

**Student  
Practicum/Internship  
Handbook**



**TEXAS A&M UNIVERSITY  
SAN ANTONIO**

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*Texas A&M University –San Antonio*  
College of Education & Human Development  
Department of Counseling, Health &  
Kinesiology

## **INTRODUCTION TO PRACTICUM/INTERNSHIP**

One of the primary experiences in the master’s program in Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, and Counseling & Guidance: School Counseling is the clinical coursework embodied in the *Practicum and Internship* courses. These courses requires students to utilize the knowledge and skills gained in the classroom as they provide counseling services for clients. The primary objective of these courses is to provide experiences, consultation, and supervision to help students become effective counselors. The program is designed developmentally, allowing students to cultivate the requisite knowledge and skills in order to deliver effective and ethical counseling services for a variety of clients and client concerns.

The Practicum/Internship Handbook serves as a resource for the all *Practicum and Internship* courses. All forms required for these courses are included. A general syllabus (provided by your instructor) also provides information about broad requirements. Students are responsible for familiarizing themselves with the information in this handbook and for abiding by the requirements, policies, and deadlines contained within it.

The *Texas A&M University –San Antonio* Graduate Catalog supersedes any information in this handbook.

## **Faculty & Staff Roles**

### **Practicum/Internship Coordinator**

- Coordinate A&M-San Antonio's Practicum/Internship courses
- Approve practicum sites
- Maintain practicum site list
- Oversee counseling practicum/internship policies
- Align course requirements with LPC academic requirements
- Coordinate and meet with counseling practicum instructors when necessary
- Maintain confidential storage of practicum student files

### **Practicum Instructors**

- Add specific requirements and course schedule to the general syllabus
- Provide group supervision instruction for practicum students
- Maintain student practicum files
- Evaluate student progress
- Maintain contact with practicum/internship site supervisors
- Complete a Fitness to Practice evaluation for each practicum/internship student
- Consult with the Practicum/Internship Coordinator regarding student or procedural concerns

### **Practicum Site Supervisors**

- Represent an agency that delivers professional counseling services to clients
- Provide a learning environment, learning experiences, supervision and instruction to prepare students for beginning professional employment
- Provide thorough orientation and training regarding the roles and responsibilities of the counselor in the agency
- Provide ongoing evaluation of student performance
- Maintain contact with the practicum/internship instructors and the practicum/internship coordinator

### **Advisors for the Department of Counseling, Health & Kinesiology**

- Complete degree plans with students
- Monitor courses/prerequisites prior to practicum/internship

## PRACTICUM/INTERNSHIP REGISTRATION

There are several steps that students must complete in order to enroll in the *Practicum/Internship courses*. Once these steps are completed, students will be placed in an available practicum/internship section. Each of these steps will be explained in more detail below. These include:

- Interview sites and site supervisors
- Complete and submit the *Practicum/Internship Site Commitment form* by the priority deadline
- Receive department approval

### **Pre-Requisites**

The *Practicum/Internship courses* are designed to be taken at the end of a student's graduate program after the completion of all core courses. Since the practicum/internship experiences provide the opportunity for students to utilize counseling knowledge and skills in a real world setting, students must complete all required core courses on their identified degree plan (i.e., Clinical Mental Health, Marriage, Couple & Family, Counseling & Guidance: School Counseling) prior to entering practicum.

Students must have a cumulative GPA of 3.0 or better to enroll in a practicum/internship course.

Students with any of the following conditions will not be permitted to enroll in practicum/internship courses:

- Grade of C in any counseling course
- An open Fitness to Practice Remediation Plain requiring the student to complete remediation requirements prior to enrolling in practicum.

Regular meetings with the departmental advisor helps to ensure successful progress throughout the course sequence.

### **Practicum/Internship Site Commitment Form**

Students may begin scheduling interviews with potential sites one or two semesters before they plan to take practicum/internship. Eligible students review the practicum/internship site list and select a site that provides experiences matching their professional interests and career goals. Students then schedule an interview with the potential site supervisor. During the interview, the site supervisor will determine whether or not the student is a good fit for this particular site and students will also determine whether or not they will be available to accrue hours during the days and times the site requires. If both the site supervisor and the student agree the site would be appropriate, the student completes the *Practicum/Internship Site Commitment Form* and secures the site supervisor's signature.

The *Practicum/Internship Site Commitment Form* represents the student's commitment to complete his or her practicum/internship experience at that particular site. Site supervisors are selective when choosing students and often plan their schedules around the needs of the students.

Once students submit their completed *Practicum/Internship Site Commitment Form* to the

counseling office, they cannot change sites without approval from the Practicum/Internship Coordinator. Once the forms have been submitted to the Counseling Office, they will be date and time stamped. Students who submit their *Practicum/Internship Site Commitment Form* before the priority deadlines are guaranteed enrollment in a practicum/internship course for that semester. Students who submit their *Practicum/Internship Site Commitment Form* after the priority deadlines will be placed on a waiting list for an available course section. Students must attach a current copy of their current Liability Insurance to the *Practicum/Internship Site Commitment Form*.

On occasion, some site supervisors may schedule interviews of potential practicum/internship students after the priority deadline. In this case, students may submit a *Practicum/Internship Site Interview Schedule* form with the site supervisor's signature confirming that the student has an interview scheduled. If this form is submitted by the priority deadline, the student will have until the 7<sup>th</sup> of the month to submit the completed *Practicum/Internship Site Commitment Form* and still be included on the priority deadline. Extension for late interview will not be granted for students who submit the *Practicum Internship Site Interview Schedule* form after the priority deadline. If the *Practicum/Internship Site Commitment Form* is submitted after the 7<sup>th</sup>, the student will be placed on the waiting list for a course section.

<b>Priority Deadlines for Enrollment in Practicum/Internship</b>	
<b>Fall Semesters:</b>	<b>July 1</b>
<b>Spring Semesters:</b>	<b>November 1</b>
<b>Summer Semesters:</b>	<b>April 1</b>

**Requirements of Practicum Sites**

Agencies and organizations that are practicum/internship sites for A&M-SA counseling students represent a broad spectrum of mental health delivery programs and services. To be an approved Counseling Practicum/Internship site, agencies must:

- Be approved by the Practicum/Internship Coordinator. A list of approved sites is available in the Counseling Department main office. A copy is also included on the department website. However, sites, site supervisors, and the contact people at those sites can change without prior notice, and the site list may not be up-to-date. Locating and securing a site is the sole responsibility of the student, as is confirming the site and site supervisor are approved. The site list is provided only as a guide and not as a guarantee of approved site status. If you would like to request a site to be added to the approved list, please contact the Practicum and Internship Coordinator.
- Have opportunities for students to get a range of counseling experiences to include a minimum of 100 hours for the semester. (40 hours of direct client contact and 60 hours of indirect contact).
- Have a qualified person available to serve as the Practicum Site Supervisor (see below for requirements).

Note: Students may not complete their practicum/internship experience hours at their place of employment (unless permission is given by the department and the practicum/internship

coordinator).

### **Requirements of Practicum/Internship Site Supervisors**

Approved practicum/internship site supervisors must:

- Have a master's degree in counseling or a related field and two years of relevant work experience.
- Be available to provide a minimum of one hour a week of individual, dyadic, or triadic supervision for each practicum/internship student.
- Always be on site whenever the practicum/internship students' work directly with clients/students or arrange for another staff member with a master's level degree in a counseling related field and two years of experience to be on site when the site supervisor is unavailable.
- Provide opportunities for students to audio/video tape counseling sessions for evaluation by the practicum/internship instructor.

### **Placement in a Practicum/Internship Course Section**

Once students have submitted their *Practicum/Internship Commitment Forms*, the Practicum/Internship Coordinator(s) will determine final approval of the practicum/internship sites and place students in an available course sections.

Students will be released to enroll in available course sections based on the order they submitted their *Practicum/Internship Commitment Forms*.

Students may only enroll in one practicum/internship course each semester. Student must also successfully complete the practicum course prior to enrolling in an internship course.

Students are encouraged to carefully consider their course load during the semester in which they enroll a practicum or internship course. The Practicum and Internship courses place many demands on a student's time, energy, support systems, and resources. To successfully complete these clinical courses, students need to be emotionally available and physically present for their clients and site supervisors. A demanding academic and/or work schedule is not grounds for absenteeism at the site or extensions on assignment due dates in practicum and internship courses.

### **Before the Practicum/ Internship Class Begins**

Once students have been placed at a practicum/internship site, but before the semester starts, students must:

- Contact the site supervisor and schedule an initial supervision appointment to occur during the first week of the semester.
- Set up a schedule with the site supervisor.
- Complete any background security checks or drug screenings the site may require. These tasks must be completed before class begins to avoid delays in when students may start to accrue hours at their sites.
- Complete any preliminary training the site requires. Students may begin counting hours on the first day of the semester until the student's last class meeting of the semester. Training that occurs in between semesters cannot be counted as

practicum/internship hours. However, waiting until the training is next offered during the semester might delay when the student can begin accruing hours at the site.

- Obtain Professional Liability Insurance. Students need to obtain liability insurance before the semester begins. A hard copy verification of liability insurance must be attached to the *Practicum/Internship Site Commitment Form*. Students must also provide copy of the insurance form to their instructor on the first day of class. Students may not begin their experience at their practicum/internship site until they have obtained and submitted verification of their liability insurance to their university instructor. Students may secure liability insurance from the following websites:
  - Texas Counseling Association website: <http://www.txca.org/>
  - American Counseling Association website: <http://www.counseling.org>
  - Healthcare Service Providers Organization website: <http://HPSO.com>

**Between Semester Hours**

*A&M-SA* practicum/internship students are not approved to accumulate “between semesters” hours at their sites. Practicum/internship students may begin accumulating hours at their sites on the first day of the semester and can continue until the student’s last class meeting of the semester. Some sites may require students to continue volunteering at the site after the semester is completed. If the site requires this, the site supervisor will inform the student in writing of these expectations before the student signs the *Practicum/Internship Site Commitment Form* for the university. Student liability insurance does not cover students who volunteer between semesters and *A&M-SA* employees do not provide supervision for students in between semesters.

**Site Attendance and Campus Holidays**

Students are required to be at their site as per their agreement with the site supervisor. Many practicum/internship sites are open and provide services to clients on days that are considered holidays by *A&M-SA*. These days provide opportunities for students to gain additional hours at their sites. If students are regularly scheduled to be at their sites on a day that is an *A&M-SA* holiday, they are expected to be at their site based on their agreement with the site supervisor. It is the student’s responsibility to share *A&M-SA*’s academic calendar with the site supervisor early in the semester when developing the student schedule.

**Time and Experience Requirements:**

See below for a complete breakdown of the time and experience requirement for both practicum and internship courses.

<b>Practicum</b>	<b>Internship</b>
Students must complete supervised practicum experiences that total a minimum of 100 hours over a semester academic term.	Students must complete supervised internship experiences that total a minimum of 200 hours over a semester academic term.
Students must be actively engaged with their practicum site for a minimum of 80% of the weeks in the semester (i.e., 13 weeks of a 16 week fall/spring semester or 8 weeks of a summer 10 week session).	Students must be actively engaged with their internship site for a minimum of 80% of the weeks in the semester (i.e., 13 weeks of a 16 week fall/spring semester or 8 weeks of a summer 10 week session).

The practicum experience should be broken down with a minimum of 40% (40 hrs.) being in the form of direct client contact.	The internship experience should be broken down with a minimum of 40% (80 hrs.) being in the form of direct client contact.
Weekly interaction that averages one hour per week of individual supervision from the site supervisor.	Students are required to gain a minimum of 5 hours of direct client contact in a group setting as the group facilitator/co-facilitator.
An average of 1.5 hours per week of group supervision which occurs during the practicum class meetings.	Weekly interaction that averages one hour per week of individual supervision from the site supervisor.
The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e. g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings) at the practicum site.	An average of 1.5 hours per week of group supervision which occurs during the internship class meetings.
The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.	The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e. g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings) at the internship site.
Evaluation of the student's counseling performance throughout the practicum, including documentation of a midterm formal evaluation and final formal evaluation after the student completes the practicum	The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
	Evaluation of the student's counseling performance throughout the internship, including documentation of a midterm formal evaluation and final formal evaluation after the student completes the internship

### **Professionalism**

Students are expected to conduct themselves in a professional manner. This includes but is not limited to

- setting and maintaining a consistent schedule
- following the field site's dress code
- 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
- following all relevant ethical codes, including that of the American Counseling Association and Texas Administrative Code (681).

Students are required to complete their commitments with their sites and their clients regardless of whether they have completed the required hours for their practicum course. Students shall not neglect their responsibilities to their site before the end of the semester even if they have completed the required hours.

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 such as an evaluation for fitness to practice.

### **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. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. In addition, students shall not use any client identifying information in any practicum/internship documentation. Students shall maintain recordings and other client information that may be necessary for classes in ways that are secure, legal, and ethical. Tapes, transcripts, case studies, or other client information used for class shall be destroyed in an appropriate manner as soon as they have been evaluated unless it is the policy of the site to maintain and secure all tapes. Any questions regarding confidentiality must be discussed with the university practicum/internship instructor as well as the site supervisor.

## **EVALUATION OF THE CLINICAL EXPERIENCE**

### **Counselor Self Awareness**

The Department of Counseling, Health & Kinesiology at *Texas A&M University –San Antonio* is strongly committed to the idea that the personhood of the counselor is a necessary component 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 *A&M-SA* counseling program. Much of the coursework in the department will require active engagement in self-reflection. This is particularly true in practicum & 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, supervisors, and peers. Emotional safety of students is important to faculty and every effort to ensure that 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.

Practicum/internship evaluation is an on-going process and consequently the final evaluation should not be a surprise to either the student or the supervisor. Ideally, evaluation will not only focus on exit level skills but also on student growth during the semester. A grade of A or B is required to pass practicum/internship.

### **Student Fitness and Performance Policy Statement**

In order to complete the counselor preparation program at *A&M-SA* students must:

- Maintain scholastic performance meeting or exceeding department standards;
- Demonstrate the acquisition of an ability to apply counseling skills necessary to

work effectively with persons having diverse needs, as generally accepted by practitioners in counseling;

- Demonstrate emotional and mental fitness in their interactions with others;
- Conform to the codes of ethics of professional associations in counseling and of the state of Texas.

It is the duty of faculty members in the Counseling program to evaluate all students according to these standards in all settings in which faculty members and students interact, in classes, in advising and counseling settings, and in personal conversations. Students are expected to respond to evaluations, formal or informal, in appropriate ways, in all cases, attempting to conform to standards as these are explained to them. Conformance with standards must be demonstrated by students, throughout the period of time spent in the program; events of non-conformance must be followed by faculty judgments that satisfactory adjustments have been made.

Admission to the program does not guarantee fitness to remain in the program to completion. Only those students who meet program standards will be allowed to continue in the program. If and when a student is judged not to meet program standards sufficiently to be allowed to engage in counseling others, that student will be removed from continuation in the program. The Fitness to Practice Policy is available on the department website.

### **Supervision Requirements**

Practicum/internship students will receive an average of 1.5 hours of university based group supervision each week during the semester. This supervision occurs during the scheduled class time.

In addition, practicum/internship students will receive a minimum of one hour of individual or dyadic, or triadic supervision from the site supervisor each week. Group supervision from the site supervisor does not supplant the requirement for individual, dyadic, or triadic supervision.

### **Evaluation Measures**

Formal evaluation of student performance and progress will be measured by:

- Instructor's evaluation of the student tape and transcript using the Counseling Skills Scale
- Site supervisor's mid-term evaluation of student
- Site supervisor's final evaluation of the student
- Other measures selected by individual practicum instructors

### **Practicum Folders**

During the practicum experience, the university instructor will maintain a file on each enrolled student which will contain

- Student Contact Information
- Site Supervisor's Practicum or Internship Supervisory Agreement
- Documentation of liability insurance for each practicum course

- Crisis Management Form
- Time log
- Final Time log summary sheet
- Site supervisor's mid-term evaluation of student
- Site supervisor's final evaluation of student
- Other information deemed relevant by the instructor

Students are responsible for ensuring that all documentation is completed correctly, signed by appropriate individuals, and provided to the university practicum/internship instructor in a timely manner. Students who do not provide documentation will not receive a grade.

### **POST-MASTER'S LICENSING INFORMATION**

Students are advised to regularly check the Texas State Board of Examiners of Professional Counselor's website. A graduate of the Clinical Mental Health Counseling Program or the Marriage, Couples, & Family Program meets the academic coursework requirements to become a Licensed Professional Counseling Intern. However, licensing requirements also include a 3,000 hour post-master's supervised experience working with clients, as well as a passing score on the licensing exam. For more information, including application forms, refer to the LPC Board of Examiners' website

<http://www.dshs.state.tx.us/counselor/default.shtm>

# FORMS



TEXAS A&M UNIVERSITY  
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**Practicum/Internship Site Commitment Form**

Today's Date: \_\_\_\_\_ Semester/Year Practicum will be taken: \_\_\_\_\_

*Deadlines: April 1 – Summer Semester, July 1 – Fall Semester, November 1 – Spring Semester*

Student Name: \_\_\_\_\_ Student ID # \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Expected graduation date: \_\_\_\_\_ Place of Employment \_\_\_\_\_

- Students may not complete their practicum at their place of employment.

Name of Counseling Practicum Site: \_\_\_\_\_

Student Signature: \_\_\_\_\_ By  
signing this form, the student:

- Indicates eligibility to enroll in practicum.
- Commits to completing practicum at this site.
- Confirms that he/she is not employed by this site.

Practicum Site Supervisor Signature and Credentials: \_\_\_\_\_ By  
signing this form, the supervisor:

- Confirms that he/she has a Master's degree in counseling or a related field & a minimum of two years' experience.
- Commits to provide supervision to this student.
- Commits to provide appropriate opportunities for the student to develop counseling skills.
- Commits to provide opportunities for the student to complete course requirements.

Supervisor email: \_\_\_\_\_

Supervisor Phone Number: \_\_\_\_\_

For additional information, please contact:

Dr. Michael Moyer – Practicum Coordinator – [mmoyer@tamusa.tamus.edu](mailto:mmoyer@tamusa.tamus.edu)

Dr. Tamara Hinojosa – Practicum Coordinator –  
[tamara.hinojosa@tamusa.tamus.edu](mailto:tamara.hinojosa@tamusa.tamus.edu) Ms. Wendy Hernandez –  
[wendy.hernandez@tamusa.tamus.edu](mailto:wendy.hernandez@tamusa.tamus.edu)

Dr. Alana Collins – [alana.biediger-collins@tamusa.tamus.edu](mailto:alana.biediger-collins@tamusa.tamus.edu)

Required: Attach Proof of current Liability Coverage



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**Practicum/Internship Site Interview Schedule**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This student is scheduled to interview with (site supervisor) \_\_\_\_\_

From (Site) \_\_\_\_\_

On (date) \_\_\_\_\_

Which will occur after the *A&M-SA* within seven days after the priority deadline for submitting *Practicum Commitment Forms*. This form must be turned in by the priority deadline in lieu of the *Practicum Commitment Form* so a place will be reserved for the student in a Practicum class. This place can be reserved for up to a week after the priority deadline. The priority deadlines are July 1<sup>st</sup> for Fall semesters, November 1<sup>st</sup> for Spring semesters, and March 1<sup>st</sup> for Summer semesters. Turn in a separate form for each interview scheduled after the deadline.

The student understands that

- This interview does not guarantee acceptance at the site
- If not accepted at this site, the student risks not being able to complete practicum this semester
- The student has not already submitted a *Practicum Commitment Form* for any other site. Students may not break the commitment to the first site in order to move to the other site if accepted after the interview.

Student \_\_\_\_\_ Signature: \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_

Or attach email confirmation from the site supervisor indicating the date of the interview.



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**Student Contact Information**

**STUDENT INFORMATION:**

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

HomePhone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Evening Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**SITE INFORMATION:**

Field Supervisor's Name (Mr., Ms., Mrs., Dr.): \_\_\_\_\_

Name of Site/Facility/School: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Field Supervisor's Phone Number: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Principal or Director of Facility: \_\_\_\_\_



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**CRISIS MANAGEMENT FORM**

Any situation involving a client that is of a serious nature requiring immediate medical or behavioral health intervention constitutes an emergency. Examples of emergencies/crises can include, but are not limited to:

1. Imminent suicide attempt
2. Drug overdose
3. Aggressive reaction (present or imminent)
4. Physical illness or adverse physical reactions requiring immediate medical attention
5. Psychotic reaction or other serious psychological disturbance
6. Child abuse
7. Severe depression, anxiety, etc.

**AGENCY POLICY:** What is the agency policy about practicum students managing a client crisis?

**PROCEDURES:**

Who is the student to contact at the agency?

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

If this person is not available, whom else can the student contact at the agency?

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Student Name: \_\_\_\_\_



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### Site Supervisor's Practicum or Internship Supervisory Agreement

Thank you for allowing graduate students the opportunity to develop counseling skills by completing practicum and/or internship experiences at your facility and under your supervision. As you know, at this stage of development, students are in the final stages of training as a counselor. Consequently, the practicum and internship experience is of pivotal importance. This agreement is meant to clarify the responsibilities of all parties involved in this experience. If you agree to provide supervision for this student, please sign this supervisory agreement. If you wish, please retain a copy of this form, returning the original to the student. **PLEASE ATTACH A COPY OF THE SITE SUPERVISOR'S RESUME.**

As the University Supervisor, I and/or the designated Practicum/Internship Supervisor will contact you and arrange a meeting or phone consultation to discuss this student's practicum or internship experience.

SITE SUPERVISOR'S PRACTICUM OR INTERNSHIP SUPERVISORY AGREEMENT				
<b>STUDENT INFORMATION</b>				
Student Name:				
Level of placement:	Clinical Mental Health Counseling Student	School Counseling Student	Marriage Family Counseling Student	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>PRACTICUM/INTERNSHIP SITE INFORMATION</b>				
Agency/Organization Name:				
City:	County:		State:	
Zip:	Phone:		Fax:	
Website:				
Site Supervisor Name:				
Site Supervisor E-mail:				
Highest Degree	Year Completed/ Name of University	Field of Study	Certification/ Licensure	Years of Post-Grad Experience in Mental Health
<b>PURPOSE OF AGREEMENT</b>				
The purpose of this agreement is to provide a qualified graduate student with a practicum or internship experience in the field of counseling.				

**THE PRACTICUM SITE AGREES**

1. To assign a practicum supervisor who has appropriate credentials, time, and interest for training the practicum student. Qualifications for the site supervisor are a minimum of a master's degree in counseling or a closely related field and a minimum of two years counseling experience. In the case of school placement, counselor certification by the Texas Education Agency is required;
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance);
3. To provide the student with opportunities to audio/visual record counseling sessions for the purpose of completing tape script assignments;
4. To provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
5. To provide live supervision for a minimum of one hour each week;
6. To provide supervisory contact that involves some examination of student work using audio/visual tapes, observation, and/or discussion of current trends/practices in counseling.; and
7. To provide written evaluation of student based on criteria established by the university program.

**THE UNIVERSITY STUDENT AGREES**

1. To adhere to the administrative policies, rules, standards, and practices of the practicum site;
2. To act in a professional manner regarding my interactions with staff and students/clients;
3. To keep the practicum supervisor(s) informed regarding his/her practicum experiences;
4. To abide by the American Counseling Association ethical standards and will practice his/her counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in her/his removal from practicum and a failing grade, and documentation of such behavior will become part of her/his permanent record;
5. To secure student liability insurance coverage for the duration of this practicum experience; and
6. Understands that a passing grade in practicum will not be issued unless the specified minimal level of counseling skill, knowledge, competence and completion of course requirements are met.
7. In accordance with the Family Educational Rights and Privacy Act of 1974, the student is authorizing Texas A&M University-San Antonio to disclose the student's relevant educational records to the practicum supervisor /site.

**EQUAL OPPORTUNITY**

It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, ethnic origin, age, sex, or creed.

**TERMINATION**

It is understood and agreed by and between the parties hereto that the Agency/ Institution/School has the right to terminate the practicum experience if, in the opinion of the supervising therapist/counselor, such person's behavior is detrimental to the operation of the Agency/Institution/School and/or to patient or client care. Such action will not be taken until the grievance against any practicum student has been discussed with the student and with University Officials.

**SIGNATURES**

<b>SIGNATURES</b>		
Site Supervisor Signature	Printed Name	Date
Student Signature	Printed Name	Date
University Supervisor Signature	Printed Name	Date



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**PERMISSION FORM TO VIDEO/AUDIO TAPE – ADULT**

I \_\_\_\_\_,

Agree to participate in sessions led by the Counseling Practicum Student that will be video/audio taped for use in the *Clinical Mental Health Practicum in Counseling* course at *Texas A&M University-San Antonio*. The sole purpose of the taping is for the supervision and training of the counseling practicum student.

I understand that the following procedures are part of this agreement:

1. All material will be kept confidential with the class
2. The participant will not be identified name
3. The tape(s) will be erased or destroyed at the end of the current university semester

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Participant Signature

Date

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Counseling Practicum Student Printed Name

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Counseling Practicum Student Signature

Date

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TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**PERMISSION FORM TO VIDEO/AUDIO TAPE – MINOR**

I give permission for my child, \_\_\_\_\_, to participate in sessions led by the Counseling Practicum Student that will be video/audio taped for use in the *Clinical Mental Health Practicum in Counseling* course at *Texas A&M University-San Antonio*. The sole purpose of the taping is for the supervision and training of the Counseling Practicum Student.

I understand that the following procedures are part of this agreement:

1. All material will be kept confidential with the class
2. The participant will not be identified name
3. The tape(s) will be erased or destroyed at the end of the current university semester
- 4.

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*Parent/Signature*

*Date*

---

*Participant (Child's Signature)*

*Date*

---

*Counseling Practicum Student's Printed Name*

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*Counseling Practicum Student's Signature*

*Date*

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TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

### **Guidelines for Transcript Selection**

1. Transcribe the entire tape.
2. Choose a section of your tape that includes a minimum of 10 consecutive counselor responses. **Responses such as yes, hmm, I see, etc. do not count as a counted counselor response;** a counted counselor response needs to be more substantial. The transcribed tape, including the 10 counselor and client responses, **must be verbatim and consecutive in time sequence.** The 10 analyzed responses can occur within the transcription of the tape.
3. For those 10 consecutive responses, follow the criteria for evaluation of counselor response, including:
  - a. What was the intent of your (student counselor's) response?
  - b. What happened following your response?
  - c. What could have been an alternative response? (Usually response identifies client's feelings, thoughts, and/or behaviors; refer to "What Therapists Say and Why They Say It" for examples).
4. At the top of the transcript, include the initials of the client, age, date, session number, theoretical model, and techniques employed.

### **Sample Transcript Evaluation**

**Student Counselor: Karen Caring**  
**Age: 32**  
**Session Number: 2**  
**Techniques: Active Listening**

**Client: BK**  
**Date of Session: January 5, 2009**  
**Theoretical Model: Person Centered**

#### **Transcript**

CO: So, how have you been doing lately?

CL: OK

CO: Last time you were talking about transitioning to your new job. I'm wondering how that is going for you now.

CL: I've been having a little trouble with my new job. I'm not getting along well with the people there.

#### **Response 1**

CO: You're feeling some concern about that.

- a. Intent: To show that I care.

- b. What happened: Client continued on the issue of concern.
- c. Alternate: “You’re upset about not getting along with your co-workers.”

*The following is not a counted response because it is a minimal encourager. It needs to be included in the transcript, but not evaluated.*

CL: Yes. It does concern

me. CO: Hmm hmm.

CL: I was hoping to make some friends, but the two girls in my office don’t get along and ....

### **Response 2**

CO: Are there people at work with whom you do get along?

- a. Intent: To gather information about the setting.
- b. What happened: I didn’t realize it at the time, but now I see that I interrupted the client as he was speaking. I directed him away from what he was saying.
- c. Alternate: A better approach would have been to wait until he was finished.

CL: Yes, there are some other people at work I get along with.

### **Response 3**

CO: You feel good about these.

- a. Intent: To point out positive support.
- b. What happened: He agreed that he had this support.
- c. Alternate: Tell me about the people you get along with.

CL: Yes, I do feel good about that. The problem is two girls in my office don’t like each other, and they want me to take sides.

### **Response 4**

CO: You feel caught in the middle sometimes?

- a. Intent: To clarify his concern and its impact on him.
- b. What happened: Client enthusiastically agreed.
- c. Alternate: You believe they try to pull you into their conflicts?

CL: Yes it’s so frustrating!

### **Response 5**

CO: Whose side would you take?

- a. Intent: I don’t know what I was trying to do here. I think I was trying to gather more information, but I really missed the mark with this question.
- b. What happened: Client seemed frustrated and confused. I really disrupted his thought process here.
- c. Alternate: This really seems to bother you!

**Start the analysis anywhere you want as long as you continue until you have 10 consecutive responses analyzed. You do not have to analyze the rest of the transcript.**



TEXAS A&M UNIVERSITY  
SAN ANTONIO

## Counseling Skills Rating Scale

-0 Points-	-1 Point-	-2 Points-
Inability to demonstrate the skill.	Able to demonstrate the skill marginally and/or inconsistently.	Able to demonstrate the skill consistently & adequately.
Criteria		
Student uses open questions that invite client to elaborate on information, elicit examples of specific behavior, focus client's attention on feelings, as well as highlight patterns of thought, feeling, and behavior. Student does not overuse open questions.		
Student uses reflections appropriately to connect with the client. Student also uses reflections appropriately to address client's deeper emotions.		
Student demonstrates an appropriate use of paraphrasing to express empathy and attentiveness. Student also paraphrases to help client elaborate on information. Paraphrasing is concise and nonjudgmental. Student avoids parroting.		
The use of non-verbal expressions and gestures are used to facilitate communication. Non-verbal encouragers are not distracting or used in excess.		
Student demonstrates a poised, calm, and collected demeanor in session.		
Client demonstrates the use of a theory or theories during session. Student appropriately integrates theoretical techniques during session.		
Student uses verbal minimal encouragers (e.g., uh-huh, I see) appropriately to demonstrate empathy and active listening, and to help client elaborate on information.		
Student demonstrates an appropriate level of comfort with silence, which effectively allows client and counselor to collect their thoughts.		
Students uses closed questions sparingly and reasons for use are justified (e.g., to fill in important gaps or details)		
Student avoids the use of why questions, advice giving, interpretation masked as paraphrasing, and judgmental responses.		
		<b>Total</b>

### EVALUATION PROCESS:

The professor will complete the following rubric to assess [enter assessment topic here]. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
17-20	Mastery	4	Able to perform at a high level without supervision on a consistent basis
13-16	Proficient	3	Able to perform without supervision on a consistent basis
10-13	Developing	2	Able to perform with supervision on a consistent basis
7-10	Beginning	1	Able to perform with supervision on an inconsistent basis
Below 7	Inadequate	0	Unable to perform with supervision

Key Performance Indicator Score: \_\_\_\_\_



## INDIVIDUAL COUNSELING SESSION SUMMARY

Student Counselor's Name \_\_\_\_\_ Date: \_\_\_\_\_

Client's Initials or Pseudonym: \_\_\_\_\_ Client's Age: \_\_\_\_\_

Presenting Problem: \_\_\_\_\_

1. What are the client's goals for counseling?
2. What are the client's goals for this session?
3. Did anything happen during the session that caused you to reconsider your goals? How did you resolve this?
4. What was the major theme of this session? Describe any major important content.
5. Describe the interpersonal dynamics between you and the client during the session. Specifically address your reactions to the client and why.
6. What multi-cultural differences exist between you and your client? (None is not an appropriate answer.)
7. How did you demonstrate multi-cultural sensitivity for your client during this session?
8. Review the AMCD Multicultural Competencies. List the multi-cultural competency(ies) that could apply in this session.
9. What theory and techniques were predominant in this session and why?
10. What ethical questions, concerns, issues or dilemmas are raised during this session? (None is not an appropriate answer.) How do you resolve those?
11. Review the ACA Code of Ethics. List the specific ethical code(s) that apply in this session.
12. How successful was the session? How do you know?
13. What did you learn about the helping process from this session?
14. What are your plans/goals for the next session?
15. What specific questions do you have for your supervisor regarding this and /or future sessions?

## GROUP COUNSELING SESSION SUMMARY

Student Counselor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Session Number: \_\_\_\_\_ Number of participants: \_\_\_\_\_

Presenting Topic: \_\_\_\_\_

1. What were your goals for this group session?
2. Did anything happen during the group session that caused you to reconsider your goals? How did you resolve this?
3. What stage of the group process is evident in this session? What evidence do you have to support this?
4. As group leader, what style did you use (e.g., democratic, authoritarian)? Explain how you implemented this leadership style AND how group members seemed to react to you as the group leader.
5. What was the major theme of this session? Describe any major important content.
6. Describe the group dynamics. Include observations about specific group member roles (e.g., silent members, monopolizes) and about the overall group dynamics (e.g., sub- grouping, conflict).
7. What theory and techniques were predominant in this session and why?
8. What ethical questions, concerns, issues or dilemmas were raised during this session? (None is not an appropriate answer.) How did you resolve those?
9. Review the ACA Code of Ethics. List the specific ethical code(s) that apply in this session.
10. How successful was the session? How do you know?
11. What did you learn about the group process from this session?
12. What are your plans/goals for the next group session?
13. What specific questions do you have for your supervisor regarding this and /or future group sessions?



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**PSYCHOEDUCATION CURRICULUM ACTIVITY LESSON PLAN**

Counselor:

Date of session:

Title of Psychoeducation Group:

Population/Age level(s):

Objective: Each participant will

Materials and Equipment:

Procedures and Activities:

- Lesson Plan Duration:
- Lesson: (Provide detailed step by step instructions, including specific discussion questions if applicable)

Evaluation/Assessment:

- Documentation of Results and Objectives Met:

Counselor Reflection Notes (completed after the lesson i.e. what would you do differently next time?):



**Texas A&M University-San Antonio**  
**Office of the Dean**  
**College of Education & Human Development**  
 One University Way, Ste. 303  
 San Antonio, TX 78224  
 Phone: 210-784-2501

**MIDTERM SITE SUPERVISOR EVALUATION OF STUDENT**

Name of student counselor: \_\_\_\_\_ Semester: \_\_\_\_\_

Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

**Directions:** Please indicate your level of agreement with each of the following statements regarding the student counselor’s capabilities and performance by using the following scale.

**1 = unacceptable, 2 = average, 3 =above average, 4 = excellent, or NA = not applicable.**

<b>General Supervision Comments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Demonstrates a commitment to developing professional competencies					
Accepts and uses feedback to enhance self-development & counseling skills					
Engages in open, comfortable, & clear communication with peers & supervisors					
Recognizes own competencies & skills & shares these with peers & supervisors					
Recognizes own deficiencies & actively works to address them					
Completes case reports and records					
Is dependable & efficient in time management					

<b>The Counseling Process</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Keeps appointments on time					
Begins the interview smoothly					
Explains the nature & objectives when appropriate					
Is relaxed and comfortable in the interview					
Communicates interest in, & accepts the client.					
Facilitates client expression of concerns & feelings					
Focuses on the content of the client’s problem					
Recognizes & deals with positive/negative affect of the client					
Uses silence effectively in the interview					
Is aware of own feelings in the counseling session					
Recognizes & skillfully interprets the client’s covert messages					
Facilitates realistic goal setting with the client					
Encourages appropriate action-step training with the client					
Employs judgment in the timing and use of different techniques					

Terminates the interview smoothly					
Assists clients with personal problems in individual sessions					

Conducts small group counseling sessions					
Consults with professionals					
Makes effective use of referral sources to help clients					
Demonstrates knowledge of & sensitivity to minority needs					
Presents in-service training &/or community education activities					

<b>The Conceptualization Process</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Focuses on specific behaviors & their consequences					
Recognizes & pursues discrepancies & meaning of inconsistent information					
Uses relevant case data in planning immediate & long-range goals					
Uses relevant case data in considering various strategies & their implications					
Bases decisions on theoretically sound & consistent rationale of human behavior					
Is perceptive in evaluating the effects of own counseling techniques					
Demonstrates ethical behavior in the counseling activity & case management					

Observed Strength of Practicum Student:

Observed Areas for Development of Practicum Student:

---

Site Supervisor's Signature

Date

I have discussed this evaluation with my site supervisor and have received a copy. Should I disagree with this evaluation, I may submit, in writing my reasons. A copy is to be retained by the site supervisor and the original is to be given to the university supervisor/professor to be placed in my student practicum course file.

---

Practicum Student's Signature

Date



**Texas A&M University-San Antonio**  
**Office of the Dean**  
**College of Education & Human Development**  
 One University Way, Ste. 303  
 San Antonio, TX 78224  
 Phone: 210-784-2501

**FINAL SITE SUPERVISOR EVALUATION OF STUDENT**

Name of student counselor: \_\_\_\_\_ Semester: \_\_\_\_\_

Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

**Directions:** Please indicate your level of agreement with each of the following statements regarding the student counselor’s capabilities and performance using the following scale.

**1 = unacceptable, 2 = average, 3 =above average, 4 = excellent, or NA = not applicable.**

<b>General Supervision Comments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Demonstrates a commitment to developing professional competencies					
Accepts and uses feedback to enhance self-development & counseling skills					
Engages in open, comfortable, & clear communication with peers & supervisors					
Recognizes own competencies & skills & shares these with peers & supervisors					
Recognizes own deficiencies & actively works to address them					
Completes case reports and records					
Is dependable & efficient in time management					

<b>The Counseling Process</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Keeps appointments on time					
Begins the interview smoothly					
Explains the nature & objectives when appropriate					
Is relaxed and comfortable in the interview					
Communicates interest in, & accepts the client					
Facilitates client expression of concerns & feelings					
Focuses on the content of the client’s problem					
Recognizes & deals with positive/negative affect of the client					
Uses silence effectively in the interview					
Is aware of own feelings in the counseling session					
Recognizes & skillfully interprets the client’s covert messages					
Facilitates realistic goal setting with the client					
Encourages appropriate action-step training with the client					
Employs judgment in the timing and use of different techniques					

Terminates the interview smoothly					
Assists clients with personal problems in individual sessions					

Conducts small group counseling sessions					
Consults with professionals					
Makes effective use of referral sources to help clients					
Demonstrates knowledge of & sensitivity to minority needs					
Presents in-service training &/or community education activities					

<b>The Conceptualization Process</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Focuses on specific behaviors & their consequences					
Recognizes & pursues discrepancies & meaning of inconsistent information					
Uses relevant case data in planning immediate & long-range goals					
Uses relevant case data in considering various strategies & their implications					
Bases decisions on theoretically sound & consistent rationale of human behavior					
Is perceptive in evaluating the effects of own counseling techniques					
Demonstrates ethical behavior in the counseling activity & case management					

Observed Strength of Practicum Student:

Observed Areas for Development of Practicum Student:

---

Site Supervisor's Signature

Date

I have discussed this evaluation with my site supervisor and have received a copy. Should I disagree with this evaluation, I may submit, in writing my reasons. A copy is to be retained by the site supervisor and the original is to be given to the university supervisor/professor to be placed in my student practicum course file.

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Practicum Student's Signature

Date



*Texas A&M University – San Antonio*  
**Clinical Mental Health Counseling  
 Practicum Time Log EDCG 5360  
 SUMMARY PAGE**

Name of student counselor: \_\_\_\_\_ Semester: \_\_\_\_\_

Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

TOTAL HOURS COMPLETED	COUNSELING MODALITY/ACTIVITY
<b>Direct Services:</b>	Total # of Individual Counseling Hours (must have a minimum of 10): _____
<b>Indirect Services:</b>	Total # of Intake Hours (no more than 5 hours can count): _____
<b>Total:</b>	Total # of Crisis Hotline Hours (no more than 5 hours can count): _____
	Total # of Individual (or dyadic) Supervision hours from site supervisor:

\_\_\_\_\_  
*Site Supervisor's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Practicum Student's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*University Instructor's Signature*

\_\_\_\_\_  
*Date*



**Texas State Board of Examiners of Licensed Professional  
Counselors Subchapter B. Authorized Counseling Methods and  
Practices.**

**§681.31. Counseling Methods and Practices**

The use of specific methods, techniques, or modalities within the practice of professional counseling is limited to professional counselors appropriately trained and competent in the use of such methods, techniques, or modalities. Authorized counseling methods techniques and modalities may include, but are not restricted to, the following:

**The following activities will be listed under “Direct Clients & Students  
Counselor Activities”**

**Individual counseling** which utilizes interpersonal, cognitive, cognitive-behavioral, behavioral, psychodynamic, and affective methods and strategies to achieve mental, emotional, physical, social, moral, educational, career, and spiritual development and adjustment through the life span

**Group counseling** which utilizes interpersonal, cognitive, cognitive-behavioral, behavioral, psychodynamic, and affective methods and strategies to achieve mental, emotional, physical, social, moral, educational, spiritual, and career development and adjustment through the life span

**Psychoeducation group counseling** which uses a curriculum for the delivery of information and strategies to educate about mental, emotional, physical, social, moral, educational, spiritual, and career development and adjustment through the life span

**Marriage counseling** which utilizes interpersonal, cognitive, cognitive-behavioral, behavioral, psychodynamic, affective and family systems methods and strategies to achieve resolution of problems associated with cohabitation and interdependence of adults living as couples

**Family counseling** which utilizes interpersonal, cognitive, cognitive-behavioral, behavioral, psychodynamic, affective and family systems methods and strategies with families to achieve mental, emotional, physical, moral, social, educational, spiritual, and career development and adjustment through the life span

**The following activities will be listed under “Problem/Topic”**

**Chemical dependency counseling** which utilizes interpersonal, cognitive, cognitive-behavioral, behavioral, psychodynamic, affective methods and strategies, and 12-step methods to achieve abstinence from the addictive substances and behaviors by the client

**Education counseling** which utilizes formal and informal counseling methods and assessments

and appraisal instruments for the purpose of determining strength, weakness, mental condition, emotional stability, intellectual ability, interest, skill, aptitude, achievement, and other personal characteristics of individuals for the selection of and placement in educational settings, preschool through postdoctoral study

**Career development counseling** which utilizes formal and informal counseling methods and appraisal instruments for the purpose of determining intellectual ability, interest, skill, aptitude, achievement, mental condition, emotional fitness, and other personal characteristics for occupational, vocational, and career selection and placement throughout the life span;

**Referral counseling** which utilizes the processes of evaluating and identifying needs of clients to determine the advisability of referral to other specialists, informing the client of such judgment and communicating as requested or deemed appropriate to such referral sources;

**Psychotherapy** which utilizes interpersonal, cognitive, cognitive-behavioral, behavioral, psychodynamic, and affective methods and strategies to assist clients in their efforts to recover from mental or emotional illness;

**Play therapy** which utilizes play and play media as the child's natural medium of self-expression, and verbal tracking of the child's play behaviors as a part of the therapist's role in helping children overcome their social, emotional, and mental problems;

**Expressive modalities** utilized in the treatment of interpersonal, emotional or mental health issues, chemical dependency, or human developmental issues. Modalities include but are not limited to, music, art, dance movement, or the use of techniques employing animals in providing treatment;

**Assessing and appraising**, in compliance with §681.43 of this title (relating to Testing), which utilizes formal and informal instruments and procedures, for which the counselor has received appropriate training and supervision, in individual and group settings for the purposes of determining the client's strengths and weaknesses, mental condition, emotional stability, intellectual ability, interests, aptitudes, achievement level and other personal characteristics for a better understanding of human behavior, and for diagnosing mental problems; but does not permit the diagnosis of a physical condition or disorder

**The following activities will be listed under “Indirect Student Counselor Activities”**

On-site training from the site

On-line training from the site

Professional growth workshops

Writing case notes

Preparing psychoeducation groups

Staff meetings

Observation or shadowing of the site supervisor or other counseling staff

Other activities may be included with the approval of both your site supervisor and your practicum instructor