I. Course Description

**Bridge Supervision.** Supervised counseling experience during breaks between academic semesters. Counseling setting must be the same as practicum/internship setting either the previous or following semester. The course, while not required for the degree, is required for all students who obtain hours towards the practicum/internship requirements during between-semester breaks. Prerequisite: Completion of 5397 Practicum.

Course Requirements: Attendance and participation in an average of 1.5 hours per week of group supervision for the duration of the break between semesters. Course may be re-taken a maximum of three times for a total of three semester hours.

II. Rationale

This course is designed to provide on-going supervision to students who need to obtain hours towards the practicum and internship requirements during the breaks between semesters. Regular and on-going supervision is required in order to meet accreditation and supervision standards. Supervision is provided to assist the student in managing cases, improving counseling skills, and dealing with professional issues.

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

**Standard I Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.

**Standard II Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

**Standard III Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

**Standard IV Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

**Standard V Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.
Standard VI Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

IV. TExES Competencies

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

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

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

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

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

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

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

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

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

V. Course Objectives/Learning Outcomes
This course is designed to fulfill 2016 CACREP Professional Practice standards outlined below:

A. Section 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 educational faculty member.

As this is 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.

Because this is a course designed specifically to address on-going supervision requirements for internship, specific SLOs for group supervision are not set. All SLOs for internship are addressed within CNEP 5698 Internship.

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 duration of the course. Attendance and active participation is required. A student who is asked to leave an internship site for unethical or unprofessional behavior may receive a noncredit and lose any hours that were accrued during the between-semester break. In addition, unethical or unprofessional behavior will result in completion of a formal Student Competency Evaluation.

Each student will attend an average of 1.5 hours per week of group supervision during the breaks in which hours are being accrued. In addition, 1 hour of weekly individual supervision with the site supervisor is required. If, for exceptional circumstances, you miss a supervision meeting, consult with the instructor about how to make up the time.

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 1 semester hour of credit for CNEP 5390, students will be required to:

1. Attend an average of 2 hours of group supervision per week on campus with the designated faculty member.
2. Obtain at least one hour a week of individual/triadic supervision with the named site supervisor.
3. Present audio and/or video tapes as directed by the instructor.
4. 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.
5. Submit logs at each group supervision meeting.

Please Note: In order to receive credit for the course and to be able to count hours accrued towards internship requirements, all supervision hours, both group and individual, must be completed. In addition, all logs must be submitted. Because of the nature of this course, an incomplete is not a possible grade.

IX. A. Tentative Course Schedule

We will meet twice:

Saturday, August 11, 11:30-2:30 (3 hrs)

Saturday, August 25, 11:30-1:30 (2 hrs)

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 supervisee must contact the instructor and determine arrangements for making up supervision time. 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.

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.**

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

XI. **Bibliography**

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


XII. Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0 on the particular assignment and a grade of Non-Credit in the course. In addition, a record of the academic misconduct will be filed with the Dean. Students have the right to appeal the judgment or penalty. In addition, academic misconduct will be referred to the CNEP department for consideration.

XIII. Dropping a class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the course. Be sure to check the University’s academic calendar to verify the last day to drop a class with an automatic grade of “W” this term.

XIV. Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

XV. **Disabilities Accommodations**

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

XVI. **Statement of Academic Continuity**

In the event of an unforeseen adverse event such as a major hurricane or other event that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, this course will be continued insofar as possible through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wiki tools. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of closing of the physical campus. However, you must make certain the course instructor has a primary and secondary means of contacting you. Because this course requires a specified number of group supervision hours that includes disclosure of confidential client information, it may be necessary to establish conference calls or other mechanisms to complete the supervision requirements.
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>
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<tbody>
<tr>
<td>Poor: Skill absent or performance has potential for harm</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
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<td>Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
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<tr>
<td>Adequate: Evidence of skill but inconsistent in application</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
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<tr>
<td>Good: Skill generally well performed</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
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<tr>
<td>Very Good: Skill consistently well performed</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
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<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>
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<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>
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<td>Attentive body language</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>n/o</td>
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<td>Vocal style</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
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<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>
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<td>Minimal encouragers</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
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<tr>
<td>Strategic/appropriate silence</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>n/o</td>
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<tr>
<td>Restatement/paraphrase</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
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<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>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>n/o</td>
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<td>Appropriate and collaborative goal setting</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/o</td>
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<td>Immediacy</td>
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<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>
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<td>0</td>
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<td>2</td>
<td>n/a</td>
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<tr>
<td>Appropriate treatment planning</td>
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