CNEP 6395

Doctoral

Practicum Handbook

For

Students, Faculty, and Site Supervisors

Revised June 2011

Texas A&M University-Corpus Christi
College of Education
Department of Counseling and Educational Psychology
Doctoral Program in Counselor Education
Early Childhood Development Center
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College of Education  
Doctoral Program in Counselor Education

Doctoral Practicum Manual

Table of Contents

Department of Counseling and Educational Psychology Faculty ........... 3
CNEP 6395 Doctoral Practicum: Overview .................................... 5
CNEP 6395 Syllabus ........................................................................ 6
Practicum/Internship Field Site Agreement ..................................... 14
Doctoral Student Practicum/Internship Ethics Agreement ............... 17
Consent for Audio-Visual Recording ............................................. 18
Site Supervisor's Mid Semester Evaluation of Doctoral Intern .......... 19
University Instructor’s Final Evaluation of Doctoral Intern ............. 23
Doctoral Intern Evaluation of Site Supervisor and Field Site .......... 25
Doctoral Practicum/Internship Weekly Log .................................... 27
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College of Education  
Department of Counseling and Educational Psychology

CNEP 6395 Doctoral Practicum: Overview

As a cohort, doctoral students participate in an advanced practicum scheduled the spring semester of the first year of doctoral studies. According to the 2009 Council for Accreditation of Counseling and Related Educational Standards (CACREP), doctoral practicum students must participate in a minimum of 100 hours in counseling, of which at least 40 hours must be in direct service with clients. The nature of the practicum will be determined in consultation with program faculty. Supervision, both individual/triad and group, is required. Students must obtain at least 15 hours of individual/triad supervision from a supervisor with a doctoral degree in counselor education or a related profession. Faculty members who provide individual/triad supervision for doctoral practicum or internship may not supervise more than six students; thus, students who intend to work with a faculty member are encouraged to act early in the process to secure a supervisor. An average of 1 ½ hours per week of group supervision is also required.

With the approval of the practicum instructor, the practicum may be completed at the student's place of employment. In such cases, the practicum must provide opportunities for new learning experiences that are qualitatively different than the student's routine responsibilities. Doctoral students will pursue professional experiences related to career goals in counselor education, counseling, supervision, consultation, and/or research/evaluation during the three semesters of practicum and internship. However, the focus of practicum is counseling. Acquiring and refining advanced counseling skills will be emphasized during the doctoral practicum.

Prior to the beginning of the doctoral practicum, the doctoral student, university instructor, and the site supervisor sign a field site agreement that specifies the types of professional experiences the student will be performing and the roles and responsibilities of the student, practicum instructor, and site supervisor. The practicum instructor will contact the site supervisor several times during the semester. In addition, the practicum instructor will visit the site where the student is obtaining counseling hours.

Registration for CNEP 6395 Doctoral Practicum includes a fee to cover the cost of liability insurance for each student enrolled. Verification of liability insurance purchased by the university will be available through the Administrative Secretary.

The university instructor will maintain a file on each student. The file will be forwarded to the Department Secretary at the end of the semester and will contain the practicum/internship field site agreement, ethics agreement, final weekly log, site supervisor evaluation of student, university instructor evaluation of student, student evaluation of site supervision and field site, and record of university contacts with site supervisor. Files will be kept in locked file cabinets in the departmental office area.
I. **Course Description**
Provides for the development of professional expertise in an approved counseling setting. The experience includes a minimum of 100 clock hours, at least 40 of which must be in direct service to clients. Students will participate in both weekly individual/triad supervision and group supervision.

II. **Rationale**
The purpose of practicum in the Doctoral Program in Counseling is to develop and/or refine advanced counseling skills which could conceptually link counseling practice to teaching, consulting, and supervision. If conducted at the student’s current work site, the practicum experience must include new learning that is qualitatively different from the student’s occupational responsibilities.

III. **State-Adopted Proficiencies for Counselors: N/A**

IV. **TExES Competencies: N/A**

V. **Course Objectives**

*This course is designed to meet the following CACREP Standards. Standards listed in bold are specifically assessed in this course. Other standards may vary for individual students, depending on plan for practicum.*

A. Doctoral CACREP Standard II-B-2. Doctoral students develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.

B. Doctoral CACREP Standard II-C-7. Doctoral students are required to understand and apply ethical and legal considerations in counselor education and supervision.

C. **Doctoral CACREP Standard III-A.** Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student’s practicum, supervision will occur as outlined in entry-level standards.*
III.A and III.C–E. The use of student supervisors is not allowed in a doctoral-level practicum.

D. Doctoral CACREP Standard IV.B.1: Doctoral students shall demonstrate the application of theory and skills of clinical supervision.

E. Doctoral CACREP Standard IV.B.2: Doctoral students shall develop and demonstrate a personal style of supervision.

F. Doctoral CACREP Standard IV.F.4: Doctoral students shall demonstrate the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.

G. Doctoral CACREP Standard IV.H.1: Doctoral students shall demonstrate a personal theoretical orientation based on a critical review of existing counseling theories.

H. Doctoral CACREP Standard IV.H.2: Doctoral students shall demonstrate effective application of multiple counseling theories.

I. Doctoral CACREP Standard IV.H.3: Doctoral students shall demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings.

The primary student learning outcomes for this course include the following:

Doctoral students will complete doctoral-level counseling practica that total a minimum of 100 clock hours. Of these, at least 40 will be in direct service to clients, as evidenced by the doctoral practicum log signed by both the site supervisor and the university instructor.

Doctoral students will demonstrate the ability to effectively apply multiple counseling theories as evidenced by instructor ratings of 3 and above on counseling skills ratings and mid-semester evaluations, instructor ratings of student critiques, and the final evaluation.

Other student learning outcomes include the following:

A. Students will demonstrate in-depth understanding of counseling theories by critiquing videotapes illustrating a variety of theoretical approaches according to specific criteria assigned by instructor, as assessed by instructor rating of student critiques.

B. Students will demonstrate the ability to assess their own counseling skills, identifying target areas for emphasis in training as well as areas of specialization, as assessed by instructor evaluation of student self-assessment of skills on role-play and subsequent case presentations.

C. Students will demonstrate development of professional counselor educator identity by preparing a conference proposal for a state/regional/national conference and by attending local/regional/state/national meetings and/or conferences.

D. Students will demonstrate enhanced understanding of multicultural and ethical issues relevant to counselor education pedagogy through active participation in group supervision discussion and through final reflective paper.
VI. **Course Topics**
Major topics and experiences will be advanced counseling, application of theory, counselor education, supervision, consultation, training, and legal and ethical issues. Special topics may include social and cultural issues, program development and management, professionalism, advocacy, evaluation, pedagogy, and comprehensive school guidance programs.

VII. **Instructional Methods and Assignments**
Field experiences and case presentations, group and individual or triadic supervision, critiques of counseling theories demonstrated in DVDs, role-playing and feedback

**Course Requirements:**
1. Assess advanced counseling competencies and identify one or more areas to address as a part of the practicum experience.
2. Review objectives of course and identify areas of specialization for field experiences.
3. Present at least two cases for supervision and critique beyond the initial role play.
4. Identify career and expertise goals for consideration in designing practicum experiences.
5. Demonstrate understanding of theories by critiquing and evaluating tapes from particular theoretical stances.
6. Use supervision and consultation courses to develop additional opportunities for practicum and internship experiences (CNEP 6350 and CNEP 6335).
7. Assist with supervision of master’s level practicum students in consultation with faculty.
8. Attend local professional meetings and record on weekly log. (i.e. Chi Sigma Iota, ACA, CCISD or other School District Counselor Meetings, Gulf Coast Counselor’s Association, Coastal Bend Association for Marriage and Family Therapy).
9. Seek professional certification/licensure as desired.
10. Submit a brief proposal outlining practicum goals and describing field experiences. Attach to **site supervisor agreement** and submit by **second class meeting**. Total hours of field experience will be 100 hours.
11. Collaborate with peers and professors to submit program proposal for ACA, TCA, ASCA, ACES, or other appropriate Annual Conference.
12. Keep a log of practicum experiences including direct/indirect hours and weekly group and individual/triadic supervision. **Due 1st class meeting of each month.**
13. Submit tape of counseling session by due date. This 25-30 minute session will be role-played and recorded at the beginning of the semester and will demonstrate your current helping skills. The second 25-30 minute session will be taped at the end of the semester and will be a demonstration of counseling skills after supervision and training. Tapes may be used for group supervision as **scheduled by professor throughout semester.**
14. Arrange to shadow a school counselor for at least one day during the semester. Students may elect to extend the experience to two or three days in order to observe school guidance programs at elementary, middle and secondary school.
levels. Discussion of observations and experience will occur during group supervision at end of semester.

15. Submit a brief paper reflecting on your experiences in terms of your original proposal and learning goals. Describe in specific terms how you addressed your interests and specialization, and what the outcomes were. How did you overcome challenges? What are your strengths at this point? Identify any areas in which you would like to improve. Comment specifically about your advanced counseling skills at this point, and include reflection about your tapes, including any areas of growth you expected, experienced, did not experience, etc. Include a **reference list of books**, articles, etc. used during the course of your practicum experience. Indicate goals for internship.

VIII. **Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Case Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Initial counseling role play and analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Group Supervision Participation</td>
<td>15%</td>
</tr>
<tr>
<td>including school counseling observation</td>
<td></td>
</tr>
<tr>
<td>ACA, TCA, or other program proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Site Supervisor Evaluation</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>10%</td>
</tr>
<tr>
<td>University Instructor Evaluation Interview</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

IX. **Textbook**

In lieu of selecting a textbook, doctoral students are expected to complete readings from bibliography below. In addition, students are expected to identify and complete readings concerning particular areas identified in the practicum proposal as well as other materials identified by the instructor for class discussions.

X. **Course Schedule and Policies**

A. Instructor and schedule information

Instructor: Mary Louise Holt, Ph.D., LPC
Office Hours: Monday 3:00-6:00pm, Class 7pm
Tuesday 8:30-11:00am
Wednesday 2:30-4:15pm, Class 4:20pm
Other hours by appointment
Contact Information: ECDC 149
825.3326
Mary.holt@tamucc.edu
Course Schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC &amp; ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Overview of Class</td>
</tr>
<tr>
<td></td>
<td>Self Assessment and Personal Goal Setting</td>
</tr>
<tr>
<td></td>
<td>Group Supervision</td>
</tr>
<tr>
<td>1/30</td>
<td>Rating counselor competencies; video tape</td>
</tr>
<tr>
<td></td>
<td>Group Supervision</td>
</tr>
<tr>
<td></td>
<td>Read Eriksen &amp; McCauliff Article; Ethics and Site Agreement/Practicum Proposal Due</td>
</tr>
<tr>
<td>2/6</td>
<td>Live role play demonstration; rating counselor competencies</td>
</tr>
<tr>
<td></td>
<td>Group Supervision</td>
</tr>
<tr>
<td>2/13</td>
<td>Role Play Video Taping; Bring blank videotape</td>
</tr>
<tr>
<td></td>
<td>Group Supervision</td>
</tr>
<tr>
<td>2/20</td>
<td>Submit Rated Video Tape</td>
</tr>
<tr>
<td></td>
<td>Video tape observation</td>
</tr>
<tr>
<td></td>
<td>Group Supervision</td>
</tr>
<tr>
<td>2/27</td>
<td>Video taping feedback and discussion; Role play; Group Supervision</td>
</tr>
<tr>
<td>3/5</td>
<td>Video tape observation; Group Supervision</td>
</tr>
<tr>
<td></td>
<td>Writing a Good Conference Proposal; Group Supervision; Due: Site Supervisor Evaluation</td>
</tr>
<tr>
<td>3/12</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/19</td>
<td>DSM IV-TR: Diagnosis</td>
</tr>
<tr>
<td>3/26</td>
<td>Group Supervision, Discussion of PHT’s</td>
</tr>
<tr>
<td>4/2</td>
<td>Group Supervision</td>
</tr>
<tr>
<td>4/9</td>
<td>Role Play Video Taping; Bring blank videotape; Group Supervision</td>
</tr>
<tr>
<td>4/16</td>
<td>Group Supervision; Discuss ACA (or other) Program Proposals</td>
</tr>
<tr>
<td></td>
<td>Submit Rated Video Tape</td>
</tr>
<tr>
<td>4/23</td>
<td>Group Supervision; Due: Program Proposal and Reflection Paper</td>
</tr>
<tr>
<td>4/30</td>
<td>Group Supervision</td>
</tr>
<tr>
<td>5/7</td>
<td>Instructor Final Evaluation Interview; Due: Practicum Log</td>
</tr>
</tbody>
</table>

B. Class Policies: Experiential and process activities are crucial to meeting the learning objectives of practicum and internship. Attendance is mandatory and a minimum of 22 ½ hours of group supervision and 15 hours of individual supervision are required for successful completion of the course. Because of the nature of experiential and process activities, professional standards of confidentiality are expected to be maintained. Failure to do so will be considered an ethics violation.

C. Additional Course Policies: Attendance is required for all class meetings and tardiness is unacceptable and may result in lower class grades. Late work will lose a point a day from the due date. All cell phones, pagers, and other electronic devices should be turned off
during class unless you have instructor’s permission. Gossiping is not tolerated and you may be asked to leave the room.

D. Academic Integrity/Plagiarism: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade. It is your responsibility to familiarize yourself with the TAMU-CC Academic Misconduct policy.

E. 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.

F. 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 what 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.

XI. Selected Bibliography


CNEP 6395 Doctoral Practicum Field Site Agreement

This Agreement, by and between

Department of Counseling and Educational Psychology
College of Education
Texas A&M University-Corpus Christi
6300 Ocean Drive Christi Christi, TX 78412
(361) 825-3393 or 825-3326
FAX (361) 825-3377

AND

Agency or School: ________________________________________________________
Address: _______________________________________________________________
City, State, Zip: __________________________________________________________
Phone: _________________________________________________________________

AND

Doctoral Student Name: ___________________________________________________
Address: _______________________________________________________________
City, State, Zip: __________________________________________________________
Phone: _________________________(Home)____________________________(Work)

For the purpose of providing a doctoral practicum in counselor education and supervision for the
above-named student for CNEP 6395 Doctoral Practicum.

Begin Term: _______ and End Term: _______ Credit Hrs: 3  Required Experience: 100 Hrs.

University Instructor: ____________________________   Phone: ___________________
E-mail _________________________________________ FAX: ____________________
The student will be working in the following identified area(s) at this site.

___ Supervision  ___ Consultation

___ Advanced Counseling Practice  ___ Teaching and Training

___ Research/Evaluation  ___ Program Development

___ Technical Competence  ___ Professional Leadership

It is mutually agreed:

A. That the above named site will provide the following:

1. Supervision performed by:

   Name: ________________________________________________________

   Degree(s) held: _________________________________________________

   Licensure/Certifications: _________________________________________

   Relevant Work Experience: _______________________________________

   ______________________________________________________________

   ______________________________________________________________

2. Orientation to site and the specific responsibilities of the doctoral student as articulated in the areas identified above.

3. Weekly supervision of the doctoral student's experience via a one-hour individual or triadic meeting with the student and review and approval of site-related hours on the student's weekly log.

4. Supervision in accordance with the guidelines established by the site for all regular personnel and the enclosed guidelines for supervisors as recommended by the American Counseling Association (ACA).

5. Provide evaluation of the doctoral student’s progress to the university supervisor.

B. That the student will:

1. Be at the agreed upon location on the following days at the following times:

   ______________________________________________________________
2. Perform the following duties and responsibilities related to the proposed areas of focus:

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

3. Attend weekly group supervision meetings at TAMU-CC with instructor.

4. Keep a weekly log of activities that will be reviewed by on-site supervisor and university instructor.

5. Perform duties according to the guidelines found in ACA's Code of Ethics.

C. That TAMU-CC Counseling & Educational Psychology Training Program will:

1. Provide a syllabus describing the specific practicum requirements.

2. Provide weekly hour and a half group supervision meetings to discuss and assist with experiences and any areas of concern.

3. Provide in-depth experiences characteristic of doctoral level work in the areas of professional leadership, supervision, consultation, advanced counseling practice, teaching/training, research/evaluation, program development, and/or technical competence.

4. Maintain periodic contact with the site supervisor and the student to discuss the student's progress, including no less than one on-site visit by the internship supervisor for the purpose of meeting with the site supervisor.

5. Use guidelines established by the ACA Code of Ethics.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties discuss why these expectations have not been met at the earliest possible date.

The following signatures verify agreement of the stated conditions:

Student Signature: _____________________________________ Date: _____________

Site Supervisor: _____________________________________ Date: _____________

University Instructor: _________________________________ Date: _____________
Texas A&M University-Corpus Christi  
Department of Counseling and Educational Psychology  
Doctoral Program in school Counseling  

CNEP 6395 __________ 6696 (1) __________ 6696 (2) __________  
Please indicate semester and year.  

**Doctoral Student Practicum/Internship Ethics Agreement**

**Directions:**

Student is to complete this form in duplicate and submit a copy of this agreement to the University Practicum/Internship Instructor before beginning field experience.

1. I hereby attest that I have read and understood the American Counseling Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum/internship, a failing grade, and documentation of such behavior will become part of my permanent record. These ethical standards can be located at http://www.counseling.org/resources/ethics.htm

2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.

3. I understand that my responsibilities include keeping my practicum/internship instructor(s), and supervisor(s) informed regarding my practicum/internship experiences.

4. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

________________________________________  
Signature

________________________________________  
Date
Texas A&M University-Corpus Christi
Department of Counseling and Educational Psychology

Doctoral Program Practicum/Internship

Consent for Audio-Visual Recording

**Note:** A copy must be signed by each person participating in the counseling session to be recorded. The parent or legal guardian must sign a copy for each participating minor. This form is to become a part of the client file.

I hereby agree to allow taping of my (or my child’s) session with __________________________

Name of counselor

This taping will take place at ______________________________________

during the __________________ semester of 20_____.

This agreement will remain in effect until __________________________.

month/day/year

I understand that these tapes are reviewed during in-class group supervision directed by my counselor’s instructor. These tapes will be treated with professional respect and courtesy, and they will be erased by the end of the semester.

**SIGNATURES:**

Client (or Parent/guardian if client is under 18 years of age) __________________________ Date __________________________

Practicum Student/Intern __________________________ Date __________________________

University Instructor or Site Supervisor __________________________ Date __________________________
Texas A&M University-Corpus Christi  
College of Education  
Department of Counseling and Educational Psychology  
Doctoral Program
CNEP 6395 6696 (1) 6696 (2)

MID SEMESTER EVALUATION OF PRACTICUM/INTERNSHIP STUDENT
BY SITE SUPERVISOR

Student Name: ________________________________ Date: __________________

Practicum/Internship Site: ________________________________

Site Supervisor: ________________ University Instructor: ________________

In addition to advanced counseling practice, doctoral students may be working in the following areas during the doctoral practicum/internship semesters: professional leadership roles in counselor education and school counseling, supervision, consultation, teaching/training, research/evaluation, program development, technical competence. Areas of focus are identified in an individualized practicum/internship plan proposed by the student and approved by the university instructor.

Please indicate Doctoral student's skill/performance levels in the following areas by circling the appropriate rating: (1) low, (2) fair, (3) good, (4) very good, (5) excellent, or (N/A) not applicable. Open-ended comments are requested on the last page of the evaluation.

1. Demonstrated willingness to accept feedback, critique, and suggestions. 1 2 3 4 5 N/A
2. Indicated a desire to develop advanced professional skills. 1 2 3 4 5 N/A
3. Demonstrated openness to make changes. 1 2 3 4 5 N/A
4. Showed evidence of advanced counseling/professional competence. 1 2 3 4 5 N/A
5. Demonstrated ability to establish and maintain productive relationships with individuals, clients or students. 1 2 3 4 5 N/A
6. Demonstrated advanced ability to explore and assess concerns of individuals, clients, or students. 1 2 3 4 5 N/A
7. Demonstrated an ability to handle stressful situations constructively. 1 2 3 4 5 N/A
8. Demonstrated flexibility in working with unique situations. 1 2 3 4 5 N/A
9. Practiced professional and ethical behavior.  
   
10. Abided by university/institution/agency policies.  
   
11. Developed collaborative working relationship with colleagues, staff, and supervisors.  
   
12. Indicated enthusiastic commitment to the counseling profession.  
   
   
14. Demonstrated the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.  
   
15. Demonstrated an ability to use effective interpersonal communication skills with colleagues, supervisors, clients, and/or students.  
   
16. Demonstrated ability to professionally and effectively convey information orally as well as in writing.  
   
17. Demonstrated effective organizational and leadership abilities.  

Doctoral students may develop professional competencies with faculty members other than their site supervisor and instructor in the areas of teaching, supervision, and counselor certification/licensure. If so, the following skill/performance areas are to be assessed by the appropriate instructor/supervisor. The signature facilitates ongoing monitoring by the site supervisor and instructor of practicum/internship.  

SUPERVISION OF MASTERS LEVEL PRACTICUM STUDENT  

18. Demonstrated the application of theory and skills of clinical supervision.  
   
19. Developed and demonstrated a personal style of supervision.  

Practicum Instructor Signature if applicable: ___________________________ Date: ____________

TEACHING ASSISTANT
20. Developed and demonstrated a personal philosophy of teaching and learning.

21. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.

22. Demonstrated the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

Supervising Instructor Signature if applicable: __________________________ Date: __________

COUNSELOR CERTIFICATION/LICENSURE

23. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.

24. Demonstrates effective application of multiple counseling theories.

25. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

Clinical Supervisor Signature if applicable: __________________________ Date: __________

26. OVERALL PERFORMANCE

ADDITIONAL COMMENTS:
MAJOR STRENGTHS

OPPORTUNITIES FOR CHANGE AND GROWTH

GRADE RECOMMENDATION (Please include a brief explanation of grade.)

( ) Credit  ( ) Noncredit

Site Supervisor Signature: ___________________________ Date: ____________

Student Signature: __________________________________ Date: ____________

University Instructor Signature: _________________________ Date: ____________
FINAL EVALUATION OF PRACTICUM/INTERNSHIP STUDENT
BY UNIVERSITY INSTRUCTOR

Student Name: ___________________________ Date: ________________

Practicum/Internship Site: ____________________________

Site Supervisor: ____________________________

University Instructor: ____________________________

In addition to advanced counseling practice, doctoral students may be working in the following areas during the doctoral practicum/internship semesters: professional leadership roles in counselor education and school counseling, supervision, consultation, teaching/training, research/evaluation, program development, technical competence. Areas of focus are identified in an individualized practicum/internship plan proposed by the student and approved by the university instructor.

Please briefly describe practicum/internship accomplishments:

Please circle **Doctoral** student's overall skill/performance level by circling the appropriate rating:
(1) low, (2) fair, (3) good, (4) very good, (5) excellent

Comments and observations:

GRADE RECOMMENDATION (Please include a brief explanation of grade.)

(   ) Credit  (   ) Noncredit

Student Signature: ____________________________ Date: ____________

University Instructor Signature: ____________________________ Date: ____________
Texas A&M University-Corpus Christi
Department of Counseling and Educational Psychology
Doctoral Program in School Counseling

EVALUATION OF SITE SUPERVISOR AND FIELD SITE
BY DOCTORAL PRACTICUM/INTERNSHIP STUDENT

Student Name: __________________________ Date: ______________

Field Site: ______________________________________________________

Field Site Address: ________________________________________________

Field Site Phone Number: __________________________________________

Site Supervisor: __________________________________________________

E-Mail: __________________________________________________________

Each internship student should complete this form and RETURN IT TO THE UNIVERSITY INSTRUCTOR. Please give feedback for the supervisor and site by circling the appropriate rating (1) poor, (2) fair, (3) good, (4) very good, (5) excellent, or (N/A) not applicable.

A. SUPERVISION SKILLS

1. Performs supervisory functions as teacher, counselor, consultant, or researcher as appropriate. 1 2 3 4 5 N/A

2. Raises questions that encourage supervisee to explore and research new perspectives in counseling, supervision, consultation, teaching. 1 2 3 4 5 N/A

3. Establishes good rapport with supervisee. 1 2 3 4 5 N/A

4. Supports supervisee's professional leadership development. 1 2 3 4 5 N/A

5. Provides clear and useful suggestions. 1 2 3 4 5 N/A

6. Is sensitive to individual differences and demonstrates flexibility in the supervisory relationship. 1 2 3 4 5 N/A

7. Assists supervisee in conceptualizing cases or professional issues 1 2 3 4 5 N/A

8. Gives appropriate feedback to supervisee. 1 2 3 4 5 N/A

9. Confronts supervisee when appropriate. 1 2 3 4 5 N/A
10. Helps supervisee assess own strengths. 1 2 3 4 5 N/A

11. Assists supervisee in planning effective goals and objectives - counseling, leadership, supervision, consultation, or research 1 2 3 4 5 N/A

12. Has knowledge of supervisee's professional and personal strengths and weaknesses. 1 2 3 4 5 N/A

B. SUPERVISOR EFFECTIVENESS

1. Your overall satisfaction with supervisor. 1 2 3 4 5 N/A

2. Interactions with supervisor contributed to your professional development 1 2 3 4 5 N/A

3. Interactions with supervisor contributed to increasing your self-confidence as a leader in the counseling field. 1 2 3 4 5 N/A

C. SITE EVALUATION

1. Appropriateness of the site to your career goals within the doctoral counseling program. 1 2 3 4 5 N/A

2. Adequacy of the physical facilities. 1 2 3 4 5 N/A

3. Receptivity of staff toward you as a doctoral intern. 1 2 3 4 5 N/A

4. Availability of clients for counseling sessions. 1 2 3 4 5 N/A

5. Receptivity of clients to you as a doctoral intern. 1 2 3 4 5 N/A

6. Provision of a variety of doctoral-level tasks and activities. 1 2 3 4 5 N/A

7. Availability of needed resources. 1 2 3 4 5 N/A

8. Staff support for consultation. 1 2 3 4 5 N/A

9. Provided with appropriate orientation to site and training. 1 2 3 4 5 N/A

10. Overall rating of this site for future doctoral interns. 1 2 3 4 5 N/A

D. COMMENTS
This rating scale includes counseling skills as well as those related to specific interventions, diagnosis, and case conceptualization. Doctoral students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

<table>
<thead>
<tr>
<th>Skill</th>
<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: Skill generally well performed by requires more practice application</th>
<th>Good: Skill generally well performed</th>
<th>Very Good: Skill consistently well performed</th>
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<tbody>
<tr>
<td>Opening/greeting</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Eye contact</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
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<td>2</td>
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<tr>
<td>Attentive body language</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
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<td>2</td>
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<tr>
<td>Vocal style</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Use of questions</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
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<tr>
<td>Minimal encouragers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
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<tr>
<td>Strategic/appropriate silence</td>
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<td>0</td>
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<tr>
<td>Restatement/paraphrase</td>
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<td>2</td>
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<tr>
<td>Reflection of feeling</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
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<tr>
<td>Being “present” with the client</td>
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<td>Appropriate and collaborative goal setting</td>
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<tr>
<td>Immediacy</td>
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<tr>
<td>Awareness of and attention to meaning</td>
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<td>-1</td>
<td>0</td>
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<tr>
<td>Accurate diagnosis and GAF/GARF</td>
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<td>-1</td>
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<tr>
<td>Use of theoretically and client-specific appropriate interventions</td>
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<td>-1</td>
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<tr>
<td>Ability to articulate clear rationale for theoretical approach and interventions</td>
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<td>-1</td>
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<td>Ability to consistently work within an articulated theoretical frame of reference</td>
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<tr>
<td>Appropriate treatment planning</td>
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