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# **Texas Wesleyan University Graduate Counseling Programs STUDENT HANDBOOK**

*Effective September 1, 2018*

Welcome to the Texas Wesleyan University Graduate Counseling Program. This handbook will assist you with everything you need to know to succeed in the program.

This handbook is a supplement to Texas Wesleyan University's Graduate Catalog.

*Graduate students are responsible for knowing the information included in the Texas Wesleyan Graduate Catalog and the Graduate Programs Student Handbook. The Graduate School Catalog is found at the following link: <http://txwes.smartcatalogiq.com/en/2018-2019/Catalog>*

Throughout this handbook, page numbers are in reference to the official Graduate School Catalog.

## **INTRODUCTION**

Wesleyan's Graduate Counseling Program (GCP) prepares counseling professionals to become School Counselors (SCs), Licensed Professional Counselors (LPCs), and Licensed Marriage and Family Therapists (LMFTs). The program exists within the larger context of the counseling profession and involves codes of ethics, competencies, standards, licensure, certification, and other appropriate standards. The GCP strives to uphold and advance the counseling profession.

The program is delivered and maintained from a multiculturally-informed perspective including course design, implementation, and student and faculty experience.

## **PROGRAM'S MISSION**

Graduate Counseling Programs at Texas Wesleyan University provide the counseling student with opportunities to examine various theoretical models and perfect his or her counseling skills through experiences inside and outside the classroom. The program instructors act as consultants and resources to all students so that upon completion of the program requirements, students are prepared to pursue licensure.

## **ACCREDITATION**

Texas Wesleyan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 (web site: [www.sacscoc.org](http://www.sacscoc.org)) only for questions, comments, or issues related to the accreditation of Texas Wesleyan University.

## **COMPOSITION OF FACULTY**

Texas Wesleyan's Graduate Counseling Program (GCP) strives to attract and maintain full and part time faculty who demonstrate high levels of Clinical, Supervisory, and Academic skills. The Program conducts national

searches for new faculty and encourages minority candidates to apply for vacant positions. The Program follows the University's hiring policies and conducts interviews of candidates to hire and maintain the best fit for the needs of a diverse student population.

### **ANTI-DISCRIMINATION POLICY**

The Graduate Counseling Programs at Texas Wesleyan University welcome and encourage applications from potential students, faculty, and staff from diverse backgrounds in terms of race, ethnicity, gender, sexual orientation, national origin, socioeconomic status, age, physical abilities, religious beliefs, political beliefs and other ideologies.

The Graduate Counseling program at Texas Wesleyan University does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin with regard to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff.

Additionally, the program adheres to the Diversity and Inclusion Statement outlined by AAMFT as follows:

“Diversity is a reality of life reflected in the broadest spectrum of the many different ways that individuals identify and exist in the world. Inclusion is acknowledging and appreciating the reality and value of our diversity, intentionally enlisting and engaging the spectrum of different identities and experiences, and respecting what each person brings to the organization.

“We acknowledge that societal power structures, tensions, and complexities related to diversity contribute to disparities in power, control, influence, status, privilege, and opportunities among individuals and groups. Therefore, our commitment to inclusion involves the continuous identification and effective elimination of barriers to access to association roles, resources, and relationships, and to creation of systems of excellence that promote equity for all.

“It is a core value in AAMFT to support, promote, and protect diversity, to value all individuals and groups as free from prejudice and oppression as possible, and to foster a climate where equity and mutual respect are intrinsic.

“By appreciating the importance of inclusion, we acknowledge that the collective and individual talents, skills, and perspectives of members, constituent groups, and partners foster a culture of belonging, collaborative practice, innovation, and mutual respect.

“Diversity of thought and inclusion of new ideas and perspectives can help us increase creativity, generate new ideas, enhance problem solving, and increase flexibility, productivity, and effectiveness.”

[https://www.aamft.org/About\\_AAMFT/DI\\_Statement.aspx](https://www.aamft.org/About_AAMFT/DI_Statement.aspx)

## **ACADEMIC POLICIES OF THE GRADUATE COUNSELING PROGRAMS**

The GCP provides Counseling students with opportunities to examine various theoretical models and develop his or her counseling skills. This is done through experiences inside and outside the classroom. GCP Instructors act as consultants and resources to all students so that upon completion of program requirements, students are prepared to pursue licensure. General objectives of the GCP are as follows:

- Provide programs that effectively prepare counselors for work in schools, agencies, and private practice.
- Provide didactic and experiential activities that enable counselors in training to acquire essential basic professional knowledge.
- Provide counselors-in-training with opportunities for self-exploration, self-understanding, and social-emotional development.
- Provide the community with the expertise of the students and faculty in the GCP

## **ADMISSION**

The GCP not only adheres to general requirements for all graduate programs but also has additional admission requirements unique to the counseling profession. Applicants who seek admission are required to understand that the Texas State Boards for certification and licensure, as well as credentialing boards of other states, run criminal background checks. Applicants with a criminal background who seek professional counseling credentials are responsible for contacting the appropriate state board prior to enrolling in the program to determine his or her potential for certification and / or licensure. Texas Wesleyan University neither assumes responsibility for qualification nor offers any guarantee of licensure. It is the student's responsibility to ensure that there are no background issues that may preclude the student from licensure eligibility.

### **Admission Requirements**

- Bachelor's degree from a regionally accredited college or university with at least 9 hours in psychology, counseling or related coursework, including at least one statistics and one human development course.
- One of the following requirements
  1. 3.0 cumulative GPA score or 3.25 over the last 60 hours
  2. An official GRE score report. Recommended achievement of 150 verbal, 142 quantitative and 4.0 writing.
  3. Mental health casework and/or field experience with minimum GPA of 2.5 cumulative
- Interview session with program faculty, if selected

## **LICENSING & PORTABILITY OF DEGREE**

The program and faculty strongly encourage students to pursue MFT and/or LPC licensure in the state of Texas. Students are encouraged to familiarize themselves with the Texas state licensing boards' websites: <https://www.dshs.texas.gov/mft/default.shtm> for MFTs, and <https://www.dshs.texas.gov/counselor/default.shtm> for LPCs. Students should be aware that licensure

requirements differ between jurisdictions. For this reason, it is our policy to show potential students and students how to use the directory of licensure boards found on the [www.amftrb.org](http://www.amftrb.org) and [www.nbcc.org](http://www.nbcc.org) websites as a resource for contacting licensure boards in other jurisdictions to inquire if the coursework, along with their master's coursework, will meet the educational requirements for licensure in that jurisdiction.

## **DISABILITY AND ACCOMMODATION POLICY**

In accordance with Wesleyan policies and state and federal regulations, the GCP is committed to full academic access for all qualified students including those with disabilities. To this end, the GCP makes reasonable and appropriate adjustments to the classroom environment and to teaching, testing, or learning methods to provide equality of educational access for persons with disabilities while upholding the integrity and rigor of its academic standards. The GCP emphasizes that attainment of essential competencies and maintenance of academic and professional standards and licensure requirements.

## **STUDENT ROLE IN GOVERNANCE**

The faculty recognizes the value of students having a role in the governance of the GCP. Students are chosen by their peers who are members of the Honor Society to represent the graduate student body at faculty meetings, which are held bi-weekly to monthly in the GCP faculty office conference room. Students serve for a period of one or two semesters. Additionally, the MFT Advisory Board, which consults with the Masters of Marriage and Family Therapy, contains a student member, chosen by the faculty as representative of student interests. The student on the Advisory Board serves for a period of one academic year. POAC, (Professional Organization for Advancing Counselors) which is the student counseling fraternity, provides communication and requests to the faculty by the President of POAC and is responded to by the Program Director after consulting with the Faculty.

## **STUDENT GRIEVANCES**

The program follows the grievance policy outlined in the graduate catalog. Informally, students are encouraged to address any concerns regarding their experience in the program with faculty, their advisor, or the program director.

## **ADVISOR ASSIGNMENTS**

Each student in the GCP is assigned an advisor upon admission to the program, before enrollment in his or her first courses. Students are expected to consult with advisors at registration each term and as needed through the program. Students are required to consult advisors to complete a degree plan, to change a filed degree plan, and to receive career advice. Degree plans may be submitted electronically. It is to the student's advantage to establish an ongoing working relationship with his or her advisor. If the need arises, a student may request a change of advisor. Students are solely responsible for the accuracy and completion of their degree plans, and the completion of all course requirements.

## **DEGREE COMPLETION REQUIREMENTS**

Students are to complete and submit degree plans with their advisor within the first nine (9) hours of enrollment. Students who change degree plans may alter their graduation date. Students who fail to submit a degree plan will not be allowed to enroll in clinical courses. Degree plans for each of the programs are found on the university's

website at the following at <https://txwes.edu/academics/health-professions/graduate-programs/> and in the Graduate School Catalog.

## **STUDENT LEARNING OUTCOMES & PROGRAM GOALS**

The GCP is dedicated to providing the best possible instruction and training for its students so that they are prepared to provide quality services to clients while in the program and after graduation. To achieve that goal, the GCP adheres strictly to Student Learning Outcomes Program Goals as a means of guaranteeing that students receive the quality education that they apply for. Courses, faculty member performance and program development and review are evaluated by reviewing the outcome measures that are entered into Taskstream, the online university evaluative tool. In addition, all MFT courses have the Student Learning Outcomes and Program Goals listed in each syllabus.

## **STUDENT LEARNING OUTCOMES AND PROGRAM GOALS FOR THE MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY**

The policy of the Graduate Counseling Program is to adhere strictly to the Student Learning Outcomes and Program Goals as a guide for development of all courses and syllabi in the MSMFT. Students are evaluated per measures noted in the SLO's and results from such tabulations influence the rigor of the MSMFT courses in the future. At the end of the academic year, in June, all data collected and reviewed from the Summer, Fall and Spring semester are reviewed to see if the findings reveal what the outcomes were expected to achieve. If there is not mastery, the SLO's are amended and are placed in Taskstream for the next academic year in an effort to further increase the results of the outcomes. At all times, the AAMFT Core Competencies are addressed for each MSMFT course to insure that students are mastering the Core Competencies.

Below, are the most current Student Learning Objectives and Program Goals as they relate directly to the MSMFT program. Students will also find these outcomes in each of their syllabi for all of the MSMFT courses every semester.

### **Student Learning Outcomes for MSMFT**

1. Students will obtain sufficient knowledge that will show their ability to: conceptualize & distinguish the critical epistemological issues in MFT; demonstrate their understanding of the major models of marriage, couple, & family therapy; and, demonstrate their understanding of the historical development, theoretical and empirical foundations, & contemporary conceptual directions of the field of MFT. Students will demonstrate their ability to apply this knowledge in practice. **(Knowledge)**
2. Students will demonstrate understanding of professional identity, ethical issues related to the profession of marriage and family therapy and the AAMFT Code of Ethics. **(Ethics)**
3. Students will be able to read a research article with understanding of how it applies to clinical practice. **(Research)**
4. Students will demonstrate competency in providing marriage and family therapy face to face with a variety of clients, including couples and families, while in clinical practicum, dealing with relational issues. **(Practice)**

5. Students will demonstrate ability to work with diverse populations in terms of race, ethnicity, gender, sexual orientation, national origin, socio-economic status, age, physical abilities, religious beliefs, political beliefs and other ideologies. **(Diversity)**

### **Program Goals for MSMFT**

1. At the completion of the program, students will have knowledge of the role of the therapist, interventions, language, how change occurs, and leading publications of each of the major models of Family Therapy. **(Knowledge)**
2. At the completion of the program, students will have knowledge of the impact of diversity, in terms of race, ethnicity, gender, sexual orientation, national origin, socioeconomic status, age, physical abilities, religious beliefs, political beliefs and other ideologies, on a broad range of clinical issues and the overall practice of marriage and family therapy. **(Diversity)**
3. At the completion of the program, students will demonstrate knowledge of research methodology in the field of marriage and family therapy. **(Research)**
4. Students will gain understanding of professional identity, ethical issues, related to the profession of marriage and family therapy, the AAMFT Code of Ethics and be prepared to take the LMFT exam for licensure prior to graduation. **(Ethics)**

Students will have the ability to work systemically with clients who are diverse in terms of presenting problem, age, culture, physical ability, ethnicity, family composition, gender, race, religion, sexual orientation, and socioeconomic status. **(Practice)**

### **TUITION**

Tuition and other fees for the GCP can be accessed on the university's website at the following link: <https://txwes.edu/admissions/graduate/counseling/masters-degrees-in-counseling/what-will-it-cost/> and are listed on p. 33 in the Graduate School Catalog. All tuition, fees, and room and board charges quoted in this catalog are subject to change without notice.

### **TIME LIMITATIONS**

Graduate courses expire after seven (7) years from the date of course completion, as shown on the transcript. Thus, at the time the student graduates with a master's degree, no course may be more than seven (7) years old. This applies to coursework transferred in as well as that taken at Texas Wesleyan University. Students should note the date each course is completed.

## TECHNOLOGY REQUIREMENTS, TRAINING, & SUPPORT

Many of the courses in the program are offered in hybrid format. Hybrid courses involve a combination of face to face meetings in the classroom setting and online learning activities. A computer and internet access are required to complete the online portion of hybrid courses. There are computer labs on campus, as well as computers in West Library, available for student use. While all online learning requirements can be completed on campus, most students prefer to use their personal computers so that they may work remotely. The program utilizes Blackboard for the online component of hybrid courses, and offers technology support and training through the Service Desk. The Service Desk is the point of contact for all technology requests, which are submitted using the university's website at the following link: <https://txwes.edu/it/>. To open a ticket, check the status of an existing request, or provide feedback on service that has been completed, contact the Service Desk directly at 817-531-4428 option 1, contact Blackboard support at 817-531-4428 option 2, or [servicedesk@txwes.edu](mailto:servicedesk@txwes.edu).

## MSMFT COURSE SEQUENCE AND PREREQUISITES

Students are responsible for constructing a degree plan in cooperation with his or her advisor and then registering for courses as set out in the degree plan in order to ensure the appropriate pre-requisites are met and to stay on track for graduation.

The following outlines the recommended sequence for courses in the degree plan of Master of Science in Marriage and Family Therapy. It is essential that COU 6311, *Marriage and Family Counseling*, is taken as one of the first courses as it is a prerequisite for many of the other courses, and provides a foundation for the successful completion of subsequent courses. Students should conclude their degree plan with three semesters of COU 6324, *Family Therapy Practicum*.

COURSE	Prerequisites
COU 6311 – Marriage and Family Counseling	None
COU 6303 – Techniques of Appraisal and Assessment	None
COU 6309 – Ethics	None
COU 6302 – Life Span/Human Development	None
COU 6322 – Family Systems	6311
COU 6323 – Family of Origin	6311
COU 6310 – Advanced Psychopathology	6311
COU 6306 – Research Methods & Program Evaluation	6303
COU 6333 – Counseling for Substance-related & Other Addictive Disorders	6311, 6310
COU 6305 – Human Sexuality & Sexual Dysfunctions*	None
COU 6313 – Counseling Children & Adolescents*	6311, 6302
COU 6331 – Psychopharmacology	6311, 6310
COU 6320 – Principles for Marital Therapy	6311
COU 6321 – Strategies for Intervention in Family Therapy	6311
COU 6304 – Multicultural/Cross Cultural Counseling	None
COU 6332 – Crisis Intervention Counseling	Completion of any 18 hours
COU 6334 – Community & Clinical Mental Health Administration	Completion of any 18 hours
COU 6314 – Professional Identity & Pre-Practicum	6311, 6302, 6303, 6309, 6310
COU 6324 – Family Therapy Practicum (1)	6311, 6302, 6303, 6309, 6310, 6314

COU 6324 – Family Therapy Practicum (2)	6311, 6302, 6303, 6309, 6310, 6314
COU 6324 – Family Therapy Practicum (3)	6311, 6302, 6303, 6309, 6310, 6314

\*Students choose **EITHER** COU 6305 **OR** COU 6313

## GRADING

Students are expected to achieve a grade of at least a B or higher in all courses. A student will not be able to graduate with more than 2 C's. A student will be removed from the program if they earn more than 2 C's. If a student earns two (2) C's the student will be placed on academic probation until the student retakes one of the classes they earned a C in and successfully completes the course with a grade of B or higher. A student may retake one (1) course one (1) time. Any course that is repeated must be taken at Texas Wesleyan University. The student will not be permitted to enroll in any further classes until one of the classes with a C is retaken and successfully completed with a grade of B or higher. If a student earns a C in any class they will no longer be eligible for membership to the Honor Society. Further, students *must* achieve a B or higher in clinical courses (Pre-practicum and Practicum). The university lists how grades are accounted for on page 80 in the Graduate Catalog. The GCP uses these grading policies set by the university to evaluate coursework and each instructor lists such evaluative techniques in each syllabus provided to every student.

## INCOMPLETES

The grade I (incomplete) is given only when a student's work is satisfactory but, for reasons beyond the control of the student, has not been completed. It is not given in lieu of an F (failing). It is the student's responsibility to confer with the instructor of the course and to complete the prescribed requirements of the course by the designated date shown in the University Academic Calendar. For each I assigned, the instructor will file an Incomplete Grade Form with the Office of Student Records. On or before the designated date, the instructor will assign a grade and report it to the Office of Student Records. If a new grade is not reported by the designated date identified on the incomplete grade form, the I automatically converts to an F per the policy in Texas Wesleyan University's graduate catalogue. Once an F is given, students may be subject to disciplinary action and/or removal from the GCP.

No grade changes may be made after one (1) year from the time the grade was originally issued. This limit also applies to grades issued following completion of an incomplete (I) grade.

## GRADE APPEALS

**Timelines:** Students wishing to appeal a grade must do so in a timely fashion. For grades assigned during a semester, prior to the awarding of the final grade, the appeal must be initiated before the completion of the semester.

For course grades, the appeal must be initiated before the end of the following semester. For appeals of grades assigned in the fall semester, a student has until the end of the following spring semester.

For grades assigned in the spring semester, the student has until the end of the following fall semester. For grades assigned during the summer semester, the student has until the end of the following fall semester.

**Process:** If a student decides to appeal a grade, the student is to make an appointment with the instructor to discuss the grade assignment.

If the results of the meeting with the instructor are unsatisfactory, the student is to make written request of grade appeal to the department chair. If the department chair is absent, the appointment is to be made with the Dean. If the appeal concerns the department chair, the appointment is to be made directly with the Dean.

The student must bring to this meeting a written complaint stating (a) what grade is being appealed, and (b) on what basis it is being appealed. The student should also bring pertinent materials such as the assignment for which the student was given the grade being appealed, the syllabus for the course, previous grades assigned in the course, etc.

The department chair will review these materials with the student in order to ascertain the issues involved in the appeal. The department chair may request additional information from the student and/or the instructor, and will attempt to resolve the appeal between the student and the instructor.

If the appeal cannot be resolved with the department chair the student has the right to appeal to the Dean.

The Dean will make a written decision to approve or deny the appeal.

## **HONOR SOCIETY**

The Honor Society promotes scholarship, research, professionalism, leadership, and excellence in counseling. The purpose of the Honor Society is to recognize a student's academic achievement and clinical excellence in the GCP. The Honor Society chooses a student representative each academic year to attend faculty meetings as a student representative.

Applications for Honor Society membership are open to all GCP students; LPCs, LMFTs, and SCs. To be eligible, a student must have twelve or fewer semester hours until degree completion and have achieved 3.5 GPA or better. Further, the student must not have received one (1) grade of C or lower. In addition to these requirements, it is the student's responsibility to submit his or her application prior to the due date and receive endorsement by vote of all GCP faculty members. Faculty member endorsement of students will include satisfactory demonstration of clinical, professional and personal competency.

## **DATA COLLECTION ON GRADUATES**

Once graduated, the program will perform an annual survey in August prior to the Academic Year which will provide faculty with information that may affect their strategic planning and construction of SLO's, PO's and FO's and measures for the new academic year. The policy is in the Student Handbook found on the Texas Wesleyan Counseling Web Page on page5 in the Student Handbook.

Below is a letter that will be sent each semester to all MSMFT students prior to graduation which articulates our policy on collecting data on graduates.

*Dear Students,*

*It is important for the MSMFT program to know about your experiences after graduation. This information allows us to better assess how well the program equips students to work in the field. There will be an alumni survey administered each year that will include the following information:*

1. *Your place of employment*
2. *Your licensure status*
3. *If you have or have not passed the AMFTRB National Exam*
4. *Your perception of the MFT Program and how well it prepares graduates for careers as MFTs.*
5. *We will also ask your permission to speak with your employer/supervisor for their feedback about the program's strengths and weaknesses in preparing people for the workplace.*

*Additionally, the program may look at directory information published by licensure boards and the AAMFT membership list to ascertain the licensure status and AAMFT membership of our graduates.*

*The information used will be kept in confidence and will serve as a means for the program to assess its effectiveness and set new strategic goals and outcomes.*

## **CLINICAL POLICIES AND PROCEDURES OF THE GRADUATE COUNSELING DEPARTMENT OVERVIEW**

Student experiences in clinical courses are an integral part of the GCP. For two (2) or three (3) semesters, students will have the opportunity to work with clients on and off campus at approved counseling facilities. Students will use skills developed in coursework to grow professionally through clinical experiences. The GCP Faculty considers supervised clinical experiences the capstone of a student's development, and all faculty members are committed to making this a positive experience. These clinical experiences will allow students to synthesize, integrate, refine skills, and apply the knowledge learned as part of his or her professional development.

These clinical experiences are an opportunity to acquire, enhance, and demonstrate broader skills in all aspects of a student's professional development. Therefore, off-campus site(s) are to be chosen carefully. Students should consider professional goals, interests, needs, and expectations. Different sites provide a rich diversity of experiences. A site should be a good fit for the student personally and professionally.

Clinical courses require dedicated commitment, and are **time intensive**. In addition to concurrently taking additional coursework, many students work and/or have family obligations that require attention. It is imperative the student have a good sense of time

It is the student's responsibility to select and secure a clinical site for practicum classes. The Texas Wesleyan Counseling Center may afford students clinical opportunity but Texas Wesleyan University can't guarantee that all clinical hours can be satisfied at this venue. It is the student's responsibility to find and select an off campus clinical site to accrue sufficient clinical hours. Practicum Instructor approval must be obtained for any instance where a student has more than one off campus clinical site.

When sites agree to allow students to train with their agency / school, they take on the responsibility to work with the student. They also agree to provide supervision and monitor the student's work as the supervised clinical

experience is a dual role as both the needs of the student and the client population must be met. Students performing clinical hours in an off-campus site must have an appropriate site supervisor to provide supervision on agency process, evaluation, and to sign off on the student's clinical hours. Practicum instructors may contact, visit and/or consult with offsite practicum supervisor at any time to evaluate student performance. It is the ultimate responsibility of the Practicum instructor, not the off-campus supervisor, to provide clinical supervision to the student.

The supervisor must have a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and licenses. He or she must have a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction (i.e., school counseling, community counseling); knowledge of the program's expectations, requirements, and evaluation procedures for students.

If a student is providing clinical services at more than one agency/school, the student may have multiple supervisors. It is the student's responsibility to ensure the appropriate paperwork is completed throughout his or her clinical experience. Any questions should be directed to the student's Practicum Instructor and/or Faculty Advisor.

See section: Selection of an Off Campus (Non Texas Wesleyan Counseling Center) Practicum Site for information on selecting a site and securing site approval (page 14).

## **THE TEXAS WESLEYAN UNIVERSITY COUNSELING CENTER**

The Texas Wesleyan University Counseling Center is the Graduate Counseling Program campus training clinic for graduate students. The Center offers individual counseling for clients of all ages, couples counseling, and marital counseling. Counselors in training, under the supervision of GCP faculty, provide these services at a low cost. The mission of the Center is to work with families, couples, and individuals to create solutions to their problems. The Center is a place of respect and dignity where each person will be served and honored.

The center assists clients to create practical and effective ways to solve problems, dilemmas, crises, and other life demands that are sometimes overwhelming. The mission is service, the goal is excellence, and the commitment is to the community and the people who come for assistance. All students engaging in a practicum clinical experience are required to attend an orientation on Center processes and operations prior to the beginning of each semester.

## **CODE OF CONDUCT**

The GCP is a community of faculty, clinical instructors, support staff, and students involved in teaching, clinical training, and learning. Students become members of this community at the time of registration in the program and assume the responsibilities that registration entails. The GCP is dedicated to providing a quality academic and clinical education and considers students to be colleagues in the learning process. GCP students are responsible for their actions and should be free to pursue educational objectives in an environment that promotes learning and protects the integrity of academic processes. The Code of Conduct is designed to foster that environment.

The Code of Conduct defines standards of student behavior during enrollment in the GCP and is a supplement to the Academic Integrity Policy in the Graduate Catalog, and the Code of Student Conduct in this Handbook. Disciplinary procedures are detailed in the Student Handbook. Clinical students will also be held to the standards of professional conduct defined by their licensure and clinical facility.

## ETHICAL AND LEGAL AWARENESS

Any training relationship in which students take student counselor roles is considered a client / counselor relationship and is consequently subject to all ethical and legal regulations governing such a relationship. When a student enrolls in the GCP, he or she is given the code of ethics specific to his or her degree plan: LPC, LMFT, or SC. By returning a signed receipt of this code, the student acknowledges receipt of the code, asserts he or she has read it in full, and confirms he or she will abide by its principles.

## STANDARDS OF CONDUCT

Academic conduct will reflect the highest level of honesty and integrity in both the classroom and clinical area. Neither Wesleyan nor the GCP will tolerate academic dishonesty in ANY form. Harsh penalties (including dismissal) may be imposed for failure to comply with these standards. The Director of the GCP retains the right to dismiss a student from the program for serious offenses to the Code of Conduct. Academic Dishonesty includes (but is not limited to):

- Unauthorized assistance in taking quizzes, tests or exams.
- Use of unauthorized material in completing assignments.
- Acquisition of tests or other academic material belonging to a faculty or staff member without permission (including removing/reproducing such materials).
- Unauthorized possession of questions or notes
- Forgery or Plagiarism
- Any form of dishonesty, including (but not limited to) lying
- Assisting others in academically dishonest behavior
- Falsifying academic or clinical records.

### GCP students are expected to:

**1.** Demonstrate civil, courteous and respectful treatment of all of the members of the University Community. Faculty and staff are responsible for course requirements, content and classroom behavior. Students do not have a right to interfere with the freedom of the faculty to teach or the other students to learn. Violations include:

- Disruptive behavior in the classroom, office or clinical site.
- Disrespectful communications of any form with faculty, staff, or students.

**2.** Demonstrate respect for personal, academic, and physical property of all members of the University Community.

- All Electronic media is the property of the instructor, intended for use only by those enrolled in the course.
- Streaming video is to be viewed live, downloading/copying is prohibited.
- Unauthorized copying or distributing of these materials is strictly prohibited and subject to disciplinary and/or legal action.
- Providing unauthorized materials to underclassmen is a violation of this code.

**3.** Demonstrate group behavior that promotes respect and equality.

**4.** Demonstrate progress towards professional competency.

**5.** Demonstrate compliance with the Code of Ethics for the LPCs as published by the ACA, for LMFTs as published by the AAMFT, and for SCs as provided by the ASCA. These Codes of Ethics are required reference materials.

## CLINICAL OBJECTIVES

### Primary Objective:

The primary objective of clinical courses is to provide students with an opportunity to acquire competence in counseling skills and professional development.

### Methods of evaluation:

Clinical courses integrate academic study and supervised practice. Evaluation and grading in clinical courses are composed of the following elements:

- Required coursework- including counseling and observation hours.
- Timely completion of all clinical paperwork and site evaluations.
- Review and evaluation of videotapes/live sessions (some graded, some reviewed) by an individual clinical instructor and/or GCP faculty members.
- Successful completion of practicum class with a grade of —B1 or higher.

### Methods of Grading:

Evaluation and scheduled feedback will be done in clinical courses using the following methods:

- Feedback on selected tapes presented in class and/or during supervision.
- Periodic graded tape reviews by individual instructors.
- Mid-term discussion about progress in both clinical and professional development with each individual student.
- Satisfactory progress on Student Competency Evaluation Forms.
- Final tape review by the Practicum subcommittee and/or the GCP faculty of any marginal student with written feedback about specific areas that need improvement, including a recommendation related to continued progress in the clinical sequence.

**Skills Evaluated:** Skills evaluated include Clinical Competency skills, Conceptualization skills, Personal Awareness skills, and Professional Development skills.

**Clinical Competency Skills:** A student will begin to develop skills starting in his or her very first course in the GCP and will enhance these skills during Pre-practicum. —Process Skills refer to counselor behavior that will be observed via one-way mirrors, videotaping, and course role play. These skills range from basic skills (attending, appropriate questioning, etc) to more sophisticated ones (playing a hunch, noting a theme, etc) depending on the counselor's ability. These skills enhance the therapeutic process of counseling and are evaluated in their appropriate execution and choices (see Evaluation of Student Progress Toward Demonstration of Competency, Appendix 2.)

### Students will be able to:

- Establish a comfortable therapeutic relationship, put a client at ease, and address/dispel any hostile or apprehensive attitudes toward the counseling process
- Appropriately demonstrate unconditional positive regard, genuineness, congruence, and empathy.
- Demonstrate professional ability to inform clients of issues related to the limits of confidentiality, address videotaping and observation, the client's right to privacy, and other initial issues covered in the counselor's opening dialogue.
- Encourage self exploration and insight on the part of the client.
- Accurately respond to the client's statements by addressing the client's feelings, thoughts, and verbal/nonverbal behavior consistent with the student's chosen theory.
- Understand, but not become overly involved in, the client's problems.
- Facilitate expression of the client's affective and cognitive processes.

- Maintain appropriate separateness from the client and remain non- defensive to reactive responses by client, including those directed toward the counselor.
- Self-disclose appropriate experiences, feelings, and ideas in an open, non-dogmatic manner while keeping the focus on the client.
- Demonstrate an ability to terminate the counselor-client relationship.
- Use counseling skills appropriate to the counselor's chosen theory
- Encourage client independence.

**Conceptualization Skills:** Students will develop conceptualization skills that include, but are not limited to, identifying client's initial clinical concern(s), note dominant theme(s) in a session, establish therapeutic goal(s), utilize responses and/or techniques consistent with the counselor's chosen theory, and determine a plan for future sessions. These skills reflect deliberate thinking that takes place both in and between sessions.

**Students will be able to:**

- Establish on-going counseling relationship with a client based on accurate case conceptualization.
- Set and prioritize process and outcome goals related to identified client problems.
- Develop and implement counseling plans to meet identified goals,
- Objectives and client presenting issues.
- Identify client strengths, goals and self-defeating behaviors.
- Apply problem-solving strategies with the client.
- Identify and report client problems from both the counselor and client perspectives.
- As the clinical sequence progresses, develop a knowledge of
- Theoretical-based counseling intervention strategies by applying them in session and/or identifying their potential use during in-class critiques.
- Demonstrate an appropriate termination process including identification of outcomes and client's results.
- Demonstrate knowledge of facilitating therapeutic change.

**Personal Awareness Skills:** Students will develop an understanding of their personal issues and self growth. Personal Awareness skills are those personal attributes which counselors use in the counseling relationship.

**Such skills include:**

- Being comfortable with the professional responsibility of being a counselor.
- Being able to separate personal reactions to an issue from these of the client.
- Allow a sense of humor to emerge.
- Not being defensive with an accusing client.
- Being able to handle a wide range of emotions in self or client.
- Being open to and able to accept constructive critique from supervisor or from student colleagues.
- Demonstrate an interest and desire to work with others.
- Avoid meeting own needs at the expense of the client.

**Professional Skills:** Students are expected to develop and demonstrate professional behaviors that support the ethical standards of the American Counseling Association (ACA), the American Association of Marriage and Family Counseling (AAMFT), and the American School Counseling Association (ASCA).

**Such Skills include:**

- Adherence to the current ACA codes of ethics.
- Complete all written reports and required course assignments on time.

- Safeguard confidentiality.
- Demonstrate professional behavior and maintain a professional role with clients.
- Dress appropriately for all counseling contacts.
- Remain objective toward opinions, practices, ethnicity, religious, and spiritual values different from one's own beliefs, and appropriately relate to clients with differences.
- Remain open to assessments by others as to personality and counseling style, including complementary as well as critical statements.
- Communicate to clients the nature of the counseling relationship so that clients understand the limits of the services offered.
- Display an awareness of the specialties, skills, and services of other helping personnel in the community so that appropriate referrals may be made when necessary.
- Appropriately demonstrate an ability to act autonomously and with confidence.
- Confront and assist student colleagues who are not exhibiting professional behavior.
- If personal issues arise which either the student and/or faculty supervisor thinks may hinder effectiveness, be willing to seek appropriate consultation with a faculty person (i.e., Clinical Instructor, Clinic Director or other Faculty Member) OR personal counseling from a qualified clinical person.

## **ELIGIBILITY FOR CLINICAL COURSES**

**Prerequisites for Pre-Practicum or Practicum:** Counseling students in the LPC, LMFT or SC programs must have successfully completed all prerequisites as stated in the Graduate Catalog.

## **ENROLLMENT PROCEDURES FOR CLINICAL COURSE**

Clinical courses are completed over two (2) or three (3) semesters and include COU 6315/6316/6324 Practicum in Counseling. Students enrolled in the LPC track will take 6315 and 6316. LMFT track students will complete all three of the Practicum courses. It is the student's responsibility to follow the established procedures for enrollment in these courses. School counselor students complete one (1) semester of practicum COU 6319. Enrollment in COU 6319 must be approved by the School Counseling Coordinator.

Once admitted to Pre-Practicum, the student must complete the course in a manner consistent with the consecutive enrollment for clinical courses. Enrollment in Practicum requires satisfaction of prerequisites, as well as successful completion of Pre-Practicum.

Students must submit site agreement forms for the following semester of Practicum no later than the final week of Pre-Practicum. Each student must complete and submit the site agreement forms to his/her instructor prior to the last night of class. Students must also submit an affidavit for Background Check if not already on file.

Clinical sites may be selected from a variety of agency and school settings, but careful attention must be paid during the summer semester to ensure that sufficient hours will be obtained. LPC and LMFT counseling students are required to continue consecutive clinical rotation of 6315/6316/6324 during all semester, including summer. Students should also be familiar with individual course requirements (outlined in the Practicum Instructor's syllabus), individual site policies for clinical placements, and licensure/certification following graduation. If the requisite number of hours is not acquired during any of the Practicum courses, students must enroll in a third and/or fourth semester of Practicum in an appropriate setting that meets the requirements of their particular degree plan.

**Consecutive Enrollment for Clinical Courses:** Once enrolled, the student is expected to complete Pre-practicum

and practicum course work in consecutive semesters. If a student desires not to enroll in the next appropriate consecutive clinical course, the faculty advisor must receive a written request from the student. The student will receive a written response from the faculty advisor regarding the request.

## **PROFESSIONAL LIABILITY INSURANCE**

The GCP requires that graduate counseling students provide proof of professional liability insurance **before** beginning of each Practicum. This policy shall provide coverage for both on and off campus sites and counseling activities. A minimum policy should supply the student with up to \$1,000,000 per claim of professional liability coverage and up to \$3,000,000 aggregate professional liability coverage. A copy of liability insurance will be required when completing the Graduate Student Practicum Agreement at the beginning of the each practicum. Semester. When purchasing a policy, verify with the provider the necessary processing time, if any, in order to comply with this requirement.

Students are allowed to see clients during University breaks at their off campus site (i.e., between semesters) after arrangements notifying their current practicum instructor of the arrangement. The off campus site must provide supervision during the time that the student is interning between semesters. Such information should be communicated to the current practicum instructor.

## **SELECTION OF AN OFF-CAMPUS PRACTICUM SITE**

### **Site Selection:**

When selecting a clinical site, students need to consider a number of factors. These factors include, but are not limited to:

#### **Type of clients served:**

What are the student's personal interests and goals? Will it provide a diversity of experience? (i.e. Heterogeneous population? Variety of clinical issues? Diverse activities? Variety of socio-economic and ethnic backgrounds?)

#### **Types of services:**

Will the student be able to complete GCP requirements? (i.e., individual and group counseling, videotaping [with client consent], consultation, supervision, etc.) What will be expected of the student as a counselor-in-training?

**Notebook Resources for Site Selection:** The selection of an off-campus clinical site is an important one. Students in all areas of Counseling are required to find an off-campus site to be approved by the GCP faculty. To help the student in this process, a Clinical Site Notebook is located in the Counseling Center. This notebook contains helpful information about clinical sites that students have worked in for the past several years. This is a valuable resource for the student to find prospects that relate to their area of interest. Students are also encouraged to consult with Faculty for clinical site selection.

**LPC/LMFT Counseling Sites:** Because of the potential for ethical dilemmas for students in clinical courses, all sites must be approved by the clinical instructor. Caution must be exercised when selecting private, for-profit sites, or sites with a religious affiliation. Such sites must be specifically approved by the Practicum Subcommittee each semester. At all sites, the student will be required to have a site supervisor with the following qualifications: a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licensures; a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction (i.e., school counseling, community counseling); and knowledge of the program's expectations, requirements, and evaluation procedures for students. The site must allow the student to digitally record some sessions (with client permission) for the purposes of university

supervision. Exceptions to the digital recording requirement must be discussed and resolved with course instructor. It is the student's responsibility to provide adequate recordings throughout his/her clinical experiences. Recordings are routinely reviewed as part of the supervision and/or course experience as well as to meet course grading requirements.

**School Counseling Sites – School District Employee:** If employed within a school district, the student may request to complete the clinical requirements at that place of employment or within the same district. Practicum must be taken in the Fall and Spring, or in the Spring and Fall. Practicum may be taken during Summer and must be in a school setting yet still requires approval by the practicum instructor to insure adequate exposure to clients during the summer season.

**School Counseling Sites – Non School District Employee:** If a student is not employed in the school district where he or she wishes to do the clinical experience, he or she must coordinate placement through his or her advisor.

### **Process and Site Approval:**

**Consult:** Students should discuss potential sites with an advisor before making a commitment. Faculty members may assist in evaluating whether the selected site(s) will meet the student's personal needs and professional development.

**Single versus Multiple Sites:** Some students choose to do all clinical experiences at a single site. Others select multiple sites. There are advantages and disadvantages to both. Choose carefully as this will directly impact your professional development.

**Interview:** Once a student has several potential placement sites, he or she should call each site to request an interview to be considered for the position and to evaluate if the site is a —good fit. At an interview, the student should:

- Bring a current resume to the interview.
- Allow time for any required background checks and/or drug screens.
- Meet with the agency supervisor or school administrator, as well as the individual who will act as the site supervisor.
- Discuss what the GCP requires of clinical students. These program requirements determine if the site will qualify as an approved site.

Discuss the requirements related to a qualified site supervisor, responsibilities of the site supervision and weekly supervisory meetings. Sites must provide an organized and varied training experience in which students receive regular, consistent, qualified, and individual supervision throughout the semester. Students may not be used solely as clerical or support staff.

- Determine if the facilities are adequate for the student's requirements (i.e., suitable office space, video equipment, observation opportunities, computer available, compatible theoretical orientation.).

**Placement:** It is the student's responsibility to contact the site supervisor to finalize placement and arrange a work schedule, including any necessary required training and/or orientation.

**Professional Conduct:** Each site has a choice to accept or decline students who wish to do clinical training. Therefore, it is important that students make the best possible impression and conduct themselves in a professional manner at all times. Although the site supervisor assumes certain responsibilities, it is the student's responsibility to

make sure that the clinical experience meets GCP requirements and that the student maximizes the breadth of their training.

**Site Approval:** If the student's selected site has not been previously approved by the GCP, the student must provide the Counseling Center director a completed Practicum Site Packet along with a description of the site (pamphlets or brochures are usually acceptable) and professional vita of the site supervisor. Certain sites may require approval from the practicum subcommittee (see VIII, C).

**Acceptance of Placement:** When a student accepts a placement specific to a facility, the student assumes the responsibilities and obligations of other members of that facility including to: (a) abide by the rules and regulations established at the facility; (b) arrange a schedule with the site supervisor and adhere to that schedule; (c) meet all appointments (clients, staff meeting, etc.) at the time arranged; (d) keep current all required records by both the facility and the Practicum Instructor; and © participate in all the staff meetings that may be required by the site supervisor. The student will need to complete the Practicum Site Orientation Packet and submit it to the Practicum Instructor at the beginning of the Clinical experience.

## CLINICAL HOURS

**Regular Semester Clinical Hours:** Students must keep an up-to-date log of direct and indirect clinical hours and activities. Entries in the log must correspond to those kept at the facility. Students must distinguish between individual, group, and family counseling, consultation, guidance activities, and individual (faculty and site supervisors), and group supervision. At the completion of the student's final semester of practicum, the student must complete the Practicum Completion Form and obtain all required signatures. This document becomes part of the students' file at Wesleyan.

**Required Practicum Hours:** Students may choose to complete clinical experiences at appropriate approved site or sites, or at an appropriate approved site and the Counseling Center. However, one hour of individual supervision must be completed every week at every site, in addition to the supervision requirements established by the clinical instructor as part of the course. For Professional Counseling students, each semester a minimum of 175 hours of experience is needed, 75 of which must be direct client contact (minimum). A minimum of 100 indirect contact hours includes the hours of required individual supervision, paperwork, preparation for client sessions, observations, and attendance of the weekly practicum course.

Marriage and Family Therapy students are required to accrue a total of 500 client contact hours. Of those 500 hours, at least 40% (200) must be relational, and may include a maximum of 100 alternative hours. Students have opportunities for accruing alternative hours during 6320, 6321, 6322, and 6323.

If all hour requirements are not completed by the end of the final semester of practicum, a student may receive an Incomplete and must register for and complete an additional semester of practicum to fulfill the hour and experience requirements.

Students in the MSMFT program may acquire up to 400 additional practicum hours to be applied towards the 3,000 additional hours required for licensure, pending the Texas LMFT board approval at the time of licensure application.

### Clinical Evaluations:

The site supervisor must complete more comprehensive evaluations of the student's performance and skills at the midterm and again during the final weeks of the semester. Students must provide the supervisor with the required forms at the appropriate time and submit completed forms to the Practicum Instructor by the required dates. The faculty recommends the site supervisor meet with the student to review the evaluation before the student submits

them to the Practicum Instructor.

At the end of the semester, students must complete an evaluation of the facility and the supervision received, to be turned in to the Practicum Instructor on the required due date.

## **CLINICAL RESPONSIBILITIES**

### **Texas Wesleyan Faculty Advisor Responsibilities:**

- Meet with students before each semester and, at a student's request, to assist her/him to select potential clinical placements.
- Be familiar with the curriculum and knowledgeable about approved and potential placement sites.

### **Students Responsibilities in Clinical Settings:**

- Students are a beginner in the counseling field, and should appropriately seek and accept frequent supervision.
- Students are a guest at the site. Students are there to learn, as well as develop skills and professional identity, not to make substantial changes in the workings of the site.
- The site staff has a primary responsibility to the client population they serve; therefore, students are expected to be proactive in seeking appropriate clinical experiences as warranted by their own professional development.
- Students must select potential sites from the approved list in consultation with their faculty advisor or propose and obtain approval for a new site.
- Students must schedule and complete interviews with site contacts.
- Students must submit Practicum Packet forms to the Faculty Advisor prior to the end of the semester before beginning COU 6315/6316, or student will be administratively dropped from the course.
- Students must arrange a work schedule with the site supervisor and submit a copy to the Practicum Instructor.
- Once final approval has been given, a formal commitment exists between the student and the site supervisor. Students are expected to adhere to this and perform the responsibilities in a professional manner as if he or she is a paid employee (i.e., maintain established hours, dress appropriately, comply with behavioral codes, complete required paperwork in a timely fashion, etc.)
- Although not a common experience, the site supervisor may revoke a student's privileges at any time. Such revocation may result in disciplinary action- including dismissal from the GCP.
- When a student has questions or concerns about site work, he or she should contact the site supervisor first and then the Practicum Instructor.
- Students must consult with the site supervisor and Practicum Instructor to develop goals and objectives for the experience and must submit them to the Practicum Instructor early in the semester.
- Students must keep an accurate daily log and summary log of all clinically-related activities.
- Students must prepare adequately for and attend all individual and group supervision sessions.
- Students must actively participate in supervision and course meetings, as well as complete all course requirements as scheduled.
- Students should arrange for site visit(s) from the Practicum Instructor any time during the semester.
- Students must comply with all legal and ethical regulations and bring all potential legal and ethical issues to the attention of both the Practicum Instructor and site supervisors.

### **Site Supervisor Responsibilities:**

- Works with Clinical student to establish hours and responsibilities.
- Orients the student to the mission, goals, and objectives of the site, as well as to internal operation procedures.
- Works with the student to develop goals and objectives early in the clinical experience to maximize the student's professional development.

- Insures that the student has appropriate experience(s) during the placement based on these goals and objectives.
- Meets as least one hour each week with the student for individual supervision.
- Maintains confidentiality (with the exception of the Practicum Instructor) regarding information obtained during supervision with the student.
- Engages in ongoing assessment of the student's performance and communicates with the Practicum Instructor about any problems with the student's performance. If problem(s) continue, the site supervisor and Practicum Instructor, in consultation with the student, will develop an action plan.
- Available to meet with the Practicum Instructor at least once during the semester (if needed).
- Provides written evaluation of the student's performance at mid-semester and at the end of the semester. Evaluations are to be submitted to the student's Practicum Instructor. Evaluation forms are to be supplied by student.

#### **Practicum Instructor Responsibilities:**

- Provide guidance and assistance.
- Approve the student's goals and objectives to be pursued during the Clinical experience.
- Consult with the site supervisor about the student's progress and encourage the site supervisor to contact the Practicum Instructor for assistance and consultation during the semester.
- Meet with site supervisor (as needed) for assessment of the student's progress.
- Provides supervision to the student during the Practicum course and other times as needed.
- Review and provide written feedback for the student's video tapes and other required coursework.
- Appropriately maintains confidentiality about information obtained during supervision.
- Collect weekly logs and supervisor evaluations for each student at appropriate times.
- Complete the Student Progress Towards Demonstration of Competencies Form for each student at the end of the semester. (See App. 1)
- Submit all evaluations and logs to be filed in the permanent student file at the end of the semester.
- Assign grades to students for the Clinical course.

#### **BRIEF OVERVIEW OF CLINICAL EXPERIENCES**

**Successful Completion:** Please note that completing the required counseling hours and paperwork is not sufficient to receive a passing grade. Ultimately it is the quality and professionalism of a student's work as assessed by the practicum instructor, who determines successful completion of the Practicum courses.

Students are encouraged to thoroughly read these policies and procedures and to refer to them often. Students are also encouraged to consult with supervisors (both the Practicum Instructor and site supervisor). The supervisor's roles are to mentor, consult, guide, train and encourage the student.

#### **Practicum Experience Expectations:**

- Setting:** Practicum for counseling students consists of hours accumulated at the Counseling Center and hours accumulated at an approved off-campus site. It is a student's responsibility to adhere to ALL GCP requirements.
- Clients:** Students will have the opportunity to work with a variety of clients through the Counseling Center. Client care and well being is the paramount expectation of all students. Failure to see a client without an excused absence will require a mandatory meeting with the Advisor and a Warning letter to be placed in the student's file; a second occasion warrants disciplinary action.
- Supervision:** Students completing Practicum hours at the Counseling Center will also receive supervision by Counseling Center personnel and may receive additional supervision from another faculty member.

**Group Supervision:** Students meet weekly for group supervision (regular Practicum course meetings) and are expected to engage actively in providing feedback to peers. This feedback includes (but is not limited to): video tape reviews, case conceptualizations, and informal case discussions (known as —consultation!) – both in and out of class time. Other requirements of group supervision include (but are not limited to):

- Weekly attendance at practicum class meetings.
- Submission of at least a three (3) passing digital recordings as scheduled throughout the semester. (Note: Additional recordings may be required for grading if submitted tapes do not pass.) The instructor will provide criteria for pass or no pass on a digital recording in the course syllabus.
- Submission of Weekly Logs of site hours of counseling and activities.
- Submission of supervisor’s mid-term and final evaluations.
- Submission of the final Supervision Detail Log(s).
- Completion of additional course activities the Practicum Instructor and/or Site Supervisor has assigned to the student.

**Practical Suggestions:** **Although each site placement is different, the GCP offers these suggestions for success during the clinical experience.** Students should remember that student dress and behavior reflects not only on the student, but also upon Wesleyan, the GCP and future students. Dress professionally: **Students are entering the professional world and dress needs to comply with the dress codes within that particular site setting.** At a minimum, students should maintain the accepted standards of business casual attire. **This DOES NOT include the following:**

- Transparent or bare midriff articles/ Tank Tops
- Tennis shoes/ Flip-flops
- Sweatshirts/Sweatpants/ Pajama pants
- Sundresses
- Overalls

**Keep Site Informed and Be on Time:** As a professional courtesy, students should call the site if the student will be delayed or absent and should think of this as a professional job. The student should realize he or she has become a professional colleague, and the site expects the student to behave accordingly.

## **ETHICAL ISSUES RELATED TO SUPERVISION IN PRACTICUM**

**Policy about Ethics in the GCP:** The faculty supports the ethical standards of the American Counseling Association (ACA) and its divisions, as well as the by-laws of the Texas State Board of Examiners of Professional Counselors. The faculty also supports the ethical standards of the American Association of Marriage and Family Therapists (AAMFT) and its divisions, as well as the by-laws of the Texas Board of Examiners of Marriage and Family Therapists, and the American School Counseling Association and its divisions.

During normal coursework, and especially during clinical courses, students are required to be familiar with and abide by the current ethical standards of the ACA, the AAMFT, and the ASCA. When the student is faced with an ethical question, or struggling with an ethical dilemma, the student should discuss the issue with the Practicum Instructor and/or site supervisor. Ethical dilemmas, in and of themselves, are a common experience for counselors in all areas of practice. However, ethical violations may pose problems for the student, clients, and those around the student. Ethical violations may be cause for remediation and/or removal from a Clinical Site and from the GCP.

**Informed Consent for Students:** Supervisors (both faculty and site supervisors) have the responsibility to provide informed consent for all graduate counseling students and the clients they serve. Informed consent of students includes (but is not limited to) the following requirements:

- Define and discuss expectations, roles, and procedures related to the supervisory relationship.
- Clearly outline /review performance expectations, evaluation criteria, and appeal procedures according to GCP policy and the site's policy.
- Ensure clients are aware the counselors are students in training, are being supervised, and how this affects client confidentiality (i.e., tapes, reviewed during individual and group supervision, live observation).

**Confidentiality:** Students and Supervisors (both faculty and site supervisor) must work to safeguard confidentiality within the therapeutic and supervisory relationship.

- It is important for both supervisors and students to respect the limits of confidentiality within the supervisory relationship, understand the difference between confidentiality and privacy, and respect the client's right to privacy related to information gathered as part of the therapeutic relationship (i.e., clinical notes, test results, etc.).
- Students must not discuss events or content of supervision sessions outside the group or individual supervision session. **Violation of this policy is a breach of ethical behavior and may result in remediation and/or dismissal from the program.**

**Supervisor Responsibilities:** Supervisors (faculty and off campus sites) are to be aware of the power differential inherent in a supervisory relationship. Supervisors must define, create, and maintain appropriate boundaries with supervisees, including appropriate ethical, professional, and social boundaries.

- Supervisors must not engage in social contact or interaction that would compromise the supervisor/supervisee relationship. Dual relationships that might impair the supervisor's objectivity and professional judgment must be avoided.
- Supervisors must not engage in sexual relationships with supervisees nor subject them to sexual harassment.
- Supervisors should carefully monitor the supervisory relationship and should not establish a therapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only as they impact the clients' issues or professional functioning. Appropriate counseling referrals should be provided when necessary. It is unethical for supervisors to serve as counselor for supervisees over whom they hold administrative, teaching, or evaluative roles.

**Professional Competence:** GCP faculty strongly maintain that the counseling student is trained only to provide those professional services that reflect his or her specific areas of professional preparation, and then only under the supervision of a fully credentialed faculty member or other licensed professional person.

**Faculty Members as Role Models:** Faculty members are trained in supervision and serve as role models for students. They are committed to being knowledgeable about counseling, legal and ethical matters, practicing within the boundaries of their professional competence, keeping current in the counseling field, and providing adequate/appropriate supervision for counselors-in-training.

**Faculty Members as Gatekeepers for The Profession:** Faculty members expect students to behave professionally in a manner that is consistent with accepted professional practice. Students who are in violation of the ethical standards of the counseling profession will be held subject to disciplinary action.

## STUDENT PERFORMANCE EVALUATIONS

**Student Competency Evaluation:** The GCP faculty assesses a student's potential to be an effective professional

through academic performance, personal awareness, and professional competencies. The professional judgment of the faculty is a vital part of the total assessment program. The faculty seeks to identify concerns about a student's competency from the time he or she enters the program and, if needed, to start procedures to address these concerns. The faculty reviews a student's progress throughout the program using an evaluation form (the Student Progress Towards Demonstration of Competency Evaluation—see App. 2) to assess student strengths and weaknesses. Each term, every Advisor receives these forms and will request a meeting with the student if unsatisfactory progress is evidenced in academic, professional, or personal competence.

**Practicum Instructor's Evaluation:** Practicum Instructors evaluate each student throughout the semester on a number of criteria. Students should refer to the Practicum Instructors' syllabi for the specific tests and evaluations to be used as evaluation tools. Student behavior to be evaluated may include (but is not limited to) the following:

- Skills exhibited on videotaped counseling sessions.
- Direct observation of counseling sessions.
- Site supervisor feedback and evaluations.
- Completion of assignments.
- Completion of all paperwork at the site and for the clinical course.
- Completion of all required direct and in-direct clinical hours.
- Attendance and participation in individual and group supervision.
- Professional competency.
- Individual Practicum Instructor's requirements.

**Digital Recordings:** This is an important part of training for Clinical students. Confidentiality must be adhered to at all times and recordings must be handled carefully. Careless breach of this responsibility may be grounds for disciplinary action. Clients must sign a Consent Form before a session is recorded.

### **UNSUPERVISED INDEPENDENT PRACTICE BY STUDENTS, DISCLOSURE OF INFORMATION, AND ACKNOWLEDGEMENTS.**

**Policy Statement:** In order to assume full professional standing in the community, the student is expected to have: (a) a thorough preparation in his or her field and in the specific area(s) of expected practice; (b) clinical supervision that is integrated into the academic program of study and supervision that is provided by well trained, certified or licensed professional, and (c) appropriate post-degree professional experience in the areas of academic training.

The expectation of the faculty, the American Counseling Association (ACA), and the Texas State Board of Examiners of Professional Counselors (TSBEPC) is that, following the receipt of the graduate degree in counseling, the individual will seek post-degree supervision for whatever period is requisite for entry into professional practice in the area(s) of training and competence. **Independent practice of students prior to attaining appropriate degree credentials is forbidden by the Ethical Code and by law.**

### **UNSATISFACTORY STUDENT PROGRESS TOWARD DEMONSTRATION OF COMPETENCY EVALUATION AT THE END OF EACH COURSE (See App. 2).**

This form evaluates a student's progress on the three (3) domains of personal/professional and clinical competencies as evidenced by their performance in each course on their degree plan.

If any student receives one (1) marginal and/or unsatisfactory progress rating the instructor and the advisor will conference with the student and discuss the concerns and work on a corrective action plan which may span more than one semester.

If a student receives two (2) or more marginal and/or unsatisfactory progress ratings the instructor(s) and advisor will conference with the student. Concerns will be presented to the faculty at the next regular faculty meeting and a corrective action plan will be established by the faculty, will be presented in writing, and will be discussed with the student by the course instructor and advisor.

**Students with unsatisfactory progress ratings may be subject to the following remediated procedures (Including but not limited to):**

- Formal meeting with Practicum Instructor.
- Formal meeting with advisor.
- Formal correction plan with faculty member.
- Formal correction plan with faculty advisor.
- Probation.
- Dismissal from the Program.

**PROBATION**

A counseling student may be placed on probation during the program for academic, administrative, professional or clinical reasons. A counseling student is subject to probation at any time his/her conduct is documented as “unbecoming of a professional. Infraction of professionalism objectives (see app. 1) or failure to comply with requirements outlined in this Handbook may result in the student being placed on Administrative Probation. The student’s performance during Practicum will be evaluated on a continual basis. If his or her performance is judged by the practicum instructor to be unsatisfactory, the practicum instructor may request the Practicum Subcommittee to convene to assess the student’s current progress and consider options for the student’s future training. Probationary status is the decision of the Practicum Subcommittee, which will determine specific objectives for the student to meet in order to be removed from probation. The length of the probationary period is at the discretion of the Practicum Subcommittee and may extend to the end of the semester or longer. If specific objectives outlined by the Practicum Subcommittee impede the student’s ability to complete Practicum that semester a grade of T(Temporary) will be issued to allow students time to complete the probation requirements and the rest of the syllabi requirements for that practicum. Failure to satisfactorily complete the requirements by the end of the probationary period will result in a grade of F.

**Possible Actions that may be imposed by the Practicum Subcommittee:**

- Require the student to meet a stated set of objectives.
- Require the student to seek professional counseling. The GCP has an agreement of reciprocity between Texas Wesleyan University Counseling Center, Texas Christian University Clinic and the University of Texas at Arlington Social Work Clinic. Students may be referred to the UTA Clinic for a nominal fee for service.
- Choose to terminate the student from the practicum training site.
- Choose to suspend the student from the GCP.
- Temporary Removal of a student following a quality of service incident (any behavior/ behaviors that could jeopardize client safety and/or well being) may be made at the discretion of the Director of the GCP. A counseling student may be suspended immediately from practicum, pending an investigation and a meeting of the Practicum Subcommittee. Upon completion of the investigation any of the above sanctions may apply.

**Procedure to Impose Probation:** The Counseling Student will be allowed to address the committee during the Practicum Subcommittee Hearing. The committee will discuss the issues, examine the evidence, and determine the best course of action. The decision will be put to a vote among the appointed/elected member of the committee. The Practicum Subcommittee will establish Professional Competency objectives for the Counseling Student to meet within a specified time frame.

### **REVIEW OF PROBATIONARY STATUS**

At the end of the specified probationary period, the Practicum Subcommittee will review the student's records and evaluations. The Counseling Student will address the committee. If the committee determines that the Counseling Student has met the probation requirements, the Practicum Subcommittee will decide that probation has been successfully completed.

### **DISMISSAL**

The counseling student who fails to meet probationary objectives or who has been involved in a quality of service incident, or who fails to rectify an administrative, academic, or professional deficiency may be suspended from the course work and may be dismissed from the GCP. If dismissed, the counseling student will be notified in writing.

The decision to terminate the student from the program is made by the Program Director. A counseling student is subject to immediate dismissal from the Graduate Programs of Professional Counseling if at any time the student's conduct is determined to be unbecoming of a professional by the Director of Graduate Counseling. A counseling student may be dismissed from the Graduate Programs of Professional Counseling for failure to satisfactorily:

- Complete Practicum
- Meet minimum all academic and graduate requirements as outlined in the Catalog
- Meet any probation objectives
- Meet professional competence objectives
- Comply with practicum site policies and procedures
- Fulfill clinical expectations
- Provide for client safety and well being
- Student gets three (3) grades of —C| or below, or gets one (1) —F|
- Maintain client safety
- Students may also be dismissed from the program as a result of a
- Dismissal from practicum site

Client safety is of utmost concern therefore the GCP director may dismiss a student from the program following a single documented incident where the student's direct negligence severely compromises a client's safety.

Students shall adhere to Practicum rules, regulations, policies, and procedures at all times during the period of instruction. The Practicum site may dismiss a student from the clinical facility for flagrant or repeated violations of rules, regulations, policies, or procedures, and reserves the right to take immediate action to remove a student from the clinical setting when necessary to maintain the operation of its facilities free from interruption and/or to ensure client safety. The Practicum site reserves the right to refuse to provide training to any student.

If a student is dismissed from a Practicum site for any reason the student is subject to dismissal from the program, depending upon the severity of the incident). Once the student is dismissed from the practicum site, Texas Wesleyan University is not responsible for placing the student at an alternative site or to keep him/her in the program. Students

dismissed from the program will be informed in writing.

### **RECOMMENDATION FOR COUNSELING SERVICES**

Any GCP faculty member may recommend a graduate counseling student to seek professional counseling services. To mandate counseling, a faculty member makes the recommendation to the Faculty with reasons for concern. If the student is enrolled in practicum, the faculty member refers to the Practicum Subcommittee. Upon reviewing the request the Practicum Subcommittee may:

- Informally recommend a student to seek voluntary counseling services.
- Mandate a student to seek counseling services from a licensed therapist not associated with Texas Wesleyan University. The therapist must report attendance, progress, and communicate recommendations to the Director of the GCP.

The GCP has an agreement of reciprocity between Texas Wesleyan University Counseling Center, Texas Christian University Clinic and the University of Texas at Arlington Social Work Clinic. Students may be referred to the UTA Clinic for a nominal fee for service. The GCP may provide recommendations as to where the student may seek services; however, the student is allowed to select any licensed mental health professional to use for counseling services, except those persons associated with Wesleyan. The student must sign a release of information (ROI) with the counselor allowing the Director of the GCP to communicate with the counselor. The type of communication will be outlined on the ROI. Failure to complete the mandatory counseling sessions and/or the stated outlined counseling objectives may prohibit the student from registering for and attending courses until the counseling is satisfactorily completed.

### **APPEALS**

If the student disagrees with the finding of the Practicum Subcommittee the student may contact the program director to file an appeal. The student must contact the Director of the GCP **within seven (7) business days** of receipt of the decision of the Practicum Subcommittee, or the student forfeits the right to an appeal and the recommendations of the Practicum Subcommittee will stand.

The Director of the GCP will notify the student of the appeal decision in writing. An appeal may be made to the Dean of Education. This appeals process will follow the policies outlined in the graduate catalogue.

**Texas Wesleyan University**  
**Graduate Counseling Programs**  
**Student Handbook**

**Appendices**

**Appendix 1-** Receipt of Student Handbook Form

**Appendix 2-** Evaluation of Student Progress towards Demonstration of Competency

**Appendix 3-** Field Supervisor Agreement

**Appendix 4-** Practicum Student Site Agreement

**Appendix 5-** Student Professional Liability Insurance Statement

**Appendix 6-** Student Clinical Agreement

**Appendix 7 –** MSMFT Practicum Forms Packet

**Appendix 8 –** MAPC Practicum Forms Packet

**Appendix 9 –** Pre-practicum Forms Packet

## **Texas Wesleyan Graduate Counseling Program Receipt of Student Handbook Form**

Welcome to the Graduate Counseling Program!

Inside this handbook you will find information that will assist you as you make your way through this Program.

It is vital that you understand this information, as well as that covered in the Graduate Catalog (which may be found online [www.txwes.edu](http://www.txwes.edu)).

Please sign below to acknowledge receipt of this handbook and then turn this form in to Haley Hillebrand in the Graduate Counseling Office.

I, \_\_\_\_\_ received the Texas Wesleyan Graduate Counseling Program student Handbook, and acknowledge that I am responsible for understanding the information it contains, along with the information covered in the Graduate Catalog.

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

\_\_\_\_\_  
Date

Should you have further questions regarding any of the information covered in this handbook, please do not hesitate to contact Haley Hillebrand via telephone at 817-531-4468 or via email at [hhillebrand@txwes.edu](mailto:hhillebrand@txwes.edu).

**Texas Wesleyan University**  
**Department of Professional Counseling**  
**Evaluation of Student Progress towards Demonstration of Competency**

Student Name \_\_\_\_\_  
 Course Instructor \_\_\_\_\_ Advisor \_\_\_\_\_  
 Course \_\_\_\_\_ Date \_\_\_\_\_

Indicate the student’s academic, personal, and clinical skill development progress this semester:

**STUDENT OVERALL LEVEL OF PROGRESS:**

Clinical Skills	Personal Development	Grade in Course
Exceptional Progress	_____	_____
Satisfactory Progress	_____	_____
Marginal Progress	_____	_____
Unsatisfactory Progress	_____	_____

**COMMENTS:**  
 (Include strengths and /or weaknesses and recommendations regarding student)

**STUDENT PROGRESS ON PERSONAL CHARACTERISTICS:**

1=Unsatisfactory 2=Marginal 3= Acceptable 4= Outstanding (top 10%) 5 = Outstanding (Top 3%)

- 1. Sensitivity 1\_\_\_ 2\_\_\_ 3\_\_\_ 4\_\_\_ 5\_\_\_
- 2. Conducts self in a professional manner (application of ethical standards, appearance, ect.) 1\_\_\_ 2\_\_\_ 3\_\_\_ 4\_\_\_ 5\_\_\_
- 3. Awareness of won strengths and weaknesses 1\_\_\_ 2\_\_\_ 3\_\_\_ 4\_\_\_ 5\_\_\_
- 4. Cooperation with others 1\_\_\_ 2\_\_\_ 3\_\_\_ 4\_\_\_ 5\_\_\_
- 5. Dependability and responsibility 1\_\_\_ 2\_\_\_ 3\_\_\_ 4\_\_\_ 5\_\_\_
- 6. Ability to communicate verbally and in written form. 1\_\_\_ 2\_\_\_ 3\_\_\_ 4\_\_\_ 5\_\_\_

**COMMENTS:**  
 (Include strengths and /or weaknesses and recommendations regarding student)

Date of student conference if marginal or unsatisfactory progress is noted: \_\_\_\_\_  
 Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**FIELD SUPERVISOR AGREEMENT  
SCHOOL OF HEALTH PROFESSIONS- TEXAS WESLEYAN UNIVERSITY  
GRADUATE PROGRAM IN COUNSELING**

This agreement is made on \_\_\_/\_\_\_/\_\_\_ between \_\_\_\_\_(Supervisor name) and \_\_\_\_\_(Student), effective \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_  
The site will provide: \_\_\_during Spring/Fall (11 hours ideal) \_\_\_during Summer (14 hours ideal)

**The Practicum site agrees:**

- To assign a Field Supervisor who has appropriate degree and credentials, and time for training;
- To provide opportunities for the counseling student to engage in a variety of counseling activities under supervision and provide on-going evaluation of the student’s performance (one hour per week minimum of face-to-face supervision, individual or group);
- To provide the graduate counseling student with adequate workspace, telephone, office supplies to conduct counseling activities in a professional manner;
- To provide supervisory contact which includes some examination of the graduate counseling student’s work using observation, and/or live supervision;
- To provide written evaluation of counseling student based upon criteria established the GCP

**Texas Wesleyan University Agrees:**

- To assign Practicum Instructor-supervisor to facilitate communication between TWU and site;
- To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
- That the Practicum Instructor-supervisor shall be available for consultation with both Field Supervisor and the graduate student and shall be immediately notified should any change in relation to the graduate student, site, or University occur;
- That the Practicum instructor-supervisor is responsible for practicum grade assignment.

This is a non-binding agreement that documents an initial understanding between this graduate student from Texas Wesleyan University and the field supervisor providing practicum training. The purpose of this agreement is twofold: first, to serve as documentation for the Texas Wesleyan University Graduate Program in Counseling to describe the nature of training this graduate student is receiving (and later as reference on internship and licensure applications); and secondly, to establish initial consensus between the training graduate student and the practicum field supervisor about their responsibility to each other.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
(Graduate Counseling Student Signature) (Date)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
(Field Supervisor Signature) (Date)

**NOTE:** Graduate counseling student and Field Supervisor will communicate to the Practicum Instructor-supervisor regarding progress, problems, and performance evaluations. If you have any questions, **first contact the practicum instructor-supervisor.** If the instructor-supervisor cannot be **contacted** AND an **emergency** exists, then an only then, please contact:

Linda Metcalf, Ph.D.  
Director - Counseling Program  
817-531-4468  
lmetcalf@txwes.edu

**PRACTICUM SITE AGREEMENT  
SCHOOL OF HEALTH PROFESSIONS - TWU GRADUATE PROGRAM IN COUNSELING**

This agreement is made on \_\_\_/\_\_\_/\_\_\_ between \_\_\_\_\_ (Agency/practice) and TWU for the purpose providing qualified graduate counseling students in a graduate counseling program with practicum experience in the field of counseling. The site will provide a *minimum* of \_\_\_hours per week during Summer (14 hours is ideal) and \_\_\_ hours per week during Spring/Fall (11 hours is ideal) of practicum experience for the duration of the agreed upon semester period(s) to be negotiated between the agency and graduate counseling student at the time of formal acceptance.

**The Practicum site agrees:**

- To assign a Field Supervisor who has appropriate credentials (LPC, LMSW, LCSW, LMFT, Psychologist) and time for training;
- To provide opportunities for the graduate counseling student to engage in a variety of counseling activities under supervision and provide on-going evaluation of the student’s performance (one hour per week minimum of face-to-face supervision);
- To provide the graduate counseling student with adequate workspace, telephone, office supplies to conduct counseling activities in a professional manner;
- To provide supervisory contact which includes some examination of the graduate counseling student’s work using observation, and/or live supervision;
- To provide written evaluation of the graduate counseling student based upon criteria established by the Texas Wesleyan University Graduate Counseling Program.

**Texas Wesleyan University Agrees:**

- To assign a Practicum Instructor-supervisor to facilitate communication between TWU and site;
- To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
- That the Practicum Instructor-supervisor shall be available for consultation with both Field Supervisor and the graduate student and shall be immediately notified should any change in relation to the graduate student, site, or University occur;
- The Practicum Instructor-supervisor is responsible for practicum grade assignments.

This is a non-binding agreement that documents an initial understanding between TWU and the agency/practice providing practicum training. The purpose of this agreement is to serve as documentation for the TWU GCP to describe the nature of training the graduate student receives (and later as reference on internship/ licensure applications); and secondly to establish initial consensus between the training graduate student and practicum agency/practice about their responsibility to one other.

_____ <b>(Agency Director/Coordinator Signature)</b>		____/____/_____ <b>(Date)</b>	
_____ <b>(COUNSELING CENTER DIRECTOR)</b>		____/____/_____ <b>(Date)</b>	

**NOTE:** Graduate counseling student and Field Supervisor will communicate to the Practicum Instructor-supervisor regarding progress, problems, and performance evaluations. If you have any questions, **first contact the Practicum instructor-supervisor.** If the Practicum instructor-supervisor **cannot be contacted** AND an **emergency** exists, then and only then, please contact:

Linda Metcalf, Ph.D.- Director of the Counseling Program  
817-531-4468; lmetcalf@txwes.edu

# PROFESSIONAL LIABILITY INSURANCE STATEMENT

SCHOOL OF HEALTH PROFESSIONS  
TEXAS WESLEYAN UNIVERSITY  
GRADUATE PROGRAM IN COUNSELING

The Texas Wesleyan University Graduate Counseling Program requires that graduate counseling students provide proof of professional liability insurance before beginning Practicum I and II. This policy shall provide coverage for both on and off campus courses and counseling activities. A minimal policy should supply the student with up to \$1,000,000 per claim professional liability coverage and up to \$3,000,000 aggregate professional liability coverage.

A copy of liability insurance will be required when completing the *Graduate Student Practicum Agreement* at the beginning of the practicum semester. When purchasing a policy, verify with the provider the necessary processing time, if any, in order to comply with this requirement.

***I have read, agree and will comply with the above stipulations to purchase professional liability insurance and provide a copy of such as required by the Texas Wesleyan University Graduate Program in Counseling.***

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(Print Graduate Counseling Student Name)

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\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

**GRADUATE COUNSELING STUDENT- CLINICAL AGREEMENT  
SCHOOL OF HEALTH PROFESSIONS- TWU PROGRAM IN COUNSELING**

**Please complete this form and keep in your file.**

1. I hereby attest that I have read and understood the Texas State Board of Examiners of Professional Counselors Code of Ethics, Subchapter C (§681.41 – §681.52) and/or the Texas State Board of Examiners of Marriage and Family Therapists Code of Ethics, Subchapter C (§801.41 – §801.54), and will practice my counseling in accordance with these standards. Any breach of these ethics will result in my removal from the practicum, a failing grade, and documentation of such will become part of my permanent record.
2. I agree to adhere to the site administrative policies, rules, standards, and practices.
3. I understand that my professional responsibilities include keeping my field supervisor and practicum instructor-supervisor informed regarding my practicum experiences which in part require maintaining an accurate and complete log of activities using an approved format.
4. I will report concerns/ problems promptly/ completely to Field Supervisor & Practicum Instructor.
5. I will meet all course requirements of TWU for practicum in counseling (professional activities, reports/ supervisory meetings) in a timely fashion. I understand I will not be issued a passing grade unless I demonstrate the specified minimal level of professional counseling skill, knowledge, and competence. I understand I must have a grade of —B1 or higher to pass practicum.
6. I have purchased professional liability insurance that is currently in effect and it will be my responsibility to maintain effective liability insurance during my practicum experience. *A copy of my liability insurance will be placed in my file.*
7. I will inform my field supervisor/practicum instructor-supervisor of any change in address/ phone.
8. This agreement remains in force until successful practicum completion. I understand failure to comply with these requirements shall be cause for immediate termination of this practicum experience.

\_\_\_\_\_ (sign) \_\_\_/\_\_\_/\_\_\_ (date) \_\_\_\_\_ (print)  
 Phone : \_\_\_-\_\_\_-\_\_\_ (Primary) \_\_\_-\_\_\_-\_\_\_ (Secondary) \_\_\_\_\_ (Email)  
 \_\_\_\_\_ (Address) Semester/year \_\_\_/\_\_\_

Field Supervisor	Practicum Instructor
(Name) _____	(Name) _____
(Office) _____	(Office) _____
(Cell) _____	(Cell) _____
(Email) _____	(Email) _____
(Fax) _____	(Fax) _____

Agency Days and Times Attending Site (Check site day, circle site location number)

\_\_\_\_\_ (name)  Mon ( 1, 2, 3 )       Tue ( 1, 2, 3 )  
 \_\_\_\_\_ (location 1)  Wed ( 1, 2, 3 )     Thur (1, 2, 3 )  
 \_\_\_\_\_ (location 2)  Fri (1, 2, 3 )     Sat ( 1, 2, 3 )  
 \_\_\_\_\_ (location 3)  Sun ( 1, 2, 3 )

Agency Phone 1) \_\_\_\_\_ 2) \_\_\_\_\_ (3) \_\_\_\_\_  
 \_\_\_\_\_ (Agency Email) \_\_\_\_\_ (Fax)