



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human Development
Department of Counseling, Health, & Kinesiology
EDCG 5385 Clinical Mental Health Internship
Spring 2024**

Instructor: Ray Wooten, PhD, LPC-S, RSMT

Class time and Location: Thursday 5:30-7:00; CH 206

Email & Phone: hwooten@tamusa.edu 210-508-5525

Office Hours: Wednesday & Thursdays 4:15-5:25

Office Location: Classroom Hall 214N; Zoom

Required Textbooks:

Student Practicum Handbook – found on Blackboard

American Counseling Association. (2014). *ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Recommended Textbooks:

McHenry, B., & McHenry, J. (2021). *What therapists say and why they say it* (3rd ed.). Routledge.

Erford, B. T., Hays, D. G., Crockett, S., & Miller, E. M. (2019). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* (3rd ed.). Pearson.

Course Description:

Students will complete a total of 200 clock hours (minimum) of supervised counseling internship within the clinical mental health counseling setting. Students will have weekly interaction with site supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship. Students will also participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship. Prerequisite: EDCG 5360.

Student Learning Outcomes:

- a. Students will be able to demonstrate understanding and the ability to implement basic counseling skills including reflection of feelings, paraphrasing, summarization, and the use of open ended questions.
- b. Students will be able to demonstrate the ability to implement counseling techniques and/or theories when working with clients.



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- k. Strategies to promote client understanding of and access to a variety of community-based resources
 - l. Suicide prevention models and strategies
 - m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First aid
 - n. Processes for aiding students in developing a personal model of counseling
6. Group Counseling and Group Work
- a. Theoretical foundations of group counseling and group work
 - b. Dynamics associated with group process and development
 - c. therapeutic factors and how they contribute to group effectiveness
 - d. characteristics and functions of effective group leaders

CACREP CORE OR SPECIALTY AREA(S): Professional Counseling Orientation and Ethical Practice & Social and Cultural Diversity

The Individual Counseling Session Summary is used to determine the level of student knowledge and skills related to the following CACREP Standards:

- 2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2.F.2.c. multicultural counseling competencies
- 2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 2.F.2.e. the effects of power and privilege for counselors and clients
- 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

1st KEY PERFORMANCE INDICATOR:

Students will complete the Individual Counseling Session Summary. The outline for the session summary and all questions to be addressed can be found on the Individual Counseling Session Summary form.



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Points	Overall Rating	Rating Scale	Description
8	Mastery	4	Able to perform at a high level without supervision on a consistent basis
6-7	Proficient	3	Able to perform without supervision on a consistent basis
4-5	Developing	2	Able to perform with supervision on a consistent basis
2-3	Beginning	1	Able to perform with supervision on an inconsistent basis
0-1	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR SCORE: _____

CACREP CORE OR SPECIALTY AREA(S): Group Counseling and Groupwork

The Group Counseling Session Summary is used to determine the level of student knowledge and skills related to the following CACREP Standards:

- 2.F.6.a. Theoretical foundations of group counseling and group work
- 2.F.6.b. Dynamics associated with group process
- 2.F.6.d. Characteristics and functions of effective group leaders

2nd KEY PERFORMANCE INDICATOR:

Students will complete the Group Counseling Session Summary. The outline for the session summary and all questions to be addressed can be found on the Group Counseling Session Summary form.

GRADING RUBRIC:

Criteria				Total
	0 points	1 point	2 points	
Group Counseling Summary				
Student is able to demonstrate an ability to understand the group goals for treatment both overall and for this particular session.	Inability to demonstrate the skill.	Ability to demonstrate the skill marginally	Ability to demonstrate the skill competently	



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6-7	Proficient	3	Able to perform without supervision on a consistent basis
4-5	Developing	2	Able to perform with supervision on a consistent basis
2-3	Beginning	1	Able to perform with supervision on an inconsistent basis
0-1	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR SCORE: _____

CACREP CORE OR SPECIALTY AREA: Counseling and Helping Relationships

The Tapescript and Counseling Skills Scale is used to determine the level of student knowledge and skills related to the following CACREP standards:

- 2.F.5.a. Theories and models of Counseling
- 2.F.5.b. A systems approach to conceptualizing clients
- 2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention
- 2.F.5.n. Processes for aiding students in developing a personal model of counseling.

3rd KEY PERFORMANCE INDICATOR

Students will complete Tapescript assignment. The outline for the tapescript and all questions to be addressed can be found in the Student Practicum/Internship Manual.

GRADING RUBRIC:

Counseling Skills Rating Scale		
-0 Points-	-1 Point-	-2 Points-
Inability to demonstrate the skill.	Able to demonstrate the skill marginally and/or inconsistently.	Able to demonstrate the skill consistently & adequately.
Criteria		
Student uses open questions that invite client to elaborate on information, elicit examples of specific behavior, focus client's attention on feelings, as well as highlight patterns of thought, feeling, and behavior. Student does not overuse open questions.		
Student uses reflections appropriately to connect with the client. Student also uses reflections appropriately to address client's deeper emotions.		



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The Treatment Plan is used to determine the level of student knowledge and skills related to the following CACREP Standards:

5.C.1.c. Principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning.

4th KEY PERFORMANCE INDICATOR:

Students will complete the Treatment Plan assignment. The grading rubric is included below.

GRADING RUBRIC:

Treatment Plan				Total
	0 points	1 point	2 points	
Client demonstrates ability to present and review consent form with client(s).	Inability to demonstrate the skill.	Ability to demonstrate the skill marginally and/or inconsistently.	Ability to demonstrate the skill competently and consistently	
Student is able to demonstrate ability to effectively prepare for and conduct and initial intake assessment.	Inability to demonstrate the skill.	Ability to demonstrate the skill marginally and/or inconsistently.	Ability to demonstrate the skill competently and consistently.	
Student is able to demonstrate ability to gather identifying information such as client age, occupation, grade, and referral source.	Inability to demonstrate the skill.	Ability to demonstrate the skill marginally and/or inconsistently.	Ability to demonstrate the skill competently and consistently.	
Student appropriately identifies presenting client concerns.	Inability to demonstrate the skill.	Ability to demonstrate the skill marginally	Ability to demonstrate the skill competently	



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Student completes all aspect of assignment and turns in consent form, treatment plan and paper in a timely fashion	Inability to demonstrate the skill.	Ability to demonstrate the skill marginally and/or inconsistently.	Ability to demonstrate the skill competently and consistently with no hesitation.	
Student turns in work that is free of errors including typos, grammatical errors or other edits.	Inability to demonstrate the skill.	Ability to demonstrate the skill marginally and/or inconsistently.	Ability to demonstrate the skill competently and consistently with no hesitation.	

EVALUATION PROCESS:

The professor will complete the following rubric to assess **Treatment Plan**. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
18-20	Mastery	4	Able to perform at a high level without supervision on a consistent basis
15-17	Proficient	3	Able to perform without supervision on a consistent basis
10-14	Developing	2	Able to perform with supervision on a consistent basis
6-9	Beginning	1	Able to perform with supervision on an inconsistent basis
0-5	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR SCORE: _____



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be coming to class directly from work. Nevertheless, you will need to schedule to be on time. Arriving to class late twice (more than 15 minutes) will be considered an absence (and may result in a 5-point deduction to the course grade).

Incompletes (THERE ARE NO INCOMPLETES FOR INTERNSHIP)

For non-clinical courses: The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences.

Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Incompletes are not granted for incomplete clinical experience hours. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Grading Policy

90-100 total points = A
80-89 total points = B
70-79 total points = C
60-69 total points = D
59 – below total points = F

Course Requirements

You are required to be at your site as per your agreement with the site supervisor. You must provide adequate notice, as directed by your site supervisor, if you will not be present. Students must follow the site's process of informing the site supervisor of any



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- Evaluation of the student's counseling performance throughout the practicum, including documentation of a midterm formal evaluation and final formal evaluation after the student completes the practicum

Between Semester Hours

Liability insurance only covers students from the first day until the last day of the semester students are taking practicum. Students are not covered by their liability insurance outside of the semester. Therefore, students are not allowed to accrue practicum hours between semesters. Students must be receiving university supervision through their enrollment in a Practicum course in order to apply their hours to their coursework.

Some sites may require students to volunteer indirect hours between semesters. These sites must understand that:

- Students do not represent A&M-SA between semesters
- A&M-SA is not responsible for any student liability between semesters
- Student liability insurance does not cover students between semesters
- The site assumes all liability risks associated with students between semesters
- Students cannot provide direct counseling services between semesters
- Whether or not a student volunteers between semesters has no impact on their final grade in the course
- Students cannot count between semester hours as their practicum or internship hours

Tevera

Tevera is utilized to manage all practicum and internship related documents. You will be required to upload and update all forms in Tevera, including: liability insurance, supervisor agreement form, crisis management form, time logs, midterm evaluation, final evaluation, and evaluation of site supervisor.

Late Work

Due dates are non-negotiable unless an extension is provided to the entire class. All written assignments are due by 11:59 p.m. on the day they are due. All late assignments will be subject to a one-point deduction from the total points available for the assignment for each day assignment has been turned in late (including weekends).

Course Requirements_



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		consent, telehealth training information	Weekly time log
1/25	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Skills review Case conceptualization	Supervisor Agreement Form Crisis Management Form Weekly time log
2/1	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Group skills review Case conceptualization	Weekly time log
2/8	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Case conceptualization	Individual Session Summary Weekly time log
2/15	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Individual Session Summary Presentations Case conceptualization	Weekly time log
2/22	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Theory implementation Case conceptualization	Weekly time log Tapescript 1
2/29	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Treatment planning Case conceptualization Tapescript 1 Review	Weekly time log
3/7	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Case conceptualization	Weekly time log
3/14	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Theory implementation Case conceptualization	Weekly time log
3/21	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Treatment Plan Presentations Case conceptualization	Treatment Plan Weekly time log
3/28	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n., 2.F.6.a.-d.	Self-Care Case conceptualization	Midterm Evaluation Weekly time log
4/4	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Group Session Summary Presentations Case conceptualization	Group Session Summary Weekly time log
4/11	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Termination Case conceptualization	Weekly time log Tapescript 2
4/18	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Individual meetings	Weekly time log
4/25	2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n.	Case conceptualization	Weekly time log TAPE 2 review



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concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. After-hours crisis support is available by calling 210-784-1331 (select option “2”). Please contact UPD at 911 if harm to self or harm to others is imminent. For more information, please visit the [Student Counseling webpage](#).

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: [JagE Alert Webpage](#) . More information about Emergency Preparedness and the Emergency Response Guide can be found here: [A&M-SA Police Department Webpage](#)

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs

If you face challenges securing food, housing or other basic needs, you are not alone, and A&M- San Antonio can help during this time of crisis. We invite you to learn about the many resources available to support you by visiting the [Dean of Student’s website](#) or by reaching out via dos@tamusa.edu. Additionally, it is not unusual for students to encounter temporary illness or injuries that may interfere with your academic success. Students may request temporary illness/disability assistance by reaching out to the [Dean of Student’s Office](#) (210) 784-1354. If you are comfortable doing so, please notify the professor of any issues so that they may provide additional resources.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to



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academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the



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Treatment Plan Assignment

Please write up a thorough intake assessment of your client. This paper should be written in paragraph form and should be approximately 4-5 pages in length. In addition to including information related to the topics below, you are responsible for turning in a copy of your consent form and a treatment plan (see template below) along with the intake assessment.

I. Identifying Information

- a. Session Date
- b. Clients initials or pseudonym
- c. Age
- d. Grade (if applicable)
- e. Occupation (if applicable)
- f. How was the client referred for services?

II. Presenting Concerns

- a. What is the presenting concern?
- b. When did they first become aware of concern?
- c. Why is the client seeking out services at this time?
- d. Approximately how long has the client had these concerns?
- e. In what ways has the client attempted to cope with the presenting concerns already?
- f. Are the presenting concerns getting better, getting worse, or staying consistent?

III. History

- a. Does client have any history related to abuse?
 - i.* Physical, sexual, emotional abuse or neglect
 - ii.* History of abandonment
 - iii.* Suspected child abuse
- b. Does client have any mood related concerns?
 - i.* Disturbing memories
 - ii.* Difficulty sleeping
 - iii.* Nightmares



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TREATMENT PLAN

Client Initials or Pseudonym: _____

Plan for treatment should have measurable goals, objectives and specific strategies:

Problem 1:

Rating (1 = Worst, 10 = Resolved):

Goal 1:

Objective 1.1:

Objective 1.2:

Strategies 1.1.1:

Strategy: 1.2.1:

Problem 2:

Rating (1 = Worst, 10 = Resolved):

Goal 2:

Objective 2.1:

Objective 2.2:

Strategy 2.1.1:

Strategy 2.2.1:



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12. What did you learn about yourself as a counselor from this session?

13. What did you learn about the counseling process from this session?

14. What are your plans/goals for the next session?

15. What specific questions do you have for your site-supervisor regarding this and /or future sessions?

16. What questions do you have to bring to clas for discussion regarding this case and/or future sessions?



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taking into consideration based on your client and the information learned in this session? (None is not an appropriate answer.)?

9. How successful was the session? How do you know?

10. What did you learn about the group process from this session?

11. What are your plans/goals for the next group session?

12. What specific questions do you have for your supervisor regarding this and /or future group sessions?



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

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

CL: Yes. It does concern me. CO: Hmm hmm.

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

Response 2

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

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

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

Response 3

CO: You feel good about these.

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

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

Response 4

CO: You feel caught in the middle sometimes?

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

CL: Yes it's so frustrating!

Response 5

CO: Whose side would you take?

- a. Intent: I don't know what I was trying to do here. I think I was trying to