

**EAST TEXAS BAPTIST UNIVERSITY
GRADUATE CLINICAL MENTAL HEALTH COUNSELING PROGRAM**

**Student Handbook
2019-2020**



***SCHOOL OF NATURAL
AND SOCIAL SCIENCES***

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**Master of Arts in Clinical Mental Health Counseling Program
Handbook**

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Introduction

The purpose of this handbook is to provide students with information about the program's curricula, degree requirements, advising, and other related professional concerns. It is our hope that this information will help students progress orderly and smoothly toward their degree completion here at ETBU. We periodically revise the information in this handbook, so we strongly encourage students to consult their academic advisors, graduate academic calendars, and program website every year for updates on relevant program changes.

Authority of the Handbook

The policies and procedures described herein in this handbook supersede every previous provision regarding this program. It supersedes the individual thoughts and beliefs of faculty or students. As such, students must adhere to everything stated in this handbook above any other policy or procedure until its subsequent amendment. The handbook is updated every academic year.

Disclosure Statement

Enrollment in the Master of Arts in Clinical Mental Health Counseling program does not guarantee a degree from East Texas Baptist University or qualification for professional licensure. Students are responsible for meeting all academic and professional requirements for graduation. Further information regarding these academic and professional requirements is outlined in this handbook. Students enrolled in the Clinical Mental Health Counseling Program are responsible for knowing the materials outlined in this handbook. Further, if a student intends to practice in a state other than Texas after graduation, it is the sole responsibility of the student, not the program, or faculty, to obtain information regarding the prerequisites for licensure as outlined by their state board of professional counseling examiners.

PROGRAM OVERVIEW

University Mission Statement

As a Christ-centered institution, East Texas Baptist University educates students by integrating biblical faith and learning to develop mind, body, and soul through community engagement to prepare graduates to be Christian servant leaders in their calling to God and humanity.

EMBRACING FAITH

Ensure the integration of biblical faith in curricular and co-curricular experiences including opportunities while embracing our Baptist heritage.

ENGAGING MINDS

Equip students through excellence in teaching, research, and scholarship to explore God's truth and providing the knowledge and skills for academics success, degree completion, employment opportunity, and lifelong learning.

EMPOWERING LEADERS

Develop and deploy Christian servant leaders for their callings to God and to humanity.

ENHANCING COMMUNITY

Create an environment conducive to the development of the whole person through relevant facilities, resources, and services which allows a diverse and growing community to utilize their God-given gifts both locally and globally.

University Vision Statement

The vision of East Texas Baptist University is to stand boldly as a committed Christ-centered institution of higher learning. In light of the distinct calling to Christian education, the University seeks to inspire and impact students through the renewing of minds and the transformation of hearts for the cause of Christ. The primary focus of the ETBU educational experience is the development of the whole student – intellectually, spiritually, emotionally, socially, and physically in an unwavering commitment to the transformation of mind, spirit, and body.

Accreditation

ETBU is accredited by the Southern Association of Colleges and Schools (SACS). The MACMHC program is diligently seeking accreditation from The Council for Accreditation of Counseling and Related Educational Programs (CACREP). In the meantime, the CMHC program diligently follows the guidelines established by CACREP. The CMHC program curricula is designed to meet the Professional Counselor licensure requirements for the states of Texas, Louisiana, Oklahoma, Arkansas, and New Mexico.

Program Mission Statement

The mission of the Clinical Mental Health Counseling (CMHC) program is to contribute to the University's mission through equipping students called to the field of counseling with the competence to help individuals and families from diverse cultural and spiritual backgrounds struggling with emotional and psychological issues, using knowledge from Christian faith and counseling research. We emphasize students' spiritual, personal, and professional identity development through faculty mentoring along with promoting advocacy, service leadership, and growing the counseling profession.

Program Goal

The goal of CMHC is to train students in the knowledge of counseling, equip them with the corresponding clinical skills to integrate their knowledge into gathering and synthesizing data from clients and research, formulate a

comprehensive understanding of clients' presenting challenges, succinctly communicate this understanding to clients, collaborate with clients to develop appropriate interventions, and advocate for clients.

Program Objectives

CHMC program and course of study is organized to meet the following objectives:

- To provide student with the opportunity to develop a comprehensive knowledge in the eight core areas of counseling and be able to synthesize their understanding into conceptualizing cases, selecting and implementing appropriate interventions, and monitoring and conveying progress to clients.
- To provide students with a comprehensive knowledge in research methodologies, program evaluation methods, and basic statistical methods in order to integrate research into their clinical practices (such as, in selecting interventions and assessment instruments) and to engage in research activities on their own or with faculty
- To provide students with opportunity to develop a strong professional identity through research and professional involvements, including advocacy
- To help students develop and integrate multicultural competencies (i.e., cross cultural knowledge, skills and attitudes) in their clinical counseling process
- To provide students with the opportunity to master inclusive communication when describing clients/students (e.g., using people/person first language, avoiding labeling clients/students).
- To equip students to ethically utilize spirituality as a force for healing when and where appropriate.
- To provide students the opportunity to pursue personal growth experience that allows them to assess their personal characteristics and clinical competence and become oriented toward continuous self-exploration.
- To ensure students have access to quality clinical supervision and obtain extensive clinical practices with diverse clients, including group counseling, during internship and practicum experiences.
- To provide opportunities for students to participate in community improvement the through social and educational projects
- To provide a student-centered learning that facilitate easy knowledge transfer from each learning stage to next to enhance students' ability to synthesize information for clinical practice.

Mission Based Student Learning Objectives

Students, upon completion of the graduate counseling program, will be able to demonstrate knowledge in the following core areas of counseling:

- Developmental theory to facilitate clients' growth and development, relating to wellness, mental health, and career goals and objectives.
- Cultural sensitivity and flexibility to clients who are both similar and different to the counselor across all dimensions of personal identity and use inclusive language that enhance therapeutic relationship with clients from diverse cultural orientations, including gender and spiritual orientations.
- Appropriately display effective counseling relationships using contextual, developmental, and multicultural knowledge.
- Ability to facilitate group counseling using appropriate group counseling approaches to promote growth and development of diverse client groups.
- Demonstrate the ability to integrate understanding in career development, lifestyle factors, and other career resources in helping clients pursue career.
- Use ethically and culturally appropriate assessment strategies to understand and assist clients in better understanding themselves, to diagnose various mental and developmental disorders, and to select interventions, including referrals.
- Use research and program evaluation to effectively adapt counseling practices.
- Articulate an exhaustive understanding of the counseling profession, including, the history and philosophy, advocacy issues and responsibilities, relevance of ethical and legal practices as

counselors.

- Demonstrate appropriate use of documentations and standardized communication strategies to facilitate interactions with other integrated behavioral healthcare professionals.
- Articulate a comprehensive understanding of ethical principles relating to integrating biblical principles with counseling theories and principles to meet the needs of faith-based clients, taking into consideration doctrinal, hermeneutic, and cultural factors; as well as referral procedures.
- Articulate a comprehensive understanding of professional identity, continuous clinical self-exploration, and individual growth strategies of a competent counselor.

Commitment to Diversity

The CMHC Program recognizes the importance of addressing the needs of a progressively growing diverse population. To that end, the program strives to increase the educational opportunities of diverse student populations and to create an atmosphere where the values and concerns of racial and ethnic minorities and diverse populations receive attention and respect. These issues are integrated into the courses throughout the curriculum.

Job Outlook for Graduates

If you are interested in learning more about career opportunities in counseling, please consult a representative at the ETBU Purple Briefcase, online job portal for students and alumni or visit our webpage at EBTUPurplebriefcase.com. Also, the following websites will provide exhaustive information as well:

- [U.S. Department of Labor, Occupational Outlook Handbook: http://www.bls.gov/ooh/](http://www.bls.gov/ooh/)
- Best Value School: www.bestvalueschools.com
- O* Net Dictionary of occupational Title: www.onetonline.org

Counselor Licensure and Certification

Graduates of the Clinical Mental Health Counseling are encouraged to seek licensure in the jurisdiction in which they plan to work or practice. Students intending to work/practice or reside in other states should consult the licensing board of that jurisdiction or state for more accurate information regarding licensure and certification.

Graduates wishing to become Licensed Professional Counselors (LPCs) in **Texas** must first pass the National Counselor Exam (NCE), complete the jurisprudence, secure a qualified clinical supervisor, and register with the Texas LPC board. Please visit the [TXLPC Board](http://www.txlpcboard.org) for information about the process and the requisite forms. Also, consult with the clinical coordinator for more information about this process. For certification such as the National Certified Counselors, students should visit the National Board for Certified Counselors at www.nbcc.org/certification/ncc.

Whereas almost all states licensing boards requires prospective professionals to have completed a 60 credit-hours master's degree program in clinical mental health counseling, the licensing requirements differ markedly from state to state. For example, in **Louisiana**, graduates need to secure a qualified clinical supervisor and register with the [LALPC Board](http://www.lalpcboard.org). Louisiana residents or graduates wishing to work in Louisiana need not pass the National Counselor Examination before applying for a provisional license. However, the provisional license holder must pass the NCE prior to seeking a full license credentials.

Endorsement Policy

Students or individual(s) seeking endorsements, letters of recommendation or reference, credentialing, and/or employment letters should provide the respective faculty member(s) two weeks written notice. Students should provide faculty members with relevant information and documents about the endorsement including, but not limited to job description, addressee, curriculum vitae, and relevant enrolled courses. CHMC faculty have the professional duty to only endorse or recommend students or graduates for employment opportunities, licenses,

certifications and/or other credentials to which individuals are adequately prepared through knowledge, training, and experiences. Therefore, students or individuals seeking endorsement should not expect any CHMC faculty to recommend or verify training, experience, or expertise that an individual does not possess or to which he/she does not have personal knowledge. However, CHMC faculty will teach, supervise, and make every effort to help students obtain the skills, knowledge, and experience that would be most beneficial to their professional development and practice. The faculty is also required to follow the procedures and agreements of the various licensing and certifying bodies (e.g., [TCA](#), [NCC](#)). It is also expected that students and graduates become familiar with these procedures before requesting endorsement.

PROGRAM POLICIES AND PROCEDURES

The Master of Arts in Clinical Mental Health Counseling is designed to assist graduate students develop competencies necessary for functioning in the role of professional counselor in a variety of mental health settings. The M.A. in Clinical Mental Health Counseling meets the Texas Board of Licensed Professional Counselor (LPC) standards and the National Board of Certified Counselors' standards for national certification as a professional counselor (NCC). The program's curriculum is designed to follow a developmental approach, using the American Counseling Association Ethics and Professional Standards and the American Mental Health Counseling Association principles as guides. The program's developmental curriculum allows students to build on each level of learning in a way to facilitate an integrated comprehension of course materials necessary for clinical practice.

The M.A.Ed. in Clinical Mental Health Counseling is organized into three curriculum components:

1. **Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination before beginning COUN 6352 Clinical Mental Health Counseling Internship. The CPCE is a standardized counseling exam that assesses students' learning in the core areas. Students must submit the application and pay the application fee by the required deadline.
2. **Elective courses:** Elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Elective courses may be taken concurrently with clinical field placement courses. Students should consult the program director to determine the elective courses that will meet degree requirements and be best suited to the students' needs and interests.
3. **Clinical field placement courses:** Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in the ETBU Care Center and in other University-approved community agencies, mental health clinics, college counseling centers, and private practice settings. Often practicum students complete all their hours in the ETBU Care Center. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience. The Counseling Internship is a 6-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester either in the Care Center or in an approved outside sites. Students meet on-campus for University group supervision and instruction weekly. Students can transfer 25 hours in excess of internship I to internship II. Students can only transfer internship hours with site and university supervisors' approval.

Admissions Requirements & Policies:

The Clinical Mental Health program is a 60-credit hour curriculum, designed to rigorously prepare competent counselors. Admission into the program involves completing an application, attending interview and completing a background check. Applicants must hold a 2.75 GPA during the last 60 hours of their undergraduate studies to be eligible for full admission into the program. Applicants without adequate background for counseling will be required to take Abnormal Psychology and General Psychology or complete up to 15 additional hours of preparatory courses in counseling related to undergraduate courses as a condition

for admission.

Application Checklist & Procedures:

- **Submit Official Transcript**
Applicants must submit an official transcript indicating successful completion of a baccalaureate degree, or individual courses, from an accredited institution. An “official” transcript is one that is received directly from the educational institutions that the applicant attended, or is sent to us (by any party) in the original, sealed, university envelope. Official transcripts should be sent to the Office of Graduate Admissions. Former ETBU students must personally request transcripts from the University Registrar.
- **Submit two letters of recommendation** from individuals with whom the applicant has professional affiliation, such as faculty members or supervisor.
- **Submit an essay** detailing your professional experiences and goals relevant to counseling, as well as your understanding of the importance of multiculturalism in counseling.
- **Complete a background check** after the interview,
- **Participate in an interview** with the program’s faculty. Applicants will be scheduled for an interview only after all documents have been submitted and received by the Office of Graduate Admission.

Admission decisions:

Admission decisions are not made until all documentation have been received and evaluated by the faculty. The office of Graduate Admissions and the CMHC faculty reserve the right to use professional judgment when conducting admission reviews and may request additional documentation to evaluate a candidate’s record. In addition, if certain documentation does not meet admission standards, the CMHC faculty reserves the right to use professional judgment with regard to admissions offers.

Usually, admission decisions are made within 48 hours following the receipt of all of the student’s documentation, including background check. Office of Graduate Admissions sends letter of admission by mail to applicants.

Concurrent Enrollment

ETBU students who have completed 90 hours towards graduation, have a cumulative grade point average of 3.00 or higher, and have satisfied their specific program prerequisites, may enroll in up to nine graduate hours. Students may not register for more than six graduate hours per semester and may not enroll in more than a total of 16 credit hours for any semester in which a graduate course is taken.

Transfer of Credits

Evaluation and awarding of transfer credit for graduate course work will be based on official transcripts from prior institutions after students have made application for admission to the University. The University accepts academic work from institutions listed in the Higher Education Directory. Admitted students may request acceptance of transfer hours provided:

1. The student has achieved full University and program admission.
2. The hours are graduate hours in the desired graduate major or related discipline as determined by the Program Director or Dean and deemed equivalent to courses in the selected graduate program.
3. Grades earned are at least “B” or higher.
4. The student provides the Program Director complete information about the course including goals, requirements, and assessments.

Students may be granted up to a maximum of twelve (12) hours of equivalent transfer work. No graduate student may transfer more than three hours to ETBU post-matriculation. No graduate student may receive transfer credit for hours that have previously been applied to an awarded degree.

Transferring Course works:

If you have any questions regarding transferring courses from another institution, you may consult with the Student Development Specialist. Transfer credits are also subject to approval by the academic advisor and the Office of Graduate Studies. Students may transfer up to 6 credit hours of coursework. If you are transferring course work from another institution in the University of Texas system, you may transfer up to 50% of your completed courses.

Time Limit for Degree

All requirement for the CMHC degree must be completed within a five-year period. Students will be required to reapply into the program if they are unable to meet all degree requirements of the program within the five-year period. Students reapplying after the five-year period will be able to transfer only courses in which they scored a “B” or better.

Program Orientation

All Clinical Mental Health Counseling Program students are required to attend orientation. The Graduate School schedules this orientation. New students should plan to attend the program orientation meeting held prior to their first semester of study. During orientation, Counseling Program Directors host introductory sessions that provide an overview of the counseling program. In addition to providing counseling program specific information, the orientation provides students with an introduction to general campus services relevant to all graduate students as well as training on how to use online course software and library resources. If a new student is unable to attend orientation, alternative arrangements should be made with the student’s advisor. An additional, supplemental program orientation is also conducted during COUN 5304 Professional Orientation in Clinical Mental Health Counseling.

Course delivery

Courses are scheduled in the evenings in three semesters—spring, summer, and fall. Summer courses are offered as intensive courses. The majority of the program courses are offered in a hybrid structure, which incorporates a balance of online and face-to-face instructional meeting formats. A limited number of courses meet exclusively online or face-to-face. All face-to-face instruction must be attended in person, regardless of the nature of any given emergency; no student is permitted to attend face-to-face class meetings through Skype, phone, or other distance- learning technology. Any student who does not attend class in person will be considered absent.

Course Enrollment/Withdrawal, Sequencing, and Prerequisites

Shown on the tables below are courses offered in semesters and course prerequisites. Students are required to adhere to the course progression checklist and prerequisites. A student may only take a course prior to completing a prerequisite by permission from the Graduate Program Director. Similarly, if a student wishes to take a course elsewhere and transfer the course in, she or he must first obtain permission from the Program Director.

Enrolling for classes start immediately after mid-term. Students are required to enroll for the subsequent semester course in the middle the current semester. Graduate students in good standing are eligible to enroll in courses as soon as enrollment is open. Good standing here means students that have satisfied all academic and financial requirements of the program and the university respectively. Students may complete and submit to the Program Director their course enrollment form during the middle of each semester. Students must consult their degree completion plan when completing the course enrollment form.

Newly admitted students must meet with the Program Director during their first semester to complete a degree completion plans. The plan must be completed by the end of student’s first semester. Students will keep a copy of this plan, and a copy will be kept in the student’ file. Students will use a course enrollment form to enroll in courses every semester. The course enrollment form must be sent to the Program Director during enrollment

period.

CMHC program does not guarantee the availability of particular courses. Classes may be cancelled if the minimum number of enrollment is not met. Thus, classes have a maximum number of seats that need to be filled. Please check with the program director if you need a class to graduate. All course enrollment and change become official after the Registrar's office has processed them.

Withdrawal and Dropping Courses

Graduate students have a limited time each semester during which you may drop a course. Students may withdraw from a course or courses or from the University beginning with the first day through 75 percent of the semester without academic penalty. Please refer to <https://2019-2020 University Calendar> for a list of drop dates and refunds of tuition and fees.

To withdraw from a course or courses or from the University, the student must secure a withdrawal form from the Registrar's Office or from ETBU website, and follow the directions on the form, securing all required signatures. Students must process their own withdrawals. For additional information, please contact the Graduate Admission Director or the Program Director.

Students who drop courses after final withdrawal date will receive a "W," which will be reflected on their transcripts. Students who officially withdraw after the drop period will receive a grade of "W" for each class they are passing at the time of withdrawal and a grade of "F" for each class they are not passing. The final withdrawal date of withdrawal varies with the academic year. Therefore, it is the students' responsibility to track these dates via [Academic Affairs](#).

Note that Clinical Mental Health students are limited to only three "W" while in the program. Students with more than three withdrawals will be subject to academic suspension or dismissal based on the recommendation of the Program Director and Dean of the School.

IT IS THE STUDENT'S RESPONSIBILITY TO DROP A COURSE BY THE APPROPRIATE DEADLINE. FACULTY AND STAFF WILL NOT DROP A STUDENT FROM A COURSE FOR NONATTENDANCE; THE STUDENT MUST INITIATE THE PROCESS AND COMPLETE ANY NECESSARY STEPS TO ENSURE THAT THE CLASS IS DROPPED. IF A STUDENT FAILS TO DROP A COURSE, EVEN IF THE STUDENT DOES NOT ATTEND THE COURSE, SHE OR HE WILL RECEIVE AN "F" IN THE CLASS AND MAY BE ASKED TO PAY FOR THE FULL COST OF THE CLASS.

Cancellation of Enrollment

If you fail to fulfill admission, registration, or financial requirements, or if you otherwise fail to adhere to academic regulations or admission conditions, your enrollment for the semester will be canceled. You may apply for readmission in a subsequent semester provided you have resolved the cause of cancellation.

Course Sequences & Prerequisites

Course Numbers	COURSE	Prerequisites	Fall	Spring	Summer
COUN 5304	Professional Orientation in Counseling		√	√	
COUN 5301	Theories of Counseling		√		
COUN 5303	Counseling Child & Adolescent	COUN 5312		√	
COUN 5305	Group Counseling	COUN 5301 & 5335		√	

COUN 5309	Assessment for Counselors	COUN 5321 & 5335	√		
COUN 5312	Lifespan Development			√	
COUN 5316	Psychopathology and Diagnosis	COUN 5309, 5312, & 5330	√		
COUN 5321	Research and Program Evaluation			√	
COUN 5327	Sociocultural Issues in Counseling		√		
COUN 5330	Professional Issues and Ethics for Practice			√	
COUN 5335	Techniques of Counseling	Minimum passing grade is "B"	√		
COUN 6301	Marriage and Family Therapy	COUN 5301 & 5335		√	
COUN 6305	Career Counseling Across the Lifespan	COUN 5309, 5312, & 5330		√	
COUN 6313	Counseling Practicum	COUN 5301, 5316, & 5335	√	√	√
COUN 6320	Psychopharmacology and Treatment	COUN 5316		√	
COUN 6322	Crisis and Trauma Intervention	COUN 5301, 5321, 5330, & 5335			√
COUN 6324	Advanced Ethics for Professional Practice	COUN 5330			√
COUN 6326	Addictions Counseling	COUN 5301, 5309, 5316, & 5335			√
COUN 6350	Counseling Internship I	COUN 6313	√	√	√
COUN 6351	Faith Integration in Counseling				√
COUN 6352	Counseling Internship II	COUN 6350	√	√	√

DEGREE COPLETION PLAN BASED UPON FALL ADMISSION AND TAKING 9 HOURS PER SEMESTER

YEAR ONE		
FALL	SPRING	SUMMER
COUN 5304	COUN 5321	COUN 6351
COUN 5301	COUN 5330	COUN 6324
COUN 5327	COUN 5312	
9 hours	9 hours	6 hours
YEAR TWO		
FALL	SPRING	SUMMER
COUN 5309	COUN 5305	COUN 6322
COUN 5316	COUN 6305	COUN 6313
COUN 5335	COUN 6301/COUN 5303	COUN 6326
9 hours	9 hours	9 hours
YEAR THREE		
FALL	SPRING	SUMMER

COUN 6320	COUN 6352	
COUN 6350		
6 hours	3 hours	

DEGREE COPLETION PLAN BASED UPON SPRING ADMISSION AND TAKING 9 HOURS PER SEMESTER

YEAR ONE		
SPRING	FALL	SUMMER
COUN 5304	COUN 5301	COUN 6324
COUN 5312	COUN 5327	COUN 6351
COUN 5330	COUN 5335	
9hours	9hours	6hours
YEAR TWO		
SPRING	FALL	SUMMER
COUN 5305	COUN 5309	COUN 6322
COUN 5321	COUN 5316	COUN 6313
COUN 6301/COUN 5303	COUN 6320	COUN 6326
9hours	9hours	9hours
YEAR THREE		
SPRING	FALL	SUMMER
COUN 6305	COUN 6352	
COUN 6350		
6hours		

Evaluation and Assessment Procedure

To obtain the Master of Arts Degree in Clinical Mental Health Counseling, students must demonstrate a depth and breadth of knowledge within their chosen field, understanding of self, and the promise of skilled performance in cognitive and affective areas. To ensure that program standards are high, students will be evaluated at the following points:

- **Upon admission** through interview, academic credentials, writing sample, and two letters of recommendation.
- **Within each course:**
 - Students are graded on academic knowledge, class participation and interpersonal skills, writing ability (both content and construct), speaking and presentation skills, independent research, professional orientation, and capacity to successfully perform in the counseling profession.
 - Semester grades are earned as A, B, C, D, or F. “A” work is considered above average performance; “B” work is considered average performance; “C” work is considered below average performance. A minimum grade point average (GPA) of 2.75, semester and cumulative, is required of all graduate students enrolled in the MACMHC program.

- Students with a semester and/or cumulative GPA of less than 2.75 will be placed on probation. Students must retain a cumulative GPA of 2.75 to apply for practicum, internship, and graduation. These students must maintain a grade of “B” in practicum and internship courses. Thus, students who earn a grade of “C” in practicum or internship will be allowed to repeat the course. However, if the students earn a grade of “C” in practicum or internship in two consecutive semesters, these students will be placed on probation and undergo remediation after which if their performances do not improve at the end of the remediation period, (often one semester), will be dismissed from the program.
- Students who earn a grade of “D” or “F” in any course may be dismissed from the program based on a recommendation from the Program Director and Dean.
- Students enrolled in Techniques of Counseling must complete the course with a grade of “B” or repeat the course. Students can only take Techniques of Counseling twice in a year. If the student is unsuccessful after the second time, he/she will be referred for remediation. Students who fail to improve their clinical performance after remediation shall be dismissed from program.
- Students will also be evaluated each semester on professional competence based on scores earned on the Professional Performance Evaluation (PPE) submitted by their professors.
Scores submitted by professors will be averaged. Students are expected to maintain an average score of 75% (“N” Scores—*not able to observe*—do not effect average). Scores used are:
 - (a) N = no opportunity to observe, (b) 0 = does not meet criteria for program level, (c) 1 = meets criteria minimally or inconsistently for program level, and (d) 2 = meets criteria consistently at this program level.
- Students who fall below the average score of 75% shall be referred for remediation.

The CHMC faculty use the PPE to evaluate professional responsibility, competence, maturity, and integrity.

Professional responsibility means the student is expected to:

- conduct self in an ethical manner so as to promote confidence in the profession,
- relate to peers, professors, and others in a manner consistent with stated professional standards,
- demonstrate sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead people during or after professional relationships, and
- demonstrate application of legal requirements relevant to professional training and practice.

Competence means the student is expected to:

- recognize the boundaries of her/his particular competencies and the limitations of her/his expertise,
- take responsibility for compensating for her/his deficiencies.
- take responsibility for assuring other’s welfare when encountering the boundaries of her/his expertise,
- provide only those services and applies only those techniques for which she/he is qualified by education, training, and experience, and
- demonstrate basic cognitive, affective, sensory, and motor capacities to respond to others.

Maturity means the student is expected to:

- demonstrate appropriate self-control (such as anger control and impulse control) in interpersonal relationships with faculty, peers, and others;
- demonstrate honesty, fairness, and respect for others;
- demonstrate an awareness of his/her own belief systems, values, needs, and limitations, and the effect of these on his/her work;
- demonstrate the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors;
- exhibit appropriate levels of self-assurance, confidence, and trust in own ability;
- follow professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.

Integrity means the student is expected to:

- refrain from making statements which are false, misleading, or deceptive;
- avoid improper and potentially harmful dual relationships;
- respect the fundamental rights, dignity, and worth of all people; and
- respect the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.

This PPE evaluation was adapted from the original Professional Counselor Performance Evaluation published by the Texas State University Educational Administration and Psychological Services Department. Used with permission.

Application for practicum/internships:

- Students must achieve a GPA of 2.75 or better in the prerequisite courses (15 hours including *Foundations*) in order to apply for practicum and internship. The MACMHC faculty committee evaluates each student on the student's overall performance in these courses to determine if the student is qualified to begin practicum/internships.
- Meeting the minimum requirements for enrollment into practicum/internship courses does not guarantee that the student will be accepted into these clinical courses. Areas evaluated by the faculty committee include academic knowledge, class participation and interpersonal skills, writing ability (both content and construct), speaking and presentation skills, independent research, professional orientation, self-reflection and self-care, and freedom from mental health problems that, even with reasonable accommodation would interfere with occupational functioning. PPEs aid in the determination of readiness to competently participate in practicum and internship.
- The Clinical faculty may decide to:
 - accept the applicant into the practicum and internship.
 - accept the applicant into practicum only, with acceptance into internship pending improvement in specific growth areas that the student needs to address during practicum semester. The growth areas will be detailed in the letter of approval from the faculty committee with a deadline for compliance in order to receive acceptance into the internship.
 - defer the student's application for practicum if the committee has some questions regarding the student's appropriateness for practicum and internship.
 - reject for acceptance into practicum and internship, which means that the student has consistently performed at an unacceptable level and/or has made few attempts to remedy deficiencies as recommended and may result in dismissal from the program.

During practicum/internships:

Students are evaluated during Practicum, Internship I, and Internship II by their faculty supervisor* when working at the Counseling Care Center and the Community Counseling Care Center. When working at non-ETBU counseling locations, evaluations will be completed by the site supervisor. All supervisors will use the Counseling Competencies Scales–Revised ([CCS-R](#)) to give their students evaluations at mid-term and at the end of the semester.

**Not to be confused with faculty advisor.*

Graduation Requirements:

Students admitted into the program have five years to complete all degree requirements. Students will be cleared to graduate only after they have completed all degree requirements, including the following:

- Complete a total of 60 graduate credit hours with a grade of “C” or higher and maintain at least a 2.75 grade point average
- Pass the Counselor Preparation Comprehensive Examination (CPCE) with a minimum score of one standard deviation below the means score of the national exit examination for the version.

Comprehensive Examination:

All students enrolled in the Clinical Mental Health Counseling (CMHC) program must pass the Counselor Preparation Comprehensive Examination to graduate. The CPCE is a summative evaluation, which serves as a standardized counseling exam for assessing students’ knowledge of the eight core curriculum areas of counselor preparation approved by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The CPCE is currently the most used exit exam by numerous CACREP accredited programs in the nation. We have adopted this exam as our comprehensive exam to help us not only to assess students learning in the core curriculum areas of counselor training but, more importantly, to help us assess the program’ curriculum strengths and to seek opportunities for improvement.

The CPCE exam is an extensively researched test, developed and distributed by the Research and Assessment Corporation for Counseling and the Center of Credentialing and Education (CCE). Both agencies are affiliates of the National Board for Certified Counselor (NBCC)--the primary credentialing body for counselors. For more information about the CPCE [click here](#).

Passing Score

A passing score of one standard deviation from the national mean score for exit exam is required, recalculated every exam cycle. Thus, the passing score on the CPCE is calculated by subtracting one standard deviation from the national average for exit exams.

Exams Fee- Fees

The exam is a computer-based and it is administered on campus every semester. The fee for the exam is \$75 per student, payable by money order or certified check.

Number of Permitted Attempts

Students have three attempts to pass the exam, after which they would be given one attempt to pass a written comprehensive exam designed by the program’s faculty. Should a student fail the written examination, he or she will be dismissed from the program.

Exam Format

The CPCE is a knowledge-based exam that consists of approximately 160 items with 20 items per CACREP area. Test takers will have four (4) hours to complete the test.

The exam covers the following CACREP’s eight core curriculum areas of counselor preparation:

CACREP CORE AREAS	CORRESPONDING COURSES IN OUR PROGRAM
Professional Counseling Orientation & Ethical Practice	COUN 5304—Professional Orientations in Counseling COUN 5330—Professional Issues and Ethics for Practice
Human Growth and Development	COUN 5312—Lifespan Development
Social and Cultural Foundations	COUN 5327—Sociocultural Issues in Counseling
Counseling and Helping Relationships	COUN 5301—Theories of Counseling COUN 5335—Techniques in Counseling
Research & Program Evaluation	COUN 5321—Research and Program Evaluation
Career Development	COUN 6305—Career Counseling Across Lifespan
Group Work	COUN 5305—Group Counseling
Assessment and Testing	COUN 5309—Assessment for Counselors COUN 5316—Psychopathology and Diagnosis COUN 6326—Addiction in Counseling

Exam Prerequisites:

Student must complete the following courses (with a grade) and must be in good standing in the program:

- COUN 5301—Theories of Counseling
- COUN 5304—Professional Orientations in Counseling
- COUN 5305—Group Counseling
- COUN 5312—Lifespan Development
- COUN 5321—Research and Program Evaluation
- COUN 5327—Sociocultural Issues in Counseling
- COUN 5330—Professional Issues and Ethics for Practice
- COUN 5335—Techniques in Counseling
- COUN 6305—Career Counseling Across Lifespan
- COUN 5309—Assessment for Counselors
- COUN 5316—Psychopathology and Diagnosis
- COUN 6322—Crisis Intervention
- COUN 6326—Addiction in Counseling
- 2.75 GPA

Preparation Resources:

Whereas CCE has no recommended study guide for the Counselor Preparation Comprehensive Exam (CPCE), there is a list of textbook resources frequently used in CACREP-accredited counselor preparation programs. A list of resources can be found at [CPCE Textbook Guide](#). Additional resources can be found online at [CPCE@ETBU/Lib/resource](#).

Exams Dates & Deadlines:

The exam is offered three times in each academic year, one in each semester. The table below outlines the dates. It is very important students pay close attention to these dates. The actual exam data may vary but the testing window will not vary. That date for the exam will depend on the Exam Proctor, Mr. Thomas Warren. It is the students' responsibility to inform the program director and the Exam Proctor by the application due date their intention to take the exam.

CPCE Testing and Application Dates

Semester Taking Date	Application Open	Application Due	Testing Window	CPCE Score Due
Spring	Nov 10 - Dec 10	Dec 10	Feb 17-Mar 02	Mar 02
Summer	Mar 10 – Apr 10	Apr 10	July15- July 30	July 30
Fall	Jun 10 – Jul 10	Jul 10	Aug 1-Sept 15	Sept 15

The Counselor Preparation Comprehensive Examination (CPCE) is an exit exam that is designed to help test takers synthesize their learning about counseling and to ensure that test takers have a thorough understanding of professional attitudes, skills, and knowledge related to the eight (8) common-core areas defined by CACREP'S Standards for Preparation.

Registration Procedures

1. Register with the Program Director and or Exam Proctor Mr. Thomas Warren at Academic Affairs Office before the Registration Deadline.
 - a. Complete the [CPCE waiver](#)
2. Register with the Center for Credentialing & Education (CCE). [Click here](#) to go to the CPCE registration link to register. **Complete your registration 25 business days before the test day to allow ample for processing time.**
 - a. Once you complete the registration, you will receive an "Authorization to Test" email from Pearson **within seven business days**. The email will contain your candidate ID number (*in case you do not find this email in your inbox after the seven days, check your spam and junk folders).
 - b. ****IF YOU DO NOT RECEIVE AN EMAIL FROM PEARSON VUE**, please contact CCE at cpce@cce-global.org. Include your *name* and the *date you completed your registration* in your email.
3. **AFTER** you receive the "Authorization to Test" email from Pearson VUE, [click here](#) to create an account.
 - a. **DO NOT TRY CREATING YOUR ACCOUNT** without your Pearson VUE Candidate ID number. Wait until you have Pearson VUE candidate ID Number before you create your account.

Results

Students usually have access to their raw score immediately or approximately 1-hour after the exam is completed. However, the actual passing score for the exam cycle is sent to you via their Tigermail account five weeks after the exams. The reason for the long wait is that there are five versions of the exams, and each version has a different mean score and standard deviation used in determining the passing score. Moreover, it takes the Center for Credentialing & Education (CCE), the administering board of the CPCE, about five weeks to release the national results, which include the mean score, the standard deviation, and the version administered during the exam cycle. Within two business days after receiving the CCE's report, the Program Director will notify students of the passing score.

Alternatively, based previous reports the following are the versions and their passing scores. These passing scores calculated based on the exit exam information are one standard deviation below the national mean score.

Passing Score

- **The passing score for the CPCE changes with every version of the exam.**
- The passing score for version **100115** is 70 or higher
- The passing score for version **100116** is 69 or higher
- The passing score for version **100215** is 70 or higher.
- The passing score for version **100618** is 73 or higher
- The passing score for version **100819** is 67 or higher

Note: Because neither the Exam Coordinator nor the Program Director usually know the version

administered during each exam cycle, it will be prudent on the part of students to aim at getting 75 out of the 136 questions correct.

Retake Policy

- Students must take the CPCE when enrolled in COUN 6313.
- Students with more than three “C” grades will not progress to internships (COUN 6350 or 6352) until they pass comprehensive exam.
- Students may continue taking coursework until they pass the CPCE, with the exception of 6350 and 6352.
- The exam is offered once a semester, and three times a year.
- Students who fail the exam on their first attempt must re-take the exam in the subsequent semester when test is offered or take it outside in of the PVE locations.
- Students taking the exam outside must **ensure** their exam results are sent directly to the Program Director.
 - Students re-taking the exam must first meet with their academic advisor to create a written preparation plan.
 - Students and advisors must sign the plan, and a copy of the plan must be kept in the students’ file.
 - The plan must contain any of the following:
 - A comprehensive study plan
 - Agreed deadline for submitting exam result to program director
 - Written commitment to attend a formal test preparation course or audit specific course content in accordance with the individual student’s CPCE result.
 - Failure to adhere to the plan will result in dismissal from the counseling program
- Should students fail the comprehensive exam on their second attempt, they will
 - Meet with their academic advisors
 - Create a written preparation plan signed by the student and advisor
 - The written plan may contain any of the following:
 - A comprehensive study plan
 - Audit specific course content relating to students’ CPCE result.
 - Repeat a course and/or courses
 - Complete research paper or study project relating to content areas student shows weakness
 - Failure to comply with the written plan may result in dismissal from the counseling program
- Should students not pass the comprehensive exam on their third attempt, they will be given one attempt at passing a written/oral comprehensive exam

Written/Oral Comprehensive Exam

- Will be administered to a student only after he or she has failed the CPCE three times
- Will be administered to a student only once
- Will be administered at the beginning of each semester on a non-negotiable date and time that is predetermined by the field placement and testing coordinator
- Will include a written and oral portion
- Will include three questions that address the student’s lowest performance areas from the most recent CPCE result
- The three questions will be provided in written form via email by faculty 48 hours before the scheduled oral portion

- Students must provide a 2-page answer for each question
 - APA Style (with Title Page and References)
 - Double-spaced
 - Times New Roman, 12-point font
 - 1” Margins all around
- 6 pages total for all three questions, not including title page and references
- The students will engage in the oral portion of the exam on a designated day and time determined by the faculty.
 - Students must submit their response to all the faculty involved in the oral exam
 - Students will provide an oral summary of their written answers to all CMHC programs faculty in 20-25 minutes; NO POWERPOINTS NEEDED
 - Faculty will have 40 minutes to ask the students questions
- Together, faculty will complete one standardized rubric (see below), and students must earn at least a “1” in each category to pass
- Should a student fail the written/oral comprehensive exam, he or she will be dismissed from the CMHCE programs

Professional and Ethical Responsibility

Self-Care

The American Counseling Association 2014 Code of Ethics (Section F.5.b.) states that counseling students have an ethical responsibility to be self-aware of personal health issues—physical, mental, or emotional—and discontinue participating in counseling activities in which the impairment may cause harm to clients. When a student discovers such an impairment, they have a responsibility to notify faculty and supervisors and seek assistance for the problem.

Assistance for mental health issues outside of the ETBU Counseling Care Center are available through the following resources:

- Personal health insurance providers
- Soda Lake Baptist Association, www.sodalake.org
- Tracy Thomas, M.Ed., LPC, 301 N. Alamo, Marshall, TX 75670, 903-407-970
- Carolyn Lacour, 507 E. Austin St., Marshall, TX 75670, 903-472-2795

Professional Organizations Memberships

The MACMHC faculty highly recommend joining a professional counseling organization during enrollment in the graduate program. Professional liability insurance which is required before enrollment into practicum/internship classes is available complimentary for master’s level students through the ACA. The TCA has liability insurance available for graduate students for a discounted rate. The list below are national, state, and local professional associations available for students:

- American Counseling Association (ACA) www.counseling.org
- Texas Counseling Association (TCA) www.txca.org
- Louisiana Counseling Association www.lacounseling.org
- Piney Woods Counseling Association. www.pineywoodscounseling.org

- American Association of Christian Counselors. www.aacc.net
- Christian Counselors of Texas, Inc. www.cctx.org
- Association for Spiritual, Ethical, & Religious Values in Counseling. www.aservic.org

Remediation and Professional Conduct Policy—

Faculty supervisors and site supervisors have a professional and ethical responsibility to:

- Evaluate the interpersonal competence and emotional well-being of counselors-in-training who are under their supervision, and who provide services to clients.
- Ensure, insofar as possible, that the counselors-in-training who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching, etc.) in an effective and appropriate manner.
- Not automatically approve program completion for counselor-in-training with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Students enrolled in the practicum/internship course may be given a failing grade or be withdrawn from their practicum/internship course if any of the following apply:

- Disciplinary actions that are the result of unprofessional/unethical conduct either at the practicum/internship site or in the classroom and/or failure to comply with directions and consultation given by either the faculty supervisor or site supervisor.
- If the faculty supervisor and/or site supervisor determines that the student's current emotional, mental or physical well-being compromises the integrity of the practicum/internship experience or potentially places the client or others in harm's way or in an unduly vulnerable position. All such cases will be brought to the attention of the program director and the student's academic advisor to initiate remedial intervention.
- Remediation is necessary if the presenting concerns relates competency in areas such as (but not limited to):
 - Interpersonal and professional competence including the student's ability to:
 - relate to peers, faculty, professionals, the public, and individuals from diverse backgrounds or histories in an appropriate manner;
 - resolve problems or issues that interfere with professional development or functioning in an appropriate manner; and
 - respond constructively to feedback from supervisors or program faculty, including participating in personal therapy in order to resolve problems or issues if necessary.
 - Self-awareness, self-reflection, and self-evaluation including the student's:
 - knowledge of the content and potential impact of one's own beliefs and values on peers, faculty, professionals, the public, and individuals from diverse backgrounds or histories is appropriate;
 - openness to the process of supervision; and
 - ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning.
 - Written and oral communication including:
 - the student's ability to articulate ideas, thoughts, and concepts clearly at a professional level appropriate to the discipline; and
 - the student's knowledge and use of the APA style

- format is satisfactory.
- Quality of work including the student's:
 - timely completion of all work at a satisfactory level;
 - ability to work collaboratively and cooperatively with others;
 - active participation in discussion boards, synchronous experiences, and other class-related activities;
 - ability to obtain knowledge and understanding of the content area is satisfactory; and
 - ability to appropriately apply skills necessary for counseling.

Remediation Process

CMHC students' professional disposition are monitored on an on-going basis, during each course throughout the program. At any point in the program, if a faculty member has serious concerns about a student in any of the above criteria, remediation will be initiated to help address these concerns. The CMHC faculty believe that every student must have the opportunity to remediate any professional and academic deficits. The remediation only helps student to correct deficits in counseling knowledge and clinical skills, as well as any problematic ethical, interpersonal and personal behaviors to give the student the opportunity continue in the program.

Remediation may involve advising students to reduce course loads, attend counseling to resolve personal issues, repeat classes, or undertake a professional development exercises to help correct professional deficiencies. All remedial interventions will be constructed to target only the identified areas of deficiencies; therefore, it is the responsibility to adhere to the requirement stated in the remediation plan. Student instructed to attend counseling will sign a waiver permitting a designated faculty member involved in the remediation procedure to obtain information limited to the number of session attended, willingness to address the identified concerns, and progress made toward the identified goals. The faculty will not seek any additional information such as personal information.

Due process: Every student deemed at risk of failure due to any of the above criteria will be given the opportunity to hear the concerns raised about him or her. The faculty member raising the concerns will conference with the student. If faculty and student will develop a plan to remediate the identified deficiencies, a copy of the plan will be given the student and the faculty will keep a copy.

If the faculty is not satisfied with the outcome of the initial conference, the faculty member will send a confidential memo to the Program Director detailing the concerns and what was discussed during conference. The Program Director and 1-3 faculty members, including the faculty with the concerns, will convene a meeting with the student to develop a remediation plan, including an appropriate course of action. During this meeting, the faculty member raising the issues will provide evidence. The student may also present any relevant information necessary to help with the process. The convened team, including the student will develop a remedial plan, outlining the concerns raised, specific interventions, goals, and the timeframe to meet these goals. Student will have a copy of the plan and a copy will be kept in the student's file. Failure to meet the identified goals within the period can result in the removal of the student from the program.

Grade Appeals Process

- A student has a six-week period following the conclusion of a term in which to request a grade change or to appeal the assigned grade. The student must follow these steps:
- The student should first consult with the faculty member who assigned the grade to attempt to resolve

the misunderstanding or difference of opinion regarding the assigned grade.

- If the matter is not resolved in the faculty-student conference, then the student may submit a formal written request to the appropriate Program Director. Students wishing to file a formal written request should complete the Grade Appeal Form found on ETBU's website.
- The Grade Appeal Form and documentation (copies of papers, grades, etc.) should be submitted to the program director. The Program Director will meet with the student and the faculty member to gather additional information as needed and attempt to resolve the issue. The Program Director will communicate the results in writing to the student and the faculty member. The Program Director will give priority treatment to the request.
- If the student is dissatisfied with the outcome, the student may then appeal in the same manner to the Dean of the school. The Dean will gather any additional information needed and attempt to resolve the difference of opinion as to the nature of the grade assigned.
- The Dean will communicate the results in writing to the student and the faculty member. The Dean will give priority treatment to the request.
- If the student is still not satisfied, he or she may submit a Grade Appeal Form to the Vice President for Academic Affairs who will consider the nature of the appeal and the information gathered as well as the recommendations from the faculty member, program director, and Dean. The Vice President for Academic Affairs, depending on the nature of the appeal, may refer the matter to the Dean's Council or uphold the previous recommendation and communicate the decision to the student. The Vice President for Academic Affairs will give priority treatment to the request.
- If the appeal is referred to the Dean's Council, they may gather any additional information required to make a recommendation to the vice president for academic affairs who will review the Council's recommendation.
- The decision of the Vice President for Academic Affairs will be final and ends the appeal process.

Dismissal from Program

- Students who fail to achieve full admission after the completion of nine graduate hours will be dismissed from the program.
- Students who fail to maintain at least a 2.75 grade point average will be placed on probation and will have one semester to raise the grade point average. Following that semester, failure to regain at least a grade point average will result in dismissal from the program.
- Students who earn a grade of "D" or "F" in any one course will be dismissed from the program based on a recommendation from the program director and dean.
- Students whose conduct otherwise violates the standards set forth in the ETBU student handbook or this handbook will be subject to disciplinary action up to and including dismissal from the program as prescribed.

Student Record Keeping

It is the responsibility of students to keep copies of all class syllabi and course schedules for future use. Similarly, students are responsible for keeping copies of all clinical and supervision hours accrued during

practicum and internship classes. Some organizations, including licensure boards, insurance companies, and other agencies may request these documents and syllabi as evidence proving the course content of your training. Licensure boards often request official clinical hours' spreadsheets when you apply for licensure. Remember, syllabi changes over time and it is difficult for faculty or program coordinators to locate old syllabi.

PRACTICUM AND INTERNSHIPS

The Practicum/Internship Coordinator has clearly defined responsibilities that include: admission to practicum and internships (checking pre-requisites and academic/personal status); overseeing practicum and internship policies, ethical practices, and adherence to CACREP standards; coordinating and approving practicum and internship site supervisors for students; providing an orientation to new practicum students and professors; and coordinating and providing supervision training to site supervisors. Clinic Director reports to the Department Chair as related to the above set of responsibilities.

Prerequisites

Prerequisites for practicum and internship are subject to change as coursework requirements change. However, at minimum, students must have successfully completed the courses listed below prior to enrolling in practicum. Students should be mindful that these courses might also have prerequisites, so careful planning is important.

COUN 5301 Theories of Counseling
COUN 5305 Group Counseling
COUN 5309 Assessment for Counselors
COUN 5316 Psychopathology and Diagnosis
COUN 5321 Research and Program Evaluation
COUN 5327 Sociocultural Factors in Counseling
COUN 5330 Professional Issues and Ethics for Practice
COUN 6305 Career Counseling Across the Lifespan
COUN 6320 Psychopharmacology and Treatment
COUN 6322 Crisis and Trauma Intervention
COUN 6326 Addictions Counseling
COUN 5335 Techniques in Counseling

IDP: In addition to the coursework listed, students must complete and review with their faculty advisors the Individual Development Plan (IDP) during the semester prior to enrolling in practicum. Students are encouraged to review their readiness to take the standardized Comprehensive Examination (CPCE) with the faculty advisor during this meeting. Students are given three opportunities to achieve a passing score on the examination; thus, taking it during practicum may be advisable.

Additional requirements for COUN 6350 (Counseling Internship I) include:
COUN 6313 Counseling Practicum

Students must have a cumulative GPA of 3.0 or better and grades of C in no more than two of the prerequisite courses in order to enroll in practicum or internship courses (students must earn a B or better to pass COUN 5335 Techniques in Counseling). Students must earn a grade of A or B to pass practicum and internship. Becoming an effective counselor is a developmental process. The sequence of and requirements for particular coursework is an important part of that process. Thus, there are rarely exceptions to the requirements for eligibility. In the case of exceptional circumstances, students may apply for an exception by formal written request to the practicum/internship coordinator. Reasons for the request must be provided. The clinical committee will consider such requests and the practicum/internship coordinator will inform the applicant of the decisions made. Financial aid concerns or lack of awareness of requirements for practicum/internship is not exceptional circumstances.

Steps for Practicum/Internship Enrollment

The semester prior to field experience, students must apply for practicum/internship. Students must submit a separate application for each practicum or internship class.

- You must complete an application every semester you wish to enroll in practicum and internship. (forms included in this manual)
- Consult with Clinic Director or Department Chair and Faculty Advisor for questions or assistance.
- All Practicum experiences are completed at the on-campus East Texas Baptist University Counseling Care Center and the ETBU First Baptist Church Counseling Center.
- Internship I and Internship II students completing hours off-campus must have their sites approved by the Practicum/ Internship Coordinator before beginning work at the site.
- In addition to the application, you must submit a copy of your degree plan, and a copy of your professional liability insurance.
- After enrolling in the class, but ***before*** class starts, contact your site supervisor to begin the background security check (if required), drug screening (if required), or any preliminary training the site requires. Do not wait until the class begins to start these processes as this may jeopardize your ability to obtain the required number of hours required in your course. Schedule a start date with your site supervisor for the first week of the semester.

BE AWARE that practicum/internship classes can fill up quickly, and that most students who wish to do field experiences apply mid-way through the preceding semester. If you wish to be able to select your class, apply early. Class size is limited by our accreditation standards. In addition, some sites require on-site training prior to beginning the field experience or only allow one or two students per semester.

The clinical setting must be one that meets departmental and accreditation standards. Most of the sites utilized by students are those, which have served as sites in the past. If unsure, students should check with their faculty advisor or with Dr. Howe. The site must be appropriate for the student's program emphasis. For example, those in the marriage, couple, and family counseling emphasis must obtain the majority of their internship hours in agencies, hospitals, practices, and other mental health facilities where marriage, couple, and family services are provided. Because information about sites changes quickly and generally without notice to the department, we do not maintain a list of sites. Students are also encouraged to consult with their faculty advisor or the practicum/internship coordinator about the range of possible sites available. Responsibility for locating and securing an internship site is the sole responsibility of the student, as is being sure the site and site supervisor are approved.

Site and Site Supervisor Requirements

Agencies and organizations that are practicum/internship sites for ETBU counseling students represent a broad spectrum of mental health delivery programs and services. What all must have in common is that they meet the requirements for appropriate sites as outlined by the Counseling Department at ETBU. These requirements are consistent with those of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and include:

- Availability of necessary learning experiences.
- Availability of appropriate supervision.
- Agency/organization support of the student's placement, including allowing the site supervisor sufficient time for student supervision (minimum one hour per week).
- Agency/organization non-discriminatory practices (i.e., hiring, acceptance of students or clients).
- Site supervisor willingness to participate in Counseling Department activities (i.e., meeting with practicum/internship instructor, supervisor training).
- Agency/organization agreement to inform student's practicum/internship instructor of any changes in the student's supervision as soon as possible.

- At least a master's degree in counseling or a closely related field (i.e., psychology, social work), appropriate credentials, at least two years of pertinent professional experience, and training in counseling supervision are required of all site supervisors.
- Students may not see clients if their site supervisors are absent unless there is another qualified supervisor on site. In the case of prolonged unavailability of the site supervisor or qualified alternate, the student will likely need to seek a secondary site in order to complete direct hours.
- Supervisors must document previous supervision training or attend departmental training.

With permission and guidance from the university practicum/internship instructor, students may in rare cases be allowed to use their places of employment for internship placement. Students should be aware that practicum/internship is intended to broaden and strengthen both skills and experience; thus, responsibilities **beyond those regularly practiced in the job setting must be obtained**. In addition, the agency/organization must allow the student to obtain experiences appropriate for a masters-prepared employee. Providing the same services as provided in one's current job will not be acceptable. In all cases, obtaining hours for internship at the current job site must be approved prior to enrollment in practicum/internship course, and a detailed description of job duties must be provided.

Similarly, students working for agencies that provide case management may not counsel clients for whom they provide case management. This is an **ethical issue related to dual relationships**. Students who work at sites that provide case management should also be aware that case management is not counseling and will not count as such.

Professionalism

Students are expected to conduct themselves in a professional manner. This includes but not limited to following the field site's dress code, setting and maintaining a consistent schedule, being on time, providing adequate notice if unable to be on site as scheduled, maintaining a professional demeanor, treating clients and peers as individuals deserving of respect, completing all site required case notes and other paperwork, and following all relevant ethical codes, including that of ACA. Students are required to complete their arrangements with their sites and their clients regardless of whether they have completed the required hours for the particular course in which they are enrolled. Students who are asked to leave a site for unprofessional or unethical behavior may be dropped from the course and/or receive a failing grade. In addition, such an occurrence may trigger other departmental proceedings.

Confidentiality

Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum/internship classes. This is the student's responsibility regardless of procedures in place at the site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum/internship documentation, including tapes.

Students shall secure audio and video recordings and other client information that may be necessary for class in a way that is secure, legal, and ethical. Recordings, transcripts, case studies, or other client information used for class shall be destroyed in an appropriate manner (i.e., shredding) as soon as they have been evaluated unless it is the policy of the site to maintain and secure all such recordings. Students may not post their recordings to YouTube or any other such venue, whether for class review or other purpose. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.

Professional Liability Coverage

Students must attain their own individual student liability insurance. There are a few ways to do this:

1. You can sign up directly through
HPSO: <https://forms.hpso.com/mustela/site?productName=HCI#/QuickQuote>
2. Or, you can obtain insurance through student membership of a professional organization. Some examples include:
 - a) The Texas Counseling Association offers student members a discounted rate on liability insurance as part of their membership: https://txca.org/member_benefits.php
 - b) The American Counseling Association offers student members free liability insurance as part of their membership: <https://www.counseling.org/membership/join-reinstate/student>
 - c) Proof of liability insurance must be attached to your practicum/internship application.

Counselor Self Awareness and Fitness to Practice

The Counseling Department at East Texas Baptist University is strongly committed to the idea that the personhood of the counselor is a necessary element of the counseling process. Research continues to indicate that the relationship between the counselor and client is a primary contributor to effective outcomes in counseling. Thus, personal qualities, characteristics, experiences, and reactions of counselors are as important as knowledge and skills in working effectively with clients.

Personal development is a fundamental part of the counseling program. Much of the coursework in the department will require active engagement in self-reflection. This is particularly true in practicum and internship. Students are expected to take the necessary emotional risks for personal growth and self-awareness as well as to be able to effectively utilize critiques from faculty and peers. Emotional safety of students is important to faculty and every effort to ensure such safety will be made; however, safety differs from comfort. Students are expected to stretch themselves by identifying biases and assumptions, participating in activities that encourage personal reflection and self-knowledge, receiving feedback from faculty and peers, and using feedback to address barriers to effective counseling practice. Students must demonstrate the acquisition of and ability to apply counseling skills necessary to work with persons having diverse needs. Students must demonstrate emotional and mental fitness in their interactions with others (see section below). Students must also conform to the ACA Code of Ethics.

In addition, students are expected to conform to the ethical codes of other licenses and/or certifications in the State of Texas, which are applicable to their areas of emphasis (e.g., TSBEMFT, TEA).

Student Emotional and Mental Fitness

It is the responsibility of faculty members in the Counseling program to evaluate all students according to the standards outlined here and in the Counseling Master's Student Handbook in all settings in which faculty members and students interact. Students who demonstrate emotional and mental fitness in their interactions with others will:

- Appropriately self-disclose personal concerns that may affect performance as a counselor or counselor-in-training;
- Engage in professional interactions with persons from diverse cultures;
- Convey feedback to others in an appropriate manner;
- Give others time and space to articulate views different from one's own and demonstrate respect for such views;
- Recognize the limits of power in the counseling relationship;
- Convey an interest in the welfare of others;
- Acknowledge feedback from professors, supervisors, and peers, as evidenced by listening to, clarifying, evaluating, and implementing feedback of others;
- Show respect for individual differences;

- Address personal prejudices and biases;
- Express appropriate empathy for clients without over-identifying on a consistent basis;
- Address issues of conflict that arise in counseling sessions and in supervision;
- Recognize that conflict may be an area of growth;
- Maintain balance in his or her own life;
- Be alert to signs of stress and address that stress constructively;
- Recognize the link between his or her personal behaviors and their consequences; and
- Demonstrate openness to taking interpersonal risks.

Students identified experiencing persistent problems in these areas or who do not conform to codes of ethics may be required, upon agreement of the faculty, to participate in remediation plans until there is evidence that satisfactory adjustment have been made. Some ethical violations are grounds for dismissal from the program. Please refer to the Professional Issues and Behavior Rating Scale later in this handbook for further information. Students should also refer to the Master's Counseling Student Handbook, which provides a detailed outline of fitness to practice issues, remediation plans, and due process procedures.

Site Supervisor Manual

Internship students are responsible for ensuring that their off-campus site supervisors are provided with a Field Site Supervision Manual containing the relevant guidelines found in this manual. Students may provide the site supervisor with either an electronic or a hard copy of the manual. Students will certify that they have provided the manual by so indicating on the Ethics Agreement found elsewhere in this manual. The student, university practicum/internship instructor, and the site supervisor must sign the Field Site Supervisor Agreement before the student can begin the field experience.

Required Hours for Practicum / Internship

The required hours for Practicum and Internship are as follows:

100 hours practicum (40 direct hours)

600 hours internship (240 direct hours)

700 hours total (280 direct hours)

Supervision Requirements

Practicum and internship students will receive an average of 1.5 hours of group supervision each week during the semester from Practicum/ Internship instructor. In addition, practicum and internship students will receive one hour of individual or triadic supervision from the site supervisor each week. Supervisors may directly observe some counseling sessions during each semester. Failure to adhere to requirements for individual and group supervision may result in being dropped from the course. Failure to obtain sufficient supervision hours will result in failure for the course. In the event of serious personal illness or other serious circumstance, whereby a student is unable to obtain sufficient supervision through no fault of his/her own, an incomplete may be awarded. It is anticipated that such circumstance would also result in inability to obtain sufficient direct or indirect hours.

Practicum / Internship Files

All practicum and internship documentation is maintained by the Practicum/ Internship Coordinator. At minimum, this includes:

- Field Site Supervisor Agreement,
- Ethics agreement,
- Weekly logs,
- Site supervisor's evaluation of student,
- University instructor's evaluation of student,
- Student's evaluation of site supervision and field site,

- TSBEPC Practicum Documentation Form for each site,
- Other information deemed relevant by the instructor.

Students are responsible for ensuring that all documentation is completed correctly, signed by appropriate individuals, and submitted to the university instructor in a timely manner. Students who do not submit required documentation will not receive a passing grade.

Regulatory and Other Websites

Students are advised to regularly check the websites of regulatory boards and agencies in the State of Texas. Codes of ethics promulgated by those boards and agencies constitute a portion of the expectations of the Counseling Department for student behavior. In Texas, the following websites will be of particular importance for students. In addition to offering the codes of ethics for licensed professional counselors, licensed marriage and family therapists, and professional school counselors, these sites provide information about how to obtain licensure and/or certification.

www.dshs.state.tx.us/counselor/lpc_rules.shtm

www.dshs.state.tx.us/mft/mft_rules.shtm

www.sbec.state.tx.us/SBECOnline/default.asp

www.dshs.state.tx.us/lcdc/default.shtm

In addition, students are required to download and read the ACA Code of Ethics. The Code of Ethics can be found at www.counseling.org

The Counseling Care Centers

The Counseling Care Center and the Community Counseling Care Center are operated by the School of Natural and Social Sciences Master of Arts in Clinical Mental Health Counseling (MACHMC) program. The goal of these centers is to provide experiences similar to what a student would encounter in a community agency. Faculty, staff, and students have a legal and ethical responsibility to provide professional, high-quality services for clients who seek our services. Students are eligible to serve as counselors-in-training at the Counseling Care Center and the Community Counseling Care Center if they meet the requirements outlined in this handbook.

The Counseling Care Center campus location is operated in the offices located at the southwest corner of the Jarrett Library building and is dedicated specifically to the needs of ETBU students. The Community Counseling Care Center is located at 405 W. Austin St., Marshall, TX. and is open to community referrals. All operations for both clinics including scheduling and referrals are coordinated through the Counseling Care Center office.

This handbook is intended to serve as guidance for ETBU MACMHC counselors-in-training. It is the responsibility of each counselor-in-training to become familiar with the information contained in this handbook, ask questions and seek information to clarify any points that are not clearly understood, and to seek regular supervision for all cases seen in all practicum/internship locations.

Counseling Care Center administrative staff, graduate assistants, practicum/internship coordinator, and director of counseling services may assign clients to counselors-in-training. Each counselor-in-training is responsible for indicating the times he/she is available to see clients. Forms needed for practicum and internship are available via links in the forms appendix at the end of this handbook. All counseling services are provided to students and outreach clients at no cost to the student/client.

Hours of Operation

The Counseling Care Center campus location is open during the spring and fall semesters, when classes

are in session. Scheduling for appointments is available Monday, Wednesday from 8:30 a.m. to 4:00 p.m., Tuesday 12:00 p.m.-4:00 p.m., and Friday from 8:30 a.m. to 1:00 p.m. The Community Counseling Care Center is open Tuesday from 6:00 p.m. to 8:00 p.m. and Thursday from 8:30 a.m. to 2:30 p.m.

Counselors-in-training working in the Counseling Care Center or Community Counseling Care Center should schedule appointment sessions **to end prior to closing time**. Because supervision may not be available outside of these hours for emergencies, counselors-in-training should not schedule any clients outside of these hours. (For specific clinic hours related to your particular practicum/internship, counselors-in-training should visit with their respective faculty supervisor.)

Locations and Rooms

The Counseling Care Center entrance is located on the south end of Jarrett Library. There are two counseling rooms and the observation room is in the director's office. Each session room has a camera and microphone to assist in counselor-in-training supervision. The Community Counseling Care Center is located at 405 W. Austin St., Marshall, TX.

Parking

When working at the Counseling Care Center counselors-in-training and clients should park in the university's parking lots. All counselors-in-training will need an ETBU parking sticker displayed on their vehicle. Counselors-in-training working at the Community Counseling Care Center should park along W. Rusk Street. Clients may park on N. Grove or W. Rusk Streets and enter through the Grove Street covered entrance.

Waiting Areas

All clients should check-in with the administrative staff, when available, once they enter either center. Otherwise, their counselor-in-training will be available to greet them, provide necessary intake, and consent forms for completion. Clients should **never** leave their children under the age of 14 unattended in the waiting room. Staff and counselors-in-training **will not** provide any type of childcare for clients' children or take clients' children to the restroom.

Preparing Client Prior to Appointment

Counselors-in-training should inform clients that each session would last approximately 50 minutes in duration. Clients should also be informed that children under the age of 14 cannot be left unattended in the waiting room during the counseling session.

Counselor-In-Training Appointment Expectations

The counselor-in-training should:

- arrive no less than 15 minutes **prior** to their scheduled time for the day,
- greet client upon arrival in the absence of the reception staff, and
- review all demographic information indicated on the intake form.

Access to the Clinics

- The use of both clinics is limited to the psychology and counseling practicum students, and internship I/II students, counseling faculty, Counseling Care Center staff, counselors-in-training assigned to the

Counseling Care Center and Community Counseling Care Center, faculty practicum/internship supervisors, and clients. It is required that specific room reservations are made through the Counseling Care Center staff and programming approved by the director of counseling services prior to utilizing either location.

APPENDIX I

Applications/ Forms for Practicum

PRACTICUM/INTERNSHIPS **PRE-REGISTRATION FORM**

Note: DUE to the practicum/internship coordinator by May 15 for fall practicum/internships, September 21 (for spring practicum/internships), and January 30 (for extended summer term practicum/internships).

Name: _____ Date: _____

Academic Advisor: _____

Current Employer: _____

Check the term in which you anticipate taking part in your practicum: ☐ spring ☐ summer ☐ fall

What is your current cumulative GPA?

Did you enter the program on conditional status? If so, what were your conditions and how did you meet them?

Can you provide proof of student member of the ACA and/or TCA? ☐ Yes ☐ No

Can you provide proof of liability insurance? ☐ Yes ☐ No

Where was your liability insurance obtained? : ☐ ACA ☐ TCA ☐ Other:

2016 CACREP Standards state that “site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision”.

Have you read and do you understand the above statement about site supervisors? ☐ Yes ☐ No

What are some of the populations, issues, or sites you are interested in gaining experience from your practicum/internship classes?

☐ My written reflection (300-500 words) on my perceived strengths and weaknesses as a counselor, focusing on the critical competencies from the Counselor Competencies Scale—Revised (CCS-R) is being submitting along with this preregistration form. Initials here _____

☐ I acknowledge that the following items must be submitted to the practicum/internship coordinator before I can

register in the practicum or internship course for which I am currently preregistering: initials_____

☐ Practicum/Internship I/II Site Checklist

☐ Proof of student membership in a professional organization (e.g. ACA, TCA, PWCA)

☐ Proof of liability insurance

☐ I acknowledge that I must submit my signed Practicum or Internship Site Agreement before I may begin accumulating hours at my practicum/internship site. Initials here_____

Please indicate in the chart below the courses you have completed including the semester enrolled/completed and the grade received. Additionally, indicate in which courses you are currently enrolled by writing in progress.

Core Courses (51 hours):

COURSE #	COURSE TITLE	SEMESTER ENROLLED	GRADE
COUN 5300	Foundations of Clinical Mental Health Counseling*		
COUN 5301	Theories of Counseling and Psychotherapy*		
COUN 5303	COUN 5303 Techniques in Counseling & Psychotherapy*		
COUN 5305	COUN 5305 Group Counseling & Psychotherapy*		
COUN 5309	COUN 5309 Introduction to Assessment		
COUN 5312	COUN 5312 Lifespan Development		
COUN 5316	COUN 5316 Advanced Psychopathology*		
COUN 5321	COUN 5321 Research Design and Statistics		
COUN 5327	COUN 5327 Sociocultural Factors for Counseling Professionals		
COUN 5330	COUN 5330 Professional Issues and Ethics for Practice		
COUN 6301	COUN 6301 Marriage and Family Therapy		
COUN 6305	COUN 6305 Career Counseling Across the Lifespan		
COUN 6313	COUN 6313 Counseling Practicum**		
COUN 6350	COUN 6350 Counseling Internship I***		
COUN 6322	COUN 6322 Counseling Related to Issues of Trauma and Crisis		
COUN 6326	COUN 6326 Addictions Counseling		
COUN 6352	COUN 6352 Counseling Internship II		

Elective Courses (9 hrs. from the following):

COURSE #	COURSE TITLE	SEMESTER ENROLLED	GRADE
COUN 6302	Play Therapy		
COUN 5313	Counseling with Children and Adolescents		
COUN 6303	Fundamentals of Cognitive-Behavioral Therapy		
COUN 6320	Psychopharmacology: Implications for Diagnosis and Treatment		
COUN 6324	Advanced Ethics for Professional Practice		
COUN 6351	Evidence-Based Practices of Faith Integration in Counseling		

* Minimum prerequisite courses needed for consideration for enrollment into COUN 6313 Counseling Practicum. Completion of these courses does not guarantee placement into Counseling Practicum. ** Prerequisite for COUN 6350 Counseling Internship I.

***Prerequisite for COUN 6352 Counseling Internship II.

Is the program track listed on your degree audit accurate? ☐ Yes ☐ No If “No,” please explain:

My Signature Below Acknowledges the Following:

- ☐ I have read the MACMHC Graduate Handbook, including the section on “Remediation/Disciplinary and Professional Conduct Policy.” Additionally, I acknowledge that I understand the contents of the section on Practicum and Internships, and I am aware that I can discuss the contents or ask questions of my faculty supervisor or the MA CMHC graduate program director concerning any material contained in the Handbook. I agree to abide by all procedures, policies, and guidelines in the Handbook. I understand that this acknowledgment will be put in my student practicum file. _____initials
- ☐ I have completed the Practicum & Internship Orientation. _____initials
- ☐ I have read and will adhere to the:
 - ____ 2014 ACA Code of Ethics, which can be found at <http://www.counseling.org> and
 - ____ The Standards of practice or ethical standards of the jurisdiction of the practicum site. _____ initials
- ☐ I understand that any breach of these professional ethics will result in my removal from the practicum, a failing grade, and documentation in my permanent academic record. _____ initials
- ☐ I agree to adhere to the administrative policies, rules, standards, practices, and program requirements of the practicum/internships and of East Texas Baptist University’s Master of Arts in Clinical Mental Health Counseling program. _____initials
- ☐ As a counselor-in-training, I can be held liable for malpractice in counseling. Thus, I am required to obtain liability insurance. East Texas Baptist University assumes no responsibility to defend, hold harmless, or indemnify any counselor-in-training student sued for malpractice. I have provided a copy of my liability insurance to the Practicum and Internship Coordinator. _____ initials
- ☐ I give my permission for East Texas Baptist University to release my contact information to the agency at which I am requesting placement for my practicum/internship to allow my practicum/internship site to be able to contact me if necessary. _____ initials

My Contact Information is:

Home Address: _____

Phone Number: _____ Email Address: _____

Student's Signature: _____ Date: _____

☐ I acknowledge that checking this box electronically serves the same purpose as affixing my original signature to this document.

Practicum/Internship Coordinator: _____ Date: _____

☐ I acknowledge that checking this box electronically serves the same purpose as affixing my original signature to this document.

PRACTICUM/INTERNSHIP I/II PROPOSED SITE CHECKLIST

Due to the practicum/internship coordinator on or before practicum/internship orientation meeting.

Section I: To be completed by the student

Once you have located an appropriate site and site supervisor, complete this form and submit it to the practicum/internship coordinator along with the potential site supervisor's resume and copy of current license. Your selection must be approved before you can enter into a contract with the site/site supervisor.

Student's Name: _____ Date: _____

Academic Advisor: _____

Proposed Site (Agency Name): _____

Address: _____

Phone: _____ Website Address: _____

Site Contact: _____ Email: _____

Proposed Site Supervisor: _____

Please give a description of the activities you will be involved with on-site and include an estimate of how your hours will be divided between the various activities:

Will you potentially encounter any dual relationships during practicum at this site? ____ Yes ____ No

If yes, please describe:

Section II: To be completed by the proposed site supervisor

Thank you for your interest in serving as a site supervisor for one of our students. Please answer the following questions which outline the program requirements for site supervisors:		Yes	No
1	Do you have at least a master's degree in counseling or related profession?		
2	Are you a licensed/certified professional with a minimum of two years of experience? If yes, please include type of license/certification here:		
3	Do you have relevant training in counseling supervision? If yes, please include type of training here:		
4	Are you interested and willing to dedicate time to the student?		
5	Will you provide the student with weekly interaction that includes at least one hour per week of supervision throughout practicum/internship?		
6	Will you provide the practicum student with 40 direct service hours during the 100 on-site hours? Or the internship student with 150 direct service hours during the 300 on-site hours?		
7	Will you attempt to provide the student with the opportunity to work with clients of diversity (cultural background) for a minimum of 10 hours during the practicum/internship? (direct or indirect)		
8	Will you attempt to provide the student with the opportunity to work with clients with disabilities for a minimum of 10 hours during the practicum/internship? (direct or indirect).		
9	Will you provide the student with a variety of experiences appropriate for the level of experience of the student?		
10	Will you provide the student with a setting for individual counseling, which has assured privacy and sufficient space?		
11	Are you willing to allow the student to audio/video record counseling sessions for supervision (provided the appropriate consent is obtained) or observe live sessions and provide feedback?		
12	Are you willing to examine student work by video, observation, or live supervision?		
13	Are you willing to complete an orientation module online at your convenience prior to beginning supervision of the student?		
14	Are you willing to communicate with the East Texas Baptist University faculty supervisor on a regular basis?		
15	Are you willing to evaluate the student and the program through the evaluations provided and do so within the stated period?		

Would you like to receive a site visit during the semester you are serving as a supervisor? ____Yes ____ No
(Please note that if the Site Supervisor is located more than 60 miles from East Texas Baptist University, the site visit may need to be made via HIPPA compliant conferencing.)

Which of the following does the site permit/provide? (Check all that apply.)

- ☐ video recording ☐ audio recording
☐ live supervision by site supervisor ☐ live supervision by faculty supervisor

INTERNSHIP I/II SITE AGREEMENT

The purpose of this agreement is to provide a qualified counseling graduate student with a field-based supervised experience in counseling. The student must complete a minimum of 300 clock hours during the course of the internship placement, which must extend for a minimum of 10 weeks and not exceeding the semester/term of course enrollment.

The Graduate Program in Clinical Mental Health Counseling of ETBU agrees:

1. To assign a faculty supervisor to facilitate communication between ETBU and the site supervisor.
 2. To provide orientation, assistance, consultation, and professional development opportunities to the site supervisors.
 3. To have the faculty supervisor maintain regular communication with the site supervisor and counselor-in-training. The faculty supervisor should be immediately contacted should any problems or change in relation to counselor-in-training, site, or college occur.
 4. To ensure that the faculty supervisor is responsible for assigning a grade upon the counselor-in-training's successful completion of internship.
-

The Internship Site agrees:

1. To assign a supervisor who is has a minimum of a master's level degree with a minimum of two years of experience in the field.
 2. To assign a supervisor who:
 - a. has the time for and interest in supervising the counselor-in-training,
 - b. will review the practicum/internship section in the ETBU Graduate Handbook for the Master of Arts in Counseling Program, and
 - c. will uphold the expectations and standards outlined in the handbook
 3. To provide 300 on-site hours for the counselor-in-training which includes opportunities to engage in a variety of counseling activities and fulfill the following requirements:
 - a. Direct Service: a minimum of 150 hours for counselor-in-training of direct services to clients, which can include any combination of face-to-face contact, individual, group, and family counseling.
 - b. Indirect Service: The remainder of the 150 hours will be indirect hours, which may include professional development, staff meetings, in-services, report-writing, case consultation, etc.
 - c. Site Supervision: (this is part of indirect service hours) weekly interaction with an average of one hour per week of individual or group supervision. In cases of group supervision, there can be no more than two students at a time.
 4. To provide necessary and appropriate technology to assist with field-based training.
 5. To provide a setting for individual counseling, with assured privacy and sufficient space for appropriate equipment.
 6. To provide appropriate supervision – individual or group – that involves direct examination of counselor-in-training work using audio recordings or in-vivo observation, as appropriate and practical.
 7. To provide opportunities for the counselor-in-training to work with clients representing a diversity of presenting concerns, cultural backgrounds, and possible disabilities.
 8. To evaluate the counselor-in-training's performance using the forms provided and submit these documents in a timely manner.
-

The Counselor-In-Training Agrees:

-
1. To purchase liability insurance and to provide copies to the site supervisor and faculty supervisor.
 2. To submit a resume and any necessary documentation to site supervisor.
 3. To adhere to the administrative policies, rules, standards, schedules, and practices of the site.
 4. To be punctual and present at scheduled times of the student's internship.
 5. To ensure each client he/she works with is provided informed consent of the counselor-in-training's status as a graduate student according to state law.
 6. To complete the necessary evaluations, including mid-term and final student evaluations and student's site evaluation.
-

Within the specified time frame, _____ (Site Supervisor) is the primary internship site supervisor. _____ (Faculty Supervisor) will be the faculty internship supervisor. The faculty supervisor will facilitate communication between the counselor-in-training, the site supervisor, and the site regarding the student's progress, any problems, and performance evaluations.

INFORMED CONSENT FORM

Client's Name: _____ Date of Birth: _____

This informed consent document is intended to provide general information about the counseling services provided by East Texas Baptist University Master of Arts in Clinical Mental Health Counseling graduate student. This is a legal document; please read it carefully before signing.

- **Nature of Counseling:** The type and extent of services that I/my child will receive will be determined following an initial assessment and through discussion with me. I understand that there may be both benefits and risks associated with participation in counseling. Counseling may improve ability to relate to others, provide a clearer understanding of self, values, and goals, and an ability to deal with everyday stress. I understand that counseling may also lead to unanticipated feelings and change, which might have an unexpected impact on me/my child and my/my child's relationships.

- **Supervision:** I understand that _____ (full legal name of counselor-in-training):

- * is currently completing his/her Master of Arts in Clinical Mental Health Counseling degree at East Texas Baptist University. In order to improve his/her skills, he/she is required to complete a practicum and two internships.

- * is currently under the direction of a site supervisor that is required to have a minimum of a master's degree; preferably in a counseling, or a related profession with relevant certifications and/or licenses; a minimum of two years of pertinent professional experience; knowledge of ETBU's counseling program requirements, expectations, and evaluation procedures; and relevant counseling supervision training.

- * is currently supervised by a site supervisor at _____ (agency) and an East Texas Baptist University faculty supervisor.

- * will be on-site regularly until _____ (date of last day on-site).

- **Confidentiality:** I understand that counselors maintain confidentiality in accordance with the ethical guidelines and legal requirements of their profession. Effective counseling, however, sometimes requires that confidential information be shared with other staff members, professors, or graduate students who are training at East Texas Baptist University. When confidential information must be shared, pseudonyms (false names) are used to protect the identity of the client. I understand that no records or information about me will be released outside East Texas Baptist University without my permission, except under certain circumstances: if I/my child present/presents a serious danger to self or other person(s); if there is a suspicion or actual incident of child abuse or neglect; or a valid subpoena is issued for my/my child's

records, or my/my child's records are otherwise subject to a court order or other legal process requiring disclosure.

- Video/Audio Recording of Counseling Sessions: I understand that the East Texas Baptist University counselor-in-training routinely records counseling sessions. I understand that such recordings will only be used for educational purposes and that the professors and/or students involved will respect and protect the confidential nature of the sessions. It is understood that the recordings will be confidential and only reviewed for supervision or educational purposes and will subsequently be erased by the counselor-in-training within 90 days or at the end of the semester, whichever comes first. I understand that because these are digital recordings, confidentiality is limited by the secureness of the technology being used to store them. All efforts are made to keep recordings confidential but the possibility of unforeseen technological events mean that confidentiality cannot be absolutely guaranteed. I understand that all such recordings are property of the East Texas Baptist University Masters of Arts in Clinical Mental Health Counseling program.

If I have any questions regarding this consent form or about the services offered, I understand that I may discuss them with my counselor-in-training or his/her site supervisor.

I have read and I understand the above. I understand that treatment may be stopped at any time and there are no penalties for denying permission. I hereby consent to:

☐ permit myself/my child to participate in the above described counseling activities

☐ ONLY without recording it;

OR

☐ I permit audio or video recording of the counseling sessions.

Signatures Required:

_____	_____	_____	Client
Full Legal Name (please print)	Signature	Date	
_____	_____	_____	
Parent/Guardian Full Legal Name (please print) for clients under 14 years of age)	Signature	Date (Required)	
_____	_____	_____	
Counselor-in-training Full Legal Name (please print)	Signature	Date (please print)	
_____	_____	_____	
Site Supervisor Full Legal Name (please print)	Signature	Date	

- Client signature is needed if client is 18 or over.
- Either parent/guardian or client signature is needed if client is 14-17.
- Parent or legal guardian signature is needed if client is under 14.

Forms

[Counselor Competencies Scale \(CCS-R\)](#)

[Informed Consent Form](#)

[Internship I/II Site Agreement](#)

[Practicum/Internships Pre-Registration Form](#)

[Practicum/Internship Proposed Site Checklist](#)

[Practicum/Internship Summary Log](#)

[Practicum/Internship Time Sheet](#)

[Practicum Site Agreement](#)

[Potential Internship Sites](#)

[Professional Performance Evaluation](#)