CNEP 5698: INTERNSHIP  
Texas A&M University - Corpus Christi  
Department of Counseling and Educational Psychology  

COURSE SYLLABUS  

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OFFICE HOURS (Spring 2016): MW 2:00-4:00 or by appointment  

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 School 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 School Counselor 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, which 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, which 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 and Learning Outcomes**

This course is designed to meet 2009 CACREP standards and enable students to demonstrate understanding of the following objectives. Standards shown in **bold type** represent the targeted course objectives that will be assessed in this course, and SLOs are provided for each.

- CACREP Standard II-G-1-b Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications.

- 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.

- CACREP Standard II-G-1-d Self-care strategies appropriate to the counselor’s role.

- **CACREP Standard II-G-1-e Supervision models, practices, and processes.**
  
  *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).

- 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.

- CACREP Standard II-G-1-i Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

- CACREP Standard II-G-1-j Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

- CACREP Standard II-G-2-d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
• 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.

• CACREP Standard II-G-2-f Counselors’ roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

• CACREP Standard II-G-5-a An orientation to wellness and prevention as desired counseling goals.

• CACREP Standard II-G-5-c Essential interviewing and counseling skills.

• 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:

• CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

• CACREP Standard D-1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

• CACREP Standard D-2 Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. SLO: School counseling students will provide individual and group counseling as well as classroom guidance, designed to promote development of students, as assessed by case presentations, tape ratings, and a rating of good or above from the site supervisor on specific items on the mid-semester and final evaluation.

• 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.

• 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. SLO: School counseling students will demonstrate recognition of limitations and willingness...
to seek supervision or refer when appropriate, as assessed by case presentations and 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.

- **CACREP Standard F-1** Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
  *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.*

- **CACREP Standard F-2** Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

- **CACREP Standard F-4** Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

- **CACREP Standard H-1** Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
  *SLO: Students will assess and interpret their students’ strengths and needs, including uniqueness across a diverse and multicultural population, as assessed by case presentation evaluations, and 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.*

- **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.

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

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

- **CACREP Standard L-1** Conducts programs designed to enhance student academic development.
  *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.*
• CACREP Standard L-2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.  
*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.*

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

• 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.

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

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

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

• 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.

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

• 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:

• CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
• 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.

• CACREP Standard C-9. Understand professional issues relevant to the practice of clinical mental health counseling.

• 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.

• 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.

• 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.

• 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 case presentation and a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

• CACREP Standard D-5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

• CACREP Standard D-6 Demonstrates the ability to use procedures for assessing and managing suicide risk.

• CACREP Standard D-7 Applies current record-keeping standards related to clinical mental health counseling.

• CACREP Standard D-8 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
• 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.
  
  SLO: 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.

• 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 case presentations and ratings of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

• 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.

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

• 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.

• 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.

• 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.

• 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.

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

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

• 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:

• CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

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

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

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

• 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.

• 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.
- **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.

- **CACREP Standard F-2** Maintains information regarding community resources to make appropriate referrals.
  *SLO:* Students will make appropriate referrals to community resources as appropriate and will familiarize themselves with community resources used by their internship sites, as evidenced by case presentations evaluated by the course instructor.

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

- **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 case presentations, ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.

- **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.

- **CACREP Standard H-2** Uses systems assessment models and procedures to evaluate family functioning.

- **CACREP Standard H-3** Determines which members of a family system should be involved in treatment.

- **CACREP Standard J-1** Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

- **CACREP Standard J-2** Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.

- **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:

- 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.

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

- 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.

- 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.

- 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 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.

- CACREP Standard D-4 Demonstrates the ability to use procedures for assessing and managing suicide risk.

- 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 ratings of case presentations and ratings of good or above on specific items on
the mid-semester and final evaluations of the site supervisor and final evaluation of the course instructor.

- **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 case presentations and ratings of good or above on mid-semester and final evaluations of the site supervisor.

- **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.

- **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.

- **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 and by ratings of good or above on mid-semester and final evaluations of course instructor.

- **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.

- **CACREP Standard F-2** Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.
  
  *SLO:* Students will advocate for policies, programs, and/or services that are equitable and responsive to the unique needs of their clients with addictions, as evidenced by mid- and final evaluations from site supervisors and final evaluations from course instructors.

- **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 case evaluations and ratings of good or above on specific items on the mid-semester and final evaluations of their site supervisors and instructor.
• 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.

• 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.

• 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 assessed by ratings of good or above on specific items on the mid-semester and final evaluations of their site supervisors.

• 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.

• 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 recovery, 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.

• CACREP Standard J-1 Applies relevant research findings to inform the practice of addiction counseling.

SLO: Students will utilize appropriate and relevant research to inform their work with clients who have addictive disorders, as evidenced by ratings of good or above on specific items on the mid-semester and final evaluations by site supervisors.

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

SLO: Students will develop measurable outcomes for addiction counseling programs, interventions, and treatments, as assessed by ratings of case presentations.

• CACREP Standard J-3 Analyzes and uses data to increase the effectiveness of addiction counseling programs.
• 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.
  
  *SLO:* Students will demonstrate appropriate use of diagnostic tools, including the *DSM*, to describe symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments, as evidenced by ratings of case presentations.

• 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.

**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, including assessment on the Professional Issues and Behavior Rating Scale. A student who is asked to leave an internship site for unethical or unprofessional behavior may receive a noncredit and may be asked to retake certain courses and/or seek personal counseling. In addition, unethical or unprofessional behavior will result in completion of a formal Student Competency Evaluation.

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 the instructor. A *marriage and family* counseling emphasis requires a systemic focus with a minimum of 80 hours (1/3) of the total 240 direct counseling hours being with couples or family units/subunits. Students pursuing the *addictions*
**Program emphasis** must obtain at least half of their combined 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. Students pursuing the **School Counseling Program emphasis** must complete both internships in a school setting that provides the opportunity to participate in a developmental school counseling program.

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.

In addition, **your regular site supervision must be conducted by the site supervisor who is named and has signed as such on your site supervision form.** If you must change site supervisors (even if you are remaining at the same site), you must complete, have signed, and submit a new site supervision form to your instructor. **Failure to do so may result in loss of any hours accrued under the new supervisor.** Please notify your instructor immediately if there are times when your supervision will be conducted by another individual (e.g., vacation of the site supervisor) to ensure you are in compliance with standards. If there is one individual at your site who signs all site supervision agreements, your agreement may be co-signed by that individual in the space marked “other” on the site supervisor agreement.

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 and departmental Handbook, as well as by appropriate ethical standards as cited in the ACA, ASCA, TSBEP, and/or TSBEMFT 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.

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. **Internship II students** will complete the final IDP and meet with their faculty advisor to review their results. The student will attest to this meeting and the instructor will verify it.

12. 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.

**Please Note:** In order to receive credit in Internship I, all supervision hours, both group and individual, must be completed. In addition, all forms and papers 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; however, students are expected to reach levels of competency appropriate to the course in order to receive credit. Late assignments are unacceptable.
IX. Course Schedule and Policies

A) Course Schedule

*Tentative course schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Artifact Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/20/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>Site Agreement, Ethics Agreement</td>
</tr>
<tr>
<td>01/27/16</td>
<td>Group Supervision 2.5 hrs</td>
<td>Evaluative Reflective Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Log(s)</td>
</tr>
<tr>
<td>02/10/16</td>
<td>Group Supervision 2.5 hrs</td>
<td>Weekly Log(s)</td>
</tr>
<tr>
<td>02/24/16</td>
<td>Group Supervision 2.5 hrs</td>
<td>Weekly Log(s)</td>
</tr>
<tr>
<td>03/09/16</td>
<td>Group Supervision 2.5 hrs</td>
<td>Mid-Term Evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Log(s)</td>
</tr>
<tr>
<td>03/23/16</td>
<td>Group Supervision 2.5 hrs</td>
<td>Weekly Log(s)</td>
</tr>
<tr>
<td>04/06/16</td>
<td>Group Supervision 2.5 hrs</td>
<td>Weekly Log(s)</td>
</tr>
<tr>
<td>04/20/16</td>
<td>Group Supervision 2.5 hrs</td>
<td>Professional Meeting Synopsis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Progress Paper (Internship I)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervision Paper (Internship II)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IDP review complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Log(s)</td>
</tr>
<tr>
<td>04/27/16</td>
<td>Group Supervision 2.5 hrs</td>
<td>TSBEPC/TSBEMFT documentation; final log(s); Final Evaluation</td>
</tr>
</tbody>
</table>

B) Course Policies

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. Students must be on time and remain for the entire class in order to receive credit for the group supervision hours indicated. 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.
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.

Students are expected to attend and participate in every class session unless there is a valid emergency/reason. Promptness is expected, as is staying for the entire class. Inform the instructor about legitimate reasons for missing class. If part or all of a class is missed, it must be made up by attending group supervision at another time during the semester. 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.

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.

Professionalism

By enrolling in a graduate program you have begun your professional career. As such, the expectation is that you will conduct yourself as a professional. A significant part of being a professional is being respectful to your peers and instructor at all times. Examples of disrespectful, and unprofessional, behavior include: talking in class, not paying attention, criticizing others’ thoughts and beliefs, falling asleep, or texting/talking on a phone. While it is understandable that there may be times when you are not in total agreement with your peers or instructor, respect for the academic environment and the professional degree being pursued should always be acknowledged.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Academic Integrity and 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, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).
Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Dropping a Class**

My hope is that you never find it necessary to drop this or any other class during your program of study. With that being said, I realize events sometimes occur that make dropping a course a necessary and wise decision. If you ever find yourself in a situation like this, I ask that you consult with me before you decide to drop the course to be sure it is your best option. Should dropping the course prove to be the best action for you to take, it is your responsibility to initiate the drop process by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in your being dropped from the class, and a final grade will be issued.
Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which your instructor will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect to receive a response to their queries from their instructor within 48 hours (excluding weekends and university-recognized holidays).

X. Textbook

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

XI. Bibliography


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 website 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.

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XIII. Disability 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 Disability Services at (361) 825-5816 or visit their office in Corpus Christi Hall, Room #116.

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 at (361) 825-5816.

XIV. Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XV. Course Assignment Evaluation Rubrics

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 DSM-IV or DSM 5 diagnosis (depending on site).
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. Note: Do not upload your presentation with the clip inserted!
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?
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>
</tr>
</tbody>
</table>

Opening/greeting

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Eye contact

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Attentive body language

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Vocal style

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Use of questions

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Minimal encouragers

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Strategic/appropriate silence

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Restatement/paraphrase

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Reflection of feeling

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Being “present” with the client

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Appropriate and collaborative goal setting

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Immediacy

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Awareness of and attention to meaning

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Accurate diagnosis using DSM IV or 5

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Use of theoretically and client-specific appropriate interventions

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |

Appropriate treatment planning

| -2 | -1 | 0 | 1 | 2 | n/a | n/o |
In addition to counseling skills, professional counselors should demonstrate appropriate professional behavior as well as the ability to manage themselves effectively and appropriately. Items below are representative of the kinds of behavior practicum and internship instructors and supervisors will consider as part of their overall evaluation of students in practicum/internship. Faculty members may indicate other specific items as needed.

Depending on severity, number of issues, and response to faculty/supervisor feedback, results on this evaluation may impact grade in the course, ability to proceed to the next course in the practicum/internship sequence, and/or the departmental remediation process.

*N/O denotes Not Observed.

<table>
<thead>
<tr>
<th>Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior</th>
<th>Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth</th>
<th>Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training’s development; however, there is inconsistency</th>
<th>Good: Professional behavior generally demonstrated</th>
<th>Excellent: Professional behavior consistently demonstrated to a high degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
</tr>
</tbody>
</table>

Is open and receptive to supervision

Is prepared for supervision

Willingly makes changes in response to supervision

Actively solicits feedback about their work

Receptive to feedback from peers

Is actively attentive when peers present their work

Provides appropriate and useful feedback to peers

Demonstrates ability to be self-reflective about work with clients

<table>
<thead>
<tr>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>+1</th>
<th>+2</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/O*</td>
<td>N/O</td>
<td>N/O</td>
<td>N/O</td>
<td>N/O</td>
</tr>
<tr>
<td>Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates good interpersonal skills with peers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates a collaborative stance with peers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Adheres to general standards of professional ethics and practice (e.g., ACA, IAMFC)</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEPc, TSBEMFT, TEA)</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates sound judgment in matters related to the profession and practice of counseling</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates commitment to personal growth and professional development</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates openness to new ideas</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates ability to accept personal responsibility</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates ability to regulate and express emotions effectively and appropriately</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates awareness of own impact on others</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
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<tr>
<td>Demonstrates openness to issues of multiculturalism and diversity, including willingness to enhance skills and competence in these areas</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
</tbody>
</table>

Instructor Signature

Date

Student Signature

Date