begin problem solving your concerns.

Integration Equation
Counseling Experiences + Group Supervision (Journaling/Vicarious Learning) + Site Supervision + Research= OPTIMAL INTERNSHIP EXPERIENCE

VIII. Evaluation and Grade Assignment
Grade assignment (CR/NC) is based on your performance in all aspects of the class during the entire semester. This includes performance assessments based on formal evaluations by your site supervisor and university instructor. A student who is asked to leave an internship site for unethical behavior will receive a noncredit and may be asked to retake certain courses and/or seek personal counseling. Substantial progress toward 300 hours must be spent in the internship setting, including similar progress toward the minimum of 120 hours of direct counseling. The
student will submit audio or videotapes of clinical work as required by your instructor. A marriage and family counseling emphasis requires a systemic focus on the 120 direct hours. A majority of the direct hours must be with couple or family units. Students pursuing the addictions program emphasis must obtain at least half of their combined practicum/internship overall hours in a setting serving clients with substance abuse concerns. Of those hours, a minimum of 20 hours is required in each of the following areas: clinical evaluation; treatment planning; referral; service coordination; counseling; client, family, and community education; documentation; and, professional and ethical responsibilities.

Each student will attend an average of 1.5 hours per week of group supervision during fall and spring semesters and 2.5 hours per week during the summer (10 week) semester and 1 hour of weekly individual supervision as scheduled by the site supervisor. Please note: You must obtain all group supervision hours required during a semester in order to receive a grade of CR in the class. If you must miss a scheduled group supervision, consult with the instructor about how to make up the time. Students who are not making substantial progress toward accumulation of hours should consult with their instructor, and may be eligible for a grade of incomplete.

For each 3 semester hours of credit for CNEP 5698, students will be required to:

1. Make at least two case presentations, including audio/videotapes of counseling work, utilizing the format described herein. At least one tape must be accompanied by a transcript, using the format in the Practicum/Internship Manual or, alternatively, provided by the instructor.
2. Attend an average of 1.5 hours a week of group supervision on campus during fall and spring semesters and 2.5 hours per week during the summer semester.
3. Obtain at least 1 hour of individual/triadic supervision weekly from your site supervisor.
4. Submit all required forms, including mid- and final evaluations from site supervisors, as indicated in the Practicum/Internship Manual. Forms must be signed and submitted when they are required.
5. Attend at least one professional meeting and submit a one-page synopsis.
6. Abide by the guidelines and policies described in the Internship Manual, as well as by appropriate ethical standards as cited in the ACA, ASCA, TSBEP, and/or TSBEMF Codes of Ethics as appropriate.
7. Submit logs at each class meeting.
8. All internship students will submit an evaluative reflective paper by the second class period assessing current skill level, skills to be enhanced during the course, steps that will be taken to enhance those skills, and values or attitudes that have been challenged in the practicum or internship experience to date. This paper should reflect critical thinking about one’s own process in development as a counselor. Students who fail to adequately use APA Style writing will be given “No Credit” for their reflection. At that time, students will be given one week to resubmit with all recommended changes.
9. Internship I students will submit a second paper in accordance with the due date identified by the instructor, assessing progress toward skill enhancement and continuing challenges. Students should demonstrate their ability to self-monitor their development.
10. **Internship II students** will submit a second paper in accordance with the due date identified by the instructor, discussing models of counseling supervision. The paper must include tenets of models discussed as well as multicultural or diversity issues that have been identified in the literature regarding counseling supervision in general and the models presented in specific.

11. Complete and submit Practicum Verification Form from TSBEP website, including one form for each site, to be signed by instructor. Student shall keep the original and copies shall be submitted for the practicum/internship permanent file. MFC students shall also submit such verification from the TSBEMFT website.

**Note:** In order to receive credit in Internship I, all supervision hours, both group and individual, must be completed. In addition, all forms must be submitted. Students will not be granted an incomplete for failure to submit forms or failure to complete required supervision hours, and will receive NC in the course. Students in Internship II must, in addition to the foregoing, complete the total 600 hour requirement, including specific requirements for direct hours. Students who do not reach minimal levels of competency may be given the option of continuing their internship experience in an attempt to upgrade skills to an acceptable level. Internship evaluation is an on-going process and consequently final evaluation should not be a surprise to either student or supervisor. Ideally, evaluation will not only focus on exit level skills but also on student growth during the semester. Late assignments are unacceptable.
IX. Course Schedule/Policies

This is a fluid syllabus and may be adjusted as time goes on according to our class needs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14, 2012</td>
<td>Introduction – Beginning the Practicum Experience&lt;br&gt;The Supervisor-Supervisee Relationship (Group and Site)&lt;br&gt;Explain and discuss forms: Weekly Time Logs (for each site); Site Agreements (for each site); Ethics Agreement&lt;br&gt;No Supervision Hours</td>
</tr>
<tr>
<td>January 21, 2012</td>
<td>Group Supervision&lt;br&gt;<strong>Due: Weekly Time Log</strong>&lt;br&gt;Reflective paper #1 due (1/2 of Class)&lt;br&gt;Case Presentations #1 (3 Students) Hours 2.5</td>
</tr>
<tr>
<td>January 28, 2012</td>
<td>Group Supervision&lt;br&gt;<strong>Due: Weekly Time Log</strong>&lt;br&gt;Reflective paper #1 due (1/2 of Class)&lt;br&gt;Case Presentations #1 (3 Students) Hours 2.5</td>
</tr>
<tr>
<td>February 11, 2012</td>
<td>Group Supervision&lt;br&gt;<strong>Due: Weekly Time Log</strong>&lt;br&gt;Case Presentations #1 (3 Students) Hours 2.5</td>
</tr>
<tr>
<td>February 25, 2012</td>
<td>Group Supervision&lt;br&gt;<strong>Due: Weekly Time Log</strong>&lt;br&gt;Midterm Evaluations (Site Supervisor)&lt;br&gt;10-Minute Transcription w/Tape (1/2 of Class)&lt;br&gt;Case Presentations #1 (1 Student/Others) Hours 2.5</td>
</tr>
<tr>
<td>March 10, 2012</td>
<td>Group Supervision&lt;br&gt;<strong>Due: Weekly Time Log</strong>&lt;br&gt;Case Presentations #2 (3 Students) Hours 2.5</td>
</tr>
<tr>
<td>March 12-16, 2012</td>
<td>SPRING BREAK!!</td>
</tr>
<tr>
<td>March 24, 2012</td>
<td>Group Supervision&lt;br&gt;<strong>Due: Weekly Time Log</strong>&lt;br&gt;Professional Meeting Synopsis&lt;br&gt;Case Presentations #2 (3 Students) Hours 2.5</td>
</tr>
<tr>
<td>April 7, 2012</td>
<td>Group Supervision&lt;br&gt;<strong>Due: Weekly Time Log</strong>&lt;br&gt;Reflective paper #2 due (1/2 of Class)&lt;br&gt;Case Presentations #2 (3 Students) Hours 2.5</td>
</tr>
<tr>
<td>April 21, 2012</td>
<td>Group Supervision&lt;br&gt;<strong>Due: Weekly Time Log</strong>&lt;br&gt;Reflective paper #2 due (1/2 of Class)&lt;br&gt;10-Minute Transcription w/Tape (1/2 of Class)&lt;br&gt;Case Presentations #2 (1 Student/Others) Hours 3.0</td>
</tr>
<tr>
<td>April 28, 2012 or</td>
<td>Group Supervision&lt;br&gt;<strong>Due: Weekly Time Log, Final Evaluations</strong>&lt;br&gt;Case Presentations, Reflection, Next Semester Goal-Setting, Individual Meetings Hours 2.5</td>
</tr>
<tr>
<td>May 5, 2012</td>
<td><strong>We’ll Decide!</strong></td>
</tr>
</tbody>
</table>
CONFIDENTIALITY

Internship students are responsible for maintaining the confidentiality of all client notes and information. According to the ACA Code of Ethics, “Clients have a right to expect confidentiality and to be provided with an explanation of its limitations” (Ethical Standards, ACA, 1995, Sec. A.3.A. See also Section B. Confidentiality of the ACA Code of Ethics.)

All client documents are confidential. Only first names or initials of clients should appear on all forms/case notes/logs, except for taping consent forms.

Students must maintain confidentiality of all case discussions. This extends to classroom discussions and viewing or listening to recorded counseling sessions, and students are bound by the same legal and ethical considerations as if the client talked directly with a counselor. The discussion of cases outside of the classroom settings with persons other than those in the agency of placement, the client, the student’s supervisors, or the faculty member are grounds for dismissal from the class with a failing grade. Any questions that may arise regarding confidentiality should be directed to the faculty member.

ACADEMIC CONDUCT

You are expected, at all times, to act with academic integrity.

“At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.”

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

- Do not use someone’s words without referencing the source or including the information in quotation marks or a block quote
- Do not use someone’s ideas without referencing the source

SPECIAL ACCOMMODATIONS

If you have a disability that impacts on your learning ability, please inform me. It is your responsibility to inform me of disability, how it affects your learning, and the type of accommodations you need. Together, we will work with Office of Disabilities Services to determine the interventions needed. This syllabus is available in alternative formats.
STAGGERED SUBMISSION
The purpose of staggered submission is to provide the professor of record the opportunity to provide thorough feedback on each assignment, with particular observation on students’ writing in APA style. The meaning should infer that not all students have the same submission date for their assignments and is individualized based on a first-come, first-served basis. Staggered submission helps you plan out assignment due dates that may best accommodate your schedule. If your submission date needs to change due to an emergency or unforeseen circumstance, it is the responsibility of the student to obtain the sign-up sheet and to make contact with the other student for a possible change in schedule. Under no circumstance should any student feel pressure to make adjustments to his or her schedule, but should be understanding and perhaps even willing, based on the circumstances presented by their classmate.

REQUEST FOR RESUBMISSION
At the discretion of the professor of record, a request for resubmission may be made on an assignment due to obtaining an unsatisfactory grade of a C, D, F, or NC) on an assignment. A resubmission is beneficial to improving your academic (writing) and practice skills and students should take full advantage of this opportunity. This means that all recommendations/suggestions must be made and changed within one week of receiving the professor’s feedback. Failure to return a requested resubmission is your acceptance of the current grade as it stands.

ATTENDANCE
Students must attend all group supervision hours. Much of the learning occurs in the context of the group interaction; thus, full participation in all aspects of group supervision is expected. If illness or emergency requires an absence, the group supervision time must be made up in another section of group supervision with consent of the instructors involved.

If you must make up a group supervision session, you must obtain approval from your instructor as well as the instructor whose supervision group you would like to attend. Please follow the listed steps:
1. Request permission to attend another class via email. Please include the reason for your absence, the date you are missing class, and the instructor’s class you would like to attend. This should happen 1-2 weeks prior.
2. CC’ing me, please forward my decision to the instructor of the course you will be attending and request their permission to attend their class with similar details from #1.
3. Once you’ve attended the class, CC me a copy of that instructor’s response. Please send an email thanking the professor of record for allowing you to attend his/her class.

Students must be on time and remain for the entire class in order to receive credit for the group supervision hours indicated. Students are expected to sign-in on the attendance roster upon arrival to class. This is not the responsibility of the instructor. At 9:30 a.m., the signature line will be highlighted, which serves as an indication of being absent or late. If you are late, you will sign over the highlighted section. This allows quick visibility to your record of attendance.

All electronic devices must be off. If cell phones must remain on due to on-call, family demands, etc., they must be on courtesy mode and the instructor must be notified in advance. Do not
answer phone calls except in case of emergency. Absence from the classroom due to telephone
calls will result in a loss of group supervision time.

PROFESSIONALISM
Students are expected to remain professional at all times, as delineated by the professor of record
and in the Masters Student Handbook. All paperwork must be submitted by due dates.
Continuing to work in your internship site without appropriate documentation is a serious
violation and will be dealt with as such.

Participating in group activities involves some level of self-disclosure. A level of trust and
openness is needed as a part of the learning process, and it is important that confidentiality be
maintained. If you wish to share with others outside the class, discuss only your own reactions
or experience, and in no event discuss client information or personal information provided by
your peers. **This is an ethical issue and will be treated as such.**

The following is an excerpt from the Student Competency Evaluation Document. Students are
expected to exhibit:
- an attitude that respects individual uniqueness and potential growth and development of
  all individuals;
- personal stability as well as professional and ethical behaviors according to the ACA
  Code of Ethics and Texas law;
- an awareness of, knowledge about, and skills in working with diverse populations in a
  pluralistic society;
- a productive and cooperative working relationships that display motivation,
  independence, maturity, adaptability, and respect for others;
- a commitment to continuing personal and professional growth characterized both by
  participation in experiential and diverse learning opportunities and professional
  organizations that promote counselor identity

X. **Textbook**
The textbook adopted for this course is *Practicum/Internship Handbook (available via
BlackBoard or the CNEP Departmental website).*

XI. **Bibliography**
Additional resources that support counseling knowledge and skills include but are not limited to:

Bacon.

VA: Author. [http://www.counseling.org/resources/ethics.htm](http://www.counseling.org/resources/ethics.htm)

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders:


Texas Education Agency (2010). *Best practice standards for school counselors.* Austin, TX: Author.


XII. Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Audio-tape/DVD Labeling
Please include the following information on each label.

1. Full Name
2. Purpose: Fulfill Submission of Paper #1
3. Time: 10:00-20:00
4. Date of Submission
5. Date of Session

All audio-tapes/DVDs are confidential and can be the property of the clinic, agency, or school. Please make certain you know the procedures for your agency or school for maintaining or shredding this confidential information.
Case Presentation Format

Students will receive a PowerPoint template for case presentations, which will be posted in the BlackBoard section for the course. Each case presentation must include the following:

1. Intern name, site name, and date.
2. Background information, including age, gender, ethnicity, support systems/strengths, previous treatment, assessments completed (if appropriate), other significant information, presenting problems. *Do not include identifying information.*
3. Diagnostic impression, including full multiaxial diagnosis.
4. Hypothesis: your ideas/theories about what is going on with client(s) and any ideas you may have about causes.
6. This session: brief description of goals for present session and brief description of what is happening during the clip or audio you will play.
7. Session: insert your clip or audio at this point in presentation.
8. Future direction: where you will be going from this point with your client and with your own growth, learning, and development as a counselor.

Transcript Format

At least one tape will be accompanied by a transcript of a ten-minute section of your tape presentation by line numbers (under page layout). DO NOT INCLUDE ANY IDENTIFYING INFORMATION. The transcript should be a verbatim account of the ten minutes. **Within the transcription, identify a minimum of five of your responses. For each, provide your intent, a thoughtful consideration of how the client responded, and an appropriate alternative response. Your transcription should include identification of the theoretical orientation you are using and consideration of how your responses are consistent with that orientation. Please see the rubric for more details. **Note: Individual instructors may provide alternative instructions about use of the transcript.**

Evaluative Reflective Paper Grading Rubric***

1. Content (60%)
   A. Does paper reflect critical thinking about one’s personal development as a counselor?
   B. Does paper demonstrate ability to be reflective about personal values and attitudes that impact counseling?
   C. Is there thoughtful consideration of current skill level as well as consideration of skills to be developed during the semester? (paper 1)
   D. Does the paper outline a realistic and clear plan for developing skills identified? (paper 1)
   E. Does the paper realistically evaluate progress/improvement in skill development during the semester? (internship I paper 2)
F. Does the paper realistically consider continuing challenges? (internship I paper 2)

2. **Organization (20%)**
   A. Does the paper flow smoothly, with a clear and logical progression between paragraphs?
   B. Does each paragraph have a central idea?
   C. Is the paper easy to follow?
   D. Is there an introduction and conclusion that fit the paper?

3. **Grammar and style (20%)**
   A. Are there grammatical or spelling problems?
   B. Is the writing style clear?
   C. Are sentences coherent?
   D. Are the basics of APA style followed?

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**Supervision Paper Grading Rubric***

1. **Content (50%)**
   A. Does paper address at least two models of supervision?
   B. Does paper thoroughly address major tenets and strategies of models included?
   C. Does paper address multicultural and diversity issues that may apply to each model presented?

2. **Organization (20%)**
   A. Does paper have introduction that gives the reader a sense of the paper’s focus?
   B. Is there a conclusion that summarizes the paper or offers some final perspective on the topic?
   C. Is the paper ordered in a way that is logical, clear, and easy to follow?
   D. Does each paragraph have a central idea?
   E. Does the paper flow, with clear and logical transitions between paragraphs?

3. **Grammar and style (20%)**
   A. Are there grammatical or spelling problems?
   B. Is the writing style clear?
   C. Is word choice simple and straightforward?
   D. Are sentences cohesive?

4. **Required formatting as specified by APA 6th edition (10%)**
   A. Typed double-spaced in a word document
   B. 1 inch margins on all sides
   C. 12 point font
   D. Times New Roman or similar standard type
   E. Running head on title page
   F. Page header at the top of pages
   G. Title page (1 page) includes title; our name; Texas A&M University-Corpus Christi; CNEP 5698 and date
**Individual instructors may vary grading rubrics.**

Internship Tape Rating Scale  
Department of Counseling and Educational Psychology

This rating scale includes skills emphasized in practicum and adds skills related to specific interventions, diagnosis, and case conceptualization. Internship students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

<table>
<thead>
<tr>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>n/a</th>
<th>n/o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor: Skill absent or performance has potential for harm</td>
<td>Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling</td>
<td>Adequate: Evidence of skill but inconsistent in application</td>
<td>Good: Skill generally well performed</td>
<td>Very Good: Skill consistently well performed</td>
<td></td>
<td></td>
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<tr>
<td>Opening/greeting</td>
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<td>Eye contact</td>
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<td>Attentive body language</td>
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<td>2</td>
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<td>Vocal style</td>
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<td>Use of questions</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Minimal encouragers</td>
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<td>-1</td>
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<td>2</td>
<td>n/a</td>
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<td>Strategic/appropriate silence</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>Restatement/paraphrase</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Reflection of feeling</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<td>Being “present” with the client</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Appropriate and collaborative goal setting</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
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<td>Immediacy</td>
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<tr>
<td>Awareness of and attention to meaning</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Accurate diagnosis and GAF/GARF</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
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<td>Use of theoretically and client-specific appropriate interventions</td>
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<td>Appropriate treatment planning</td>
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