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

COURSE SYLLABUS

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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 2016 CACREP standards and enable students to demonstrate understanding of the following objectives.

- CACREP Standard 3-J After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

- CACREP Standard 3-K Students complete at least 240 clock hours of direct service.

- CACREP Standard 3-L Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

- CACREP Standard 3-M Internship students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

The primary SLO for this course is:

Students will provide direct counseling services appropriate to their program specialty and will fulfill additional responsibilities that are common to the role of a counselor in their specialty. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course as well as 90% of students earning a rating of good or above on the final evaluation by the university instructor.
In addition to the above internship standards, the following standards are addressed as appropriate to the student’s internship and specialty area:

- CACREP Standard 2-F-1-g Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effect of public policy on these issues.

- CACREP Standard 2-F-1-i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

- CACREP Standard 2-F-1-k Strategies for personal and professional self-evaluation and implications for practice.

- CACREP Standard 2-F-1-l Self-care strategies appropriate to the counselor role.

- CACREP Standard 2-F-1-m The role of counseling supervision in the profession.

- CACREP Standard 2-F-2-c Multicultural counseling competencies.

- CACREP Standard 2-F-2-f Help-seeking behaviors of diverse clients.

- CACREP Standard 2-F-3-i Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

- CACREP Standard 2-F-5-g Essential interviewing, counseling, and case conceptualization skills.

- CACREP Standard 2-F-5-h Developmentally relevant counseling treatment or intervention plans.

- CACREP Standard 2-F-5-I Development of measurable outcomes for clients.

- CACREP Standard 2-F-5-j Evidence-based counseling strategies and techniques for prevention and intervention.

- CACREP Standard 2-F-5-n Processes for aiding students in developing a personal model of counseling.

- CACREP Standard 2-F-7-e Use of assessments for diagnostic and intervention planning services.

- CACREP Standard 2-F-7-l Use of assessment results to diagnose developmental, behavioral, and mental disorders.
In addition to the primary SLO listed above, additional SLOs for this course include:

Students will demonstrate a professional counseling identity in which the importance of credentialing, ethical standards, self-evaluation, self-care, and supervision are evidenced. Successfully meeting this SLO will be evidenced by 90% of students correctly documenting experience requirements for licensure as set forth by appropriate regulatory boards, earning an evaluation of adequate or above on site supervisor and instructor evaluations on 90% of items related to these topics, earning ratings of 0 or above on relevant items on the Professional Issues and Behavior Rating Scale, and earning a rating of adequate above on the supervision research paper.

Students will provide competent and ethical counseling services that demonstrate the ability to use appropriate assessments, planning, and intervention as well as multicultural competence. Successfully meeting this SLO will be evidenced by 90% of students earning ratings of adequate or above on 90% of relevant clinical items on site supervisor and instructor evaluations and 0 or above on 90% of items on the Internship Rating Scale.

School Counseling Internship

Students with a School Counseling emphasis shall demonstrate competencies in the following CACREP Standard areas:

- CACREP Standard 5-G-3-d Interventions to promote academic development.
- CACREP Standard 5-G-3-e Use of developmentally appropriate career counseling interventions and assessments.
- CACREP Standard 5-G-3-f Techniques of personal/social counseling in school settings.
- CACREP Standard 5-G-3-g Strategies to facilitate school and postsecondary transitions.
- CACREP Standard 5-G-3-h Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement.
- CACREP Standard 5-G-3-i Approaches to increase promotion and graduation rates.
- CACREP Standard 5-G-3-j Interventions to promote college and career readiness.
- CACREP Standard 5-G-3-k Strategies to promote equity in student achievement and college access.
- CACREP Standard 5-G-3-l Techniques to foster collaboration and teamwork within schools.
- CACREP Standard 5-G-3-m Strategies for implementing and coordinating peer intervention programs.

- CACREP Standard 5-G-3-n Use of accountability data to inform decision making.

- CACREP Standard 5-G-3-o Use of data to advocate for programs and students.

**SLOs for students with a school counseling specialty include the following:**

School counseling students will utilize interventions to promote academic development, school success, retention, and transition through public school and post-secondary educational settings. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on the final evaluation by the university instructor; and 90% of students earning a rating of good or above on the mid-semester and final evaluation of site supervisors, including the school counseling specialty section.

School counseling students will provide developmentally appropriate group and individual counseling interventions designed to facilitate academic and career development of students and to address social, family, or other issues that may impact academic development. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on the final evaluation by the university instructor; 90% of students earning a rating of good or above on the mid- and final evaluation by site supervisors, including the school counseling specialty section.

School counseling students will develop and utilize means of assessing efficacy or programs and interventions they offer to inform future interventions. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on the final evaluation by the university instructor; and 90% of students earning a rating of good or above on the mid- and final evaluation by site supervisors, including the school counseling specialty section.

**Clinical Mental Health Counseling Internship**

**Students with a Clinical Mental Health Counseling emphasis shall demonstrate competencies in the following CACREP Standard areas:**

- CACREP Standard 5-C-3-a Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

- CACREP Standard 5-C-3-b Techniques and interventions for prevention and treatment of a broad range of mental health issues.
• CACREP Standard 5-C-3-c Strategies for interfacing with the legal system regarding court-referred clients.

• CACREP Standard 5-C-3-d Strategies for interfacing with integrated behavioral health care professionals.

• CACREP Standard 5-C-3-e Strategies to advocate for persons with mental health issues.

**SLOs for students with a clinical mental health specialty include the following:**

Clinical mental health students will provide counseling services that utilize information from intake interviews, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and for initiation, maintenance, and termination of counseling. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors; and on ratings of 0 or above on evaluation of case presentations.

Clinical mental health students will utilize techniques and interventions that address a broad range of mental health issues as well as strategies for prevention of mental health problems. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors; and on ratings of 0 or above on evaluation of case presentations.

Clinical mental health students will interface with the legal system and with integrated behavioral health care professionals in order to provide needed services and to advocate for clients. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors; and on ratings of 0 or above on evaluation of case presentations.

**Marital, Couple, and Family Counseling Internship**

*Students with a Marital, Couple, and Family Counseling emphasis shall demonstrate competencies in the following CACREP Standard areas:*

• CACREP Standard 5-F-3-a Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective.

• CACREP Standard 5-F-3-b Fostering family wellness.
• CACREP Standard 5-F-3-c Techniques and interventions of marriage, couple, and family counseling.

• CACREP Standard 5-F-3-d Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling.

• CACREP Standard 5-F-3-e Strategies for interfacing with the legal system relevant to marriage, couple, and family counseling.

SLOs for students with a marriage, couple, and family specialty include the following:

Marriage, couple, and family counseling students will utilize assessment, evaluation, and case management strategies, including assessment of pertinent to couples and families, to initiate, maintain, and terminate techniques and interventions for individuals, couples, and families from a systems perspective. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the marriage, couple, and family specialty; and on ratings of 0 or above on evaluation of case presentations.

Marriage, couple, and family counseling students will conceptualize, plan, and treat couples and family systems and subsystems utilizing appropriate systemic interventions. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the marriage, couple, and family specialty; and on ratings of 0 or above on evaluation of case presentations.

Marriage, couple, and family counseling students will provide interventions that promote family wellness. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the marriage, couple, and family counseling specialty; and on ratings of 0 or above on evaluation of case presentations.

Marriage, couple, and family students will utilize strategies that appropriately interface with the legal system and with integrated health care professionals in order to provide needed services and to advocate for clients. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors; and on ratings of 0 or above on evaluation of case presentations.
Addictions Internship

_Students with an Addictions emphasis shall demonstrate competencies in the following CACREP Standard areas:_

- CACREP Standard A-3-a Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.

- CACREP Standard A-3-b Assessment of biopsychosocial and spiritual history relevant to addiction.

- CACREP Standard A-3-c Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.

- CACREP Standard A-3-d Techniques and interventions related to substance abuse and other addictions.

- CACREP Standard A-3-e Strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders.

- CACREP Standard A-3-f Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.

- CACREP Standard A-3-g Evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery.

- CACREP Standard A-3-h Strategies for interfacing with the legal system and working with court referred clients.

_SLOs for students with an addictions specialty include the following:_

Addictions specialty students will utilize appropriate screening, assessment, and testing for addiction, psychoactive substance toxicity, intoxication, and withdrawal, as well as for co-occurring mental disorders. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the addictions specialty; and on ratings of 0 or above on evaluation of case presentations.

Addictions specialty students will assess biopsychosocial and spiritual history relevant to addiction. Successfully meeting this SLO will be evidenced by 90% of students earning a grade
of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the addictions specialty; and on ratings of 0 or above on evaluation of case presentations.

Addictions specialty students will utilize techniques and interventions appropriate to working with individuals with substance abuse and other addictive disorders, including those that help clients identify the effects of addiction on life problems and the benefits of life without addiction. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the addictions specialty; and on ratings of 0 or above on evaluation of case presentations.

Addictions specialty students will evaluate clients stage of dependence, change, or recovery and utilize individualized treatment strategies and modalities. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the addictions specialty; and on ratings of 0 or above on evaluation of case presentations.

Addictions specialty students will utilize strategies that appropriately interface with the legal system and with integrated health care professionals in order to provide needed services and to advocate for clients. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of CR in the course; 90% of students earning a rating of good or above on relevant sections of the final evaluation by the university instructor; 90% of students earning a rating of good or above on relevant sections of the mid- and final evaluation by site supervisors, including that for the addictions specialty; and on ratings of 0 or above on evaluation of 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. Students in the addictions program who wish to pursue LCDC licensure are advised to check licensure requirements as a minimum number of hours in specific areas may be required. Please note that additional documentation for specific areas required for the LCDC are your responsibility and will require documentation in addition to the internship log. 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. Failure to obtain sufficient hours is not, in and of itself, grounds for an incomplete. Students must demonstrate effort to address insufficient hours, including discussion with the instructor during the progression of the course.

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 research 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. Refer to the rubric for specific instructions. Papers that do not meet the requirements set out in the rubric will be returned for revision.

10. **Internship II students** will submit the final evaluative reflective paper in accordance with the due date identified by the instructor, assessing progress toward skill enhancement and continuing challenges. This paper should include next steps in development as a counselor post-graduation, including enhancing competency and development as a professional. Students should demonstrate their ability to self-monitor their development. Refer to the rubric for specifics to be included in an acceptable paper.

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 TSBEPIC 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*

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Artifact Due</th>
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<tbody>
<tr>
<td>01/18/17</td>
<td>Group Supervision 2.0 hrs</td>
<td>Site Agreement, Ethics Agreement</td>
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<tr>
<td>01/25/17</td>
<td>Group Supervision 2.5 hrs</td>
<td>Evaluative Reflective Paper</td>
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<td>Weekly Log(s)</td>
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<tr>
<td>02/08/17</td>
<td>Group Supervision 2.5 hrs</td>
<td>Weekly Log(s)</td>
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<tr>
<td>02/22/17</td>
<td>Group Supervision 2.5 hrs</td>
<td>Weekly Log(s)</td>
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<tr>
<td>03/08/17</td>
<td>Group Supervision 2.5 hrs</td>
<td>Mid-Term Evaluations</td>
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<td>Weekly Log(s)</td>
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<tr>
<td>03/22/17</td>
<td>Group Supervision 2.5 hrs</td>
<td>Weekly Log(s)</td>
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<tr>
<td>04/05/17</td>
<td>Group Supervision 2.5 hrs</td>
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<td>04/19/17</td>
<td>Group Supervision 2.5 hrs</td>
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<td>Supervision Paper (Internship II)</td>
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<td>Weekly Log(s)</td>
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<td>04/26/17</td>
<td>Group Supervision 2.5 hrs</td>
<td>TSBEP/C/TSBEMFT documentation; final log(s)</td>
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<td>Final Evaluation</td>
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**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/ration. 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 form 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**

Additional resources that support counseling knowledge and skills include but are not limited to:


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


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.

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

Identify and transcribe ten exchanges with your client(s). In this context, an exchange is a series of back-and-forth interactions between you and your client that are sufficient to give the instructor context about the responses you are making. Provide your intent/skill used with each of your statements within the exchange, describe what happened, and provide an alternate response. The alternate response may have the same intent as your original response or may provide a different direction you could have taken. The format below is provided as an example. Note the requirement of identification of the theoretical model or skills you are attempting to use. If you assert an integrated model, name the models you are integrating.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Session #</th>
<th>Theoretical Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange</td>
<td>Intent/Skill</td>
<td>What happened?</td>
</tr>
</tbody>
</table>

*Note: Individual instructors may provide alternative instructions about the transcript.*
### Evaluative Reflective Paper Grading Rubric***

*This paper should be 4-5 pages in length.*

**Internship I and II**

<table>
<thead>
<tr>
<th>Unacceptable: Revise</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper appears to be hurriedly assembled with little thought or serious consideration to the elements outlined in the rubric; significant writing and/or grammar issues; spelling issues; lack of flow, making the paper difficult to follow.</td>
<td>Includes all elements of the excellent paper, but may not demonstrate as much depth or critical thinking; may lack a single element of the excellent paper, yet include critical thinking about the elements that are present; some writing, grammar, or spelling issues may be present but they are few; flow of ideas may lack organization.</td>
<td>Reflects critical thinking about one’s personal development as a counselor; considers personal values and attitudes that impact counseling; gives thoughtful consideration to current skill level as well as skills to be developed during the semester; provides a realistic plan for developing skills; realistically identifies challenges. Well written and well organized; easy to follow; includes introduction and conclusion. Few grammar or writing issues. No spelling issues.</td>
</tr>
</tbody>
</table>

### Supervision Paper Grading Rubric***

*This paper should be a minimum of 15 pages in length.*

**Internship I**

The supervision paper is a research paper. It must include, at minimum, (a) an introduction, (b) explanation of the discrimination model of supervision and one other specific model, (c) ethical issues in supervision, (d) multicultural and/or diversity issues that should be addressed in supervision, (e) discussion of personal experience of individual supervision based on what has been learned via research for this paper, and (f) conclusion. At least six references should be cited, with two being the ACA Code of Ethics (see section on supervision) and the TSBEP Rules (see requirements of supervisors). The format of the paper must follow APA 6th edition style guidelines. *The due date for this paper will be no later than two weeks prior to the end of the semester in order for any required revisions to be possible. Please remember that an acceptable paper is required in order to complete Internship I and a grade of No Credit will be earned if an acceptable paper is not submitted.*

<table>
<thead>
<tr>
<th>Unacceptable: Revise</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unacceptable: Revise</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper appears to be hurriedly assembled with little thought or serious consideration to the elements outlined in the rubric; significant writing and/or grammar issues; spelling issues; lack of flow, making the paper difficult to follow.</td>
<td>Includes all elements of the excellent paper, but may not demonstrate as much depth or critical thinking; may lack a single element of the excellent paper, yet include critical thinking about the elements that are present; some writing, grammar, or spelling issues may be present but they are few; flow of ideas may lack organization.</td>
<td>Reflects critical thinking about one’s progress toward skill enhancement and continuing challenges; indicates reasonable next steps in development as a counselor post-graduation, including enhancing competency and development as a professional. Demonstrates ability to self-monitor their development. Well written and well organized; easy to follow; includes introduction and conclusion. Few grammar or writing issues.</td>
</tr>
</tbody>
</table>

**Final Reflective Paper Grading Rubric***

*This paper should be 4-5 pages in length.*

**Internship II**
### 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>Skill Area</th>
<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>
<td></td>
</tr>
<tr>
<td>Opening/greeting</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Eye contact</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Attentive body language</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Vocal style</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Use of questions</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Minimal encouragers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Strategic/appropriate silence</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Restatement/paraphrase</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Reflection of feeling</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Being “present” with the client</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Appropriate and collaborative goal setting</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Immediacy</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Awareness of and attention to meaning</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Accurate diagnosis using DSM IV or 5</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Use of theoretically and client-specific appropriate interventions</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
<tr>
<td>Appropriate treatment planning</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
</tr>
</tbody>
</table>
Professional Issues and Behavior Rating Scale
Department of Counseling and Educational Psychology
(For use by faculty instructor)

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

<table>
<thead>
<tr>
<th></th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>+1</th>
<th>+2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is open and receptive to supervision</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O*</td>
</tr>
<tr>
<td>Is prepared for supervision</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Willingly makes changes in response to supervision</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Actively solicits feedback about their work</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Receptive to feedback from peers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Is actively attentive when peers present their work</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Provides appropriate and useful feedback to peers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Demonstrates ability to be self-reflective about work with clients</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Statement</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Score 4</td>
<td>Score 5</td>
<td>Status</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>--------</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>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Demonstrates good interpersonal skills with peers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Demonstrates a collaborative stance with peers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</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>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEP, TSBEMFT, TEA)</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</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>
<td>+2</td>
<td>N/O</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>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Demonstrates openness to new ideas</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Demonstrates ability to accept personal responsibility</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</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>
<td>+2</td>
<td>N/O</td>
</tr>
<tr>
<td>Demonstrates awareness of own impact on others</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>N/O</td>
</tr>
<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>
<td>+2</td>
<td>N/O</td>
</tr>
</tbody>
</table>

________________________________________________________________________

Instructor Signature _______________________________ Date ________________

________________________________________________________________________

Student Signature _______________________________ Date ________________

26