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 Emphasis; CNEP 5319 Community Counseling Course for Community Counseling Emphasis; CNEP 5320 and CNEP 5322 for Marriage and Family Counseling Emphasis.

Course Requirements for One Semester of Internship (3 semester hours): a minimum of 300 clock hours of supervised counseling experiences, including 120 hours of direct service with clients for each three hours of 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:

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-e Supervision models, practices, and processes.
4. 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.
5. 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.
6. CACREP Standard II-G-1-h The role and process of the professional counselor advocating on behalf of the profession.
7. CACREP Standard II-G-1-i Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
8. CACREP Standard II-G-1-j Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
9. CACREP Standard II-G-2-d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
10. 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.
11. CACREP Standard II-G-2-f Counselors’ roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.
12. CACREP Standard II-G-5-a An orientation to wellness and prevention as desired counseling goals.
13. CACREP Standard II-G-5-c Essential interviewing and counseling skills.
14. 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. 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.
5. 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.
6. CACREP Standard F-1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
7. CACREP Standard F-2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
8. CACREP Standard F-4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
9. CACREP Standard H-1 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
10. 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.
11. CACREP Standard H-4 Makes appropriate referrals to school and/or community resources.
12. CACREP Standard H-5 Assesses barriers that impede student’s academic, career, and personal/social development.
13. CACREP Standard L-1 Conducts programs designed to enhance student academic development.
14. CACREP Standard L-2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
15. CACREP Standard L-3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
16. 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.
17. CACREP Standard N-2 Locates resources in the community that can be used in the school to improve student achievement and success.
18. CACREP Standard N-3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
19. CACREP Standard N-4 Uses peer helping strategies in the school counseling program.
20. 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.
21. CACREP Standard P-1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
22. 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 C-9. Understand professional issues relevant to the practice of clinical mental health counseling.
3. 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.
4. 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.
5. CACREP Standard D-3 Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
6. CACREP Standard D-4 Applies effective Strategies to promote client understanding of and access to a variety of community resources.
7. CACREP Standard D-5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
8. CACREP Standard D-6 Demonstrates the ability to use procedures for assessing and managing suicide risk.
9. CACREP Standard D-7 Applies current record-keeping standards related to clinical mental health counseling.
10. CACREP Standard D-8 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
11. 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.
12. CACREP Standard F-1 Maintains information regarding community resources to make appropriate referrals.
13. CACREP Standard F-2 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
14. CACREP Standard F-3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
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.
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 caseload management.
17. CACREP Standard H-3 Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
18. 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.
19. CACREP Standard J-1 Applies relevant research findings to inform the practice of clinical mental health counseling.
20. CACREP Standard J-2 Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
21. CACREP Standard J-3 Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and 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 mental and emotional impairments.
23. 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.
24. 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.
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.
7. CACREP Standard F-1 Demonstrates the ability to provide effective services to clients in a multicultural society.
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.
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.
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.

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.

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. 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 makeup 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.

IX. Course Schedule and Policies

Instructor: Mary Louise Holt, Ph.D.,LPC
Office: ECDC 149
E-mail: mary.holt@tamucc.edu
Phone: 825-3326

A. Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 4</td>
<td>Introduction: Preparation and Experience Review of Syllabus</td>
</tr>
<tr>
<td></td>
<td>Explain and discuss forms: Weekly Time Logs (for each site); Site Agreements</td>
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<tr>
<td></td>
<td>(for each site); Ethics Agreement</td>
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<tr>
<td>June 11</td>
<td>Due: Weekly Time Log</td>
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<tr>
<td></td>
<td>Check-In</td>
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<tr>
<td></td>
<td>Discussion Topic: Working with Special Populations</td>
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<tr>
<td>June 18</td>
<td>Due: Weekly Time Log</td>
</tr>
<tr>
<td></td>
<td>Check-In</td>
</tr>
<tr>
<td></td>
<td>Discussion Topic: Crisis Interventions</td>
</tr>
<tr>
<td>June 25</td>
<td>Due: Weekly Time Log</td>
</tr>
<tr>
<td></td>
<td>1st Tape, Case Presentation &amp; Reflective Paper (Submit on Blackboard)</td>
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<td></td>
<td>Review individual student tapes</td>
</tr>
<tr>
<td>July 2</td>
<td>Due: Weekly Time Log</td>
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<tr>
<td></td>
<td>Check-In</td>
</tr>
<tr>
<td></td>
<td>Discussion Topic: Consultation or Collaboration?</td>
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<tr>
<td>July 9</td>
<td>Due: Weekly Time Log</td>
</tr>
<tr>
<td></td>
<td>2nd Tape, Case Presentation &amp; Reflective Paper (Submit on Blackboard)</td>
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<tr>
<td></td>
<td>Review individual student tapes</td>
</tr>
<tr>
<td>July 16</td>
<td>Due: Weekly Time Log</td>
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<tr>
<td></td>
<td>Due: Professional Development Reflection Paper (Blackboard)</td>
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<tr>
<td></td>
<td>Check-in</td>
</tr>
<tr>
<td></td>
<td>Discussion Topic: Case Conceptualization and Treatment Planning</td>
</tr>
<tr>
<td>July 23</td>
<td>Due: Weekly Time Log</td>
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<tr>
<td></td>
<td>Check-In</td>
</tr>
<tr>
<td></td>
<td>Discussion Topic: Code of Ethics</td>
</tr>
<tr>
<td>July 30</td>
<td>Final Presentation, Wrap Up, Are all forms in?</td>
</tr>
</tbody>
</table>
This is a fluid syllabus and will be adjusted as time goes on according to our class needs. I am looking forward to an exciting and challenging semester with you!!

B. Course Policies:

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

1. Have access to a means of recording your client sessions.
2. Sign and submit a “Student Practicum/Ethics Agreement” and “Internship Field Site Agreement”.
3. Abide by the guidelines and policies described in the Internship Manual, as well as appropriate ethical standards.
4. Attend one professional meeting during the semester and provide a synopsis of the event and a copy of a certificate of completion (when available) to the instructor.
5. 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. (23 minimum hours total for the semester).
6. Attend one hour of weekly individual supervision as scheduled by the site supervisor.
7. Submit 2 papers or one paper and one topical presentation on topics assigned by the instructor. For internship II students, the second paper or the presentation must be on models of supervision.
8. Present 2 client cases utilizing audio or video tapes of client sessions.
9. Submit Site Supervisor Evaluations at mid- and end of semester.
10. Submit Logs at each class meeting.
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.

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 and will not receive credit.

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:


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 Rule13.02.99.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](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.
### 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,

<table>
<thead>
<tr>
<th>Poor: Skill absent or performance has potential for harm</th>
<th>Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling</th>
<th>Adequate: Evidence of skill but inconsistent in application</th>
<th>Good: Skill generally well performed</th>
<th>Very Good: Skill consistently well performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening/greeting</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Eye contact</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Attentive body language</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Vocal style</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Use of questions</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Minimal encouragers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Strategic/appropriate silence</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Restatement/paraphrase</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Reflection of feeling</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Being “present” with the client</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Appropriate and collaborative goal setting</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Immediacy</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Awareness of and attention to meaning</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Accurate diagnosis and GAF/GARF</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Use of theoretically and client-specific appropriate interventions</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Appropriate treatment planning</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
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.
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. DO NOT INCLUDE ANY IDENTIFYING INFORMATION. The transcript should be a verbatim account of the ten minutes. **Within the transcription, identify a minimum of ten 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. **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?

Unacceptable papers (70% or below) will be returned for revision and re-writing. You will not receive a grade in the course until you receive 70% or above.

Supervision Paper Grading Rubric

1. Content (50%)
   A. Does paper provide an introduction to supervision, generally, including rationale?
   B. Does paper address at least two models of supervision?
   C. Does paper thoroughly address major tenets and strategies of models included?
   D. Does paper address multicultural and diversity issues that may apply to each model presented?
   E. Does paper address ethical issues and boundary concerns that may be important in supervision?
   F. Are there sufficient reference?

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. Are 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

Unacceptable papers (70% or below) will be returned for revision and re-writing. You will not receive a grade in the course until you receive 70% or above. You are encouraged to submit your paper mid-semester in order to allow time for needed corrections or adjustments.