

CLINICAL MENTAL HEALTH COUNSELING HANDBOOK



ACADEMIC YEAR 2021-22

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DESCRIPTION OF THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological distress due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.

All Clinical Mental Health Counseling (CMHC) students complete a specified program that provides foundational knowledge and skills to be an effective mental health counselor. Students are admitted each fall and spring and may begin coursework upon admission. The program requires 60 credit hours of graduate course work and takes between two and a half and three years to complete, depending on initial semester of admission, course offerings, student workloads, and other factors.

UT Tyler's CMHC program is a [CACREP accredited program](#) designed to prepare graduates to become Licensed Professional Counselors with the appropriate post-graduation experiences.

The Department also offers a Master of Science in Clinical Psychology, with an optional specialization in neuropsychology and a Master of Arts in School Counseling, which is a fully online program. Further information for those programs are located on The University of Texas at Tyler (UT Tyler) website (www.uttyler.edu) and in the university catalog (<http://www.uttyler.edu/catalog/>).

MISSION AND VISION STATEMENTS AND LEARNING OBJECTIVES

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling and to advance the knowledge base in our respective disciplines.

Vision for the College of Education and Psychology

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

[CEP 2025 Vision](#)

Mission for the College of Education and Psychology

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

[College of Education and Psychology Strategic Plan 2020-21](#)

Mission Statement for the Clinical Mental Health Counseling Program

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

CMHC Program Student Learning Objectives:

1. Professional Counseling Orientation and Ethics: Students will demonstrate and understanding of the counseling profession, counselors' professional identity and roles, and the functions of professional organizations and credentialing bodies. This includes the relationship between applications of national and state ethical and legal standards and the effects of public policy on these issues.
2. Social and Cultural Diversity: Students will demonstrate an understanding of the nature and impact of human and cultural diversity on assessment and intervention, theories of

multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

3. **Human Growth and Development:** Students will demonstrate an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including theories of individual and family development and transitions across the life-span, theories of learning and personality development, including current understandings about neurobiological behavior, and the effects of crisis, trauma and disasters on individuals of all ages.
4. **Career Development:** Students will demonstrate an understanding of career development and related life factors, including career development theories and decision-making models, career development program planning, organization, implementation, administration, and evaluation, assessment instruments and techniques that are relevant to career planning and decision making, and career counseling processes, techniques, and resources.
5. **Counseling and Helping Relationships:** Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.
6. **Group Counseling and Group Work:** Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods, and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.
7. **Assessment and Testing:** Students will describe, explain, discuss, and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders.
8. **Research and Program Evaluation:** Students will demonstrate an understanding of research methods and statistical analysis, including the critical appraisal of counseling and mental health research and applications to client care and program evaluations.
9. **Diagnostic Skills:** Students will be able to use and apply the Diagnostic and Statistical Manual of Mental Disorders to make appropriate diagnoses and treatment recommendations.

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APPLICATION PROCESS AND ADMISSION REQUIREMENTS

Firm deadlines for application are March 15 for fall admission and October 15 for spring admission. Admission is based on a holistic review of multiple criteria including (but not limited to) evaluations of an applicant's academic potential, a written statement of purpose, and grade point average (GPA).

Transcripts

Submit complete transcripts reflecting the receipt of a Bachelor's degree and any other relevant undergraduate and graduate coursework. Students who have not completed their Bachelor's degree at the time of application should send their most recent incomplete transcript. Students should request that official transcripts be sent directly to the Office of Graduate Admissions.

Transfer of Existing Graduate Credit

Transfer of graduate credit from a regionally accredited institution is limited to 9 hours for master's degrees. All transfer credit must have been completed with a grade of "B" or better and approved by the degree-granting program. Transfer credits for courses completed prior to admission to UT Tyler should be evaluated and approved during the first semester. Since the restrictions placed upon transfer work may vary from program to program, each graduate degree student should refer to the section of this catalog that details the requirements of the proposed degree. Forms for this purpose are available online or in the Office of Graduate Admissions, STE 345.

Any request by the student for acceptance of graduate transfer credit should be directed to students' faculty advisor. **Transfer credit will not be evaluated prior to admission to the program.**

Departmental Application

After applying to the Graduate School, students must also apply directly to the Department of Psychology and Counseling using our electronic application forms run through Qualtrics™. This includes the [Psychology and Counseling Departmental Information Sheet](#), a [Statement of Purpose](#), [Evaluations of Academic Potential](#), a completed [background check](#), and official copies of transcripts reporting all graduate and undergraduate coursework.

Departmental Information Sheet. Students should complete the Departmental Information Sheet as part of their departmental application. This form serves as a "cover sheet" for students' application packets and provides the faculty review committee with pertinent, summative information (I.e., Name, Bachelors Degree Granting Institution, Cumulative GPA, etc.)

Statement of Purpose. As outlined on the Departmental Information Sheet, students should write a Statement of Purpose with the following prompt: "Describe your future educational and career goals and explain how this program at UT Tyler would fit into these goals. How does the program correspond to your particular plans, needs, and previous background and experiences?"

Note: This should be a well-thought out response that is several paragraphs in length and reflects your sincere interest in the program. Please note that faculty reviewers will be considering both the quality and clarity of your document.

Evaluations of Academic Potential. Three evaluations of academic potential are required. The CMHC faculty review committee prefer at least one of these evaluations to come from a faculty member who can speak to the candidate's academic potential. Evaluators should have the freedom to rate applicants without the applicant's influence; therefore, each evaluation should be completed using the secure Qualtrics™ form.

Background Check. All applicants are required to submit a completed background check in order to be considered for admission. Students should use package code UM12bg within the electronic [Castle Branch portal](#). There is a \$45 fee associated with this background check. For additional information on the rationale of this application requirement, please read our [Departmental Background Check Policy](#).

Application submission. The entire CMHC application can be completed digitally. For more information, visit our [admissions website](#) or contact our Graduate Admissions Coordinator, Kristie Allen, at kallen@uttyler.edu

Admissions Decisions

Students will be notified of their fall admission status by April 1 and their spring admission status by November 1. The CMHC faculty pride themselves in a holistic review of applicants and consider many factors when evaluating each student's application. Great care and attention to detail is given to every student who applies to the program. Admission to the program is competitive. Only ~20 students each fall and spring are granted admission (full or provisional) to the program. Students will receive letters from the Graduate Admissions Coordinator outlining one of four admissions decisions. Students will have several weeks to accept or deny their admission and register for classes.

Full Admission: Students awarded full admission to the CMHC program can be considered to have met all admission criteria and are able to enroll in up to 12 hours of graduate coursework in their first semester.

Provisional Admission: Individuals may be admitted provisionally to a graduate program before all admission documents have been submitted if they complete a graduate application and provide evidence of having completed or that they will complete a baccalaureate degree prior to matriculating in a graduate program. For an applicant to be eligible for provisional admission, the materials provided by the individual must provide persuasive evidence that the applicant is likely to meet the standards for full admission or conditional admission. Students who are provisionally admitted are allowed one semester to furnish all the materials needed for a program to make a decision whether to deny the applicant

Waitlist: Students whose applications demonstrated great potential but were not selected

for full admission are offered a place on the waitlist. The waitlist is comprised of a small group of applicants who will be re-evaluated by the admissions committee should spaces become available in the cohort.

Deny: Students who fail to meet admission criteria according to the faculty review committee will be denied admission to the program. Because the reviews are completed in a holistic fashion, it is not customary for students who are denied admission to receive feedback on what his/her application was lacking. However, students are welcome to apply to the program again.

CLINICAL MENTAL HEALTH COUNSELING PROGRAM CURRICULUM

The Clinical Mental Health Counseling (CMHC) program of study includes didactic and clinical courses designed to prepare students to become highly competent and ethical professional counselors.

Required didactic courses include:

Didactic Course	Required for first semester students	Required Internship Prerequisite
COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling	X	X
COUN 5312 Counseling Theories and Applications	Recommended during the first semester	X
COUN 5308 Diagnosis and Treatment Planning in Counseling		X
COUN 5324 Cultural Diversity and Advocacy		X
PSYC 5320 Advanced Human Growth and Development		X
COUN 5340 Research and Program Evaluation		X
COUN 5368 Assessment Techniques in Counseling		X
COUN 5345 Group Counseling and Therapy		X
COUN5335 Career Counseling and Assessment		X
COUN 5384 Advanced Counseling Theories and Evidence Based Practice		
COUN 5313 Family Therapy		
COUN 5326 Addictions Counseling		
COUN 5395 Professional Practice in CMHC		

Required clinical courses include:

Clinical Course	Required for first semester students	Required Internship Prerequisite
COUN 5391 Essential Counseling Skill	X	X
COUN 5392 Helping Relationships and Clinical Interviewing		X
COUN 5393 Practicum in Clinical Mental Health Counseling		X
COUN 5396 Internship I		
COUN 5397 Internship II		

Additionally, students must take two elective course classes of their choosing. A student's formal degree plan should be completed and approved/signed by their Faculty Advisor and the Graduate Admissions Coordinator during their first semester in the CMHC program.

Students must earn a grade of "B" or higher in COUN 5312 Counseling Theories and Applications, COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling, and COUN 5391 Essential Counseling Skills before entering the clinical skills course sequence. Each clinical skills course must be successfully completed with a grade of either "B" or better or credit (CR) to move into the next course in the sequence. Students in COUN 5396 Internship I who have earned at least 75% of the required direct hours (90 hours) and have met all other course requirements may be granted a notation of In Progress (IP) and be permitted to register for COUN 5397 Internship II. The clinical skills courses are:

For a full degree plan, refer to [Appendix A](#). For a recommended full-time and part-time progression through the program, please refer to [Appendix B](#). For a full course periodicity chart, please refer to [Appendix C](#).

COURSE DESCRIPTIONS & PREREQUISITES

Required Courses

COUN 5312 - COUNSELING THEORIES AND APPLICATIONS.

Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes role-played practice of fundamental counseling response skills.

FIRST SEMESTER COURSE.

COUN 5313 - FAMILY THERAPY.

Instruction in theoretical approaches and interventions in family therapy, grounded in human systems theory. Includes the process of conducting family therapy and special aspects of family therapy. Prerequisites: COUN 5312, COUN 5328, COUN 5391

COUN 5324 - CULTURAL DIVERSITY AND ADVOCACY.

Examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services.

COUN 5326 - ADDICTIONS COUNSELING.

This course will examine substance abuse and addiction disorders (e.g. gambling, sex, gaming, eating, tobacco) in multiple client populations, and their treatment. Students will learn how to conduct assessment for and diagnosis of substance abuse and addiction disorders, including co-occurring disorders; the effects of substances and addictions on the client and others; etiology; and best practices in counseling and treatment. Prerequisites: COUN 5312, COUN 5328, COUN 5391

COUN 5328 - FOUNDATIONS AND ETHICS OF CLINICAL MENTAL HEALTH COUNSELING.

This course is a survey of the history, foundations, ethics and practices of the clinical mental health counseling profession. Consideration of rules of counseling licensure boards, ethical case studies, and professional practices is included. **FIRST SEMESTER COURSE.**

COUN 5335 - CAREER COUNSELING AND ASSESSMENT.

Interrelationships among lifestyle, workplace, and career planning are explored. Topics include the career counseling process, career theory, assessment instruments, information systems, and developmentally-appropriate techniques. Prerequisites: COUN 5312

COUN 5340 - RESEARCH AND PROGRAM EVALUATION.

Principles, models, and applications of research in counseling, including needs assessment, program evaluation, statistical analyses of data, and the critical appraisal of psychological and counseling research.

COUN 5368 - ASSESSMENT TECHNIQUES IN COUNSELING.

Examines the principles of educational, psychological, and vocational assessment in a counseling context, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests. Prerequisites: COUN 5312, COUN 5328, COUN 5391

COUN 5384 - ADVANCED COUNSELING THEORIES AND EVIDENCE BASED PRACTICES.

This course is designed to provide students with a greater depth of theoretical understanding about evidence based practices (i.e., Motivational Interviewing, CBT, DBT) and a major counseling theory covered in the COUN 5312 Counseling Theories course. Prerequisites: COUN 5312, COUN 5392

COUN 5391 - ESSENTIAL COUNSELING SKILLS.

Essential counseling skills development with role-playing lab practice with video. Focus on building therapeutic relationships, accurate empathy, and prioritizing client concerns. Develops proficiency in basic counseling response skills. Grade of B or better required to take more Clinical Skills courses. **FIRST SEMESTER COURSE.**

COUN 5392 - HELPING RELATIONSHIPS AND CLINICAL INTERVIEWING.

This is a clinical skills course emphasizing the acquisition of therapeutic helping relationship skills and interviewing through role playing and modeling. Video and audio feedback as well as direct supervision is provided. Prerequisites: “B” or better in COUN 5312, COUN 5328, and COUN 5391

COUN 5393 - PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING.

This practicum involves the supervised application of counseling/therapy processes with clients. Includes weekly small group and individual supervision using video recorded client sessions. Must complete a minimum of 100 clock hours, including at least 40 client contact hours. CR/NC only. Prerequisites: COUN 5392, COUN 5324 Corequisite: COUN 5308

COUN 5395 - PROFESSIONAL PRACTICE IN CMHC.

This capstone course addresses business, legal and ethical aspects of professional counseling practice, including advanced application of state ethics, detailed coverage of Texas counselor licensure statutes and rules, records management, national credentialing, and third party payer procedures and practices. Prerequisites: COUN 5393 or PSYC 5393

COUN 5396 - INTERNSHIP I.

A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process.

CR/NC only. Prerequisites: COUN 5393 COUN 5308, PSYC 5320, COUN 5324, COUN 5368, PSYC 5345, COUN 5340, COUN 5335,

COUN 5397 - INTERNSHIP II.

A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process.

CR/NC only. Prerequisites: COUN 5393 COUN 5308, PSYC 5320, COUN 5324, COUN 5368, PSYC 5345, COUN 5340, COUN 5335,

COUN 5308 – DIAGNOSIS AND TREATMENT PLANNING IN COUNSELING

This course is designed to assist students in the recognition and categorization of psychological and behavioral patterns (syndromes), which are considered dysfunctional according to the classification system utilized by the American Psychiatric Association in the most current edition of the Diagnosis and Statistical Manual of Disorders. The history, theories, symptoms, and etiology of mental and emotional disorders, including the impact of crisis, trauma, and sociocultural factors on diagnosis, and the assessment of mental health disorders, are provided. Additionally, case conceptualization and treatment planning strategies using best practice and evidenced-based treatment approaches and models are reviewed. Prerequisites - COUN 5312, COUN 5328, COUN 5391

PSYC 5320 - ADVANCED HUMAN GROWTH AND DEVELOPMENT.

An advanced study of human development, including theories and research regarding biological, social, cognitive, and identity development across the lifespan. Prevention, intervention, and treatment techniques are discussed in the context of differing developmental needs and multicultural contexts.

COUN 5345 - GROUP COUNSELING: THEORY AND PRACTICE

The Group Counseling course is designed to provide students with an understanding of the theory and practice of group counseling. In this course students will become familiar with different theoretical approaches to counseling groups; basic principles of group dynamics and therapeutic factors, group development models and group design, leadership tasks, and member roles. The course will introduce students to basic group counseling skills including establishing, leading, and evaluating various types of counseling groups. Consideration will be given to ethical, legal and multicultural issues, and each student will have the experience of being a member in a counseling group. Prerequisites: COUN 5312, COUN 5328, COUN 5391

Elective courses

Students must choose 6 hours of counseling or psychology graduate-level electives in consultation with their advisor. Courses currently offered by the department may be viewed in the UT Tyler catalog (<http://www.uttyler.edu/catalog/>) in the Education and Psychology Graduate Course Descriptions section. Possible electives include:

COUN 5315 - COUPLES THERAPY

Instruction in the research, theory, and processes involved in couples therapy. Includes selected modalities of couples therapy, special ethical and professional issues, and role-played practice of skills for working with couples.

COUN 5370 – TRAUMA INFORMED COUNSELING

This course explores the rapidly expanding literature in the field of psychological trauma and attempts to delineate its common concerns, research basis, and practice guidelines. It presents the roles and responsibilities of counselors in interventions post trauma exposure. The course covers types of potentially traumatic events, effects of trauma, assessment and potential outcomes, and common elements in treatment interventions for trauma.

PSYC 5330 - COUNSELING CHILDREN AND ADOLESCENTS.

Examines the relevant counseling theories and techniques as they apply to children and adolescents. Includes interventions with emotionally disturbed and behaviorally disordered children. Prerequisites: COUN 5391 or PSYC 5392, COUN 5328 or PSYC 5328, COUN 5312

PSYC 5350 - CLINICAL NEUROPSYCHOLOGY.

Introduction to historical background of brain-behavior relationship. Focus upon brain pathologies and underlying brain structures: aphasia, alexia, agraphia, body schema disturbances, apraxia, agnosia, neglect syndromes, late and early onset dementias, frontal lobe syndrome, seizure disorders, and related brain syndromes.

PSYC 5352 - BEHAVIORAL NEUROSCIENCE.

A survey of the basic anatomy and neurochemistry of the brain as it relates to both normal and abnormal behavior. Includes every major neurotransmitter of the brain and abnormalities of these systems as they relate to human behavior.

PSYC 5354 - PSYCHOPHARMACOLOGY.

A survey of physiological and behavioral effects of the major classes of psychoactive drugs, specifically, therapeutic agents and drugs of abuse with respect to their mechanisms of action and side effects. Students are expected to have successfully completed a course in physiological psychology.

PSYC 5359 - FLEXIBLE NEUROPSYCHOLOGICAL BATTERY.

Intended to develop entry-level testing skills for specific cognitive domains, including attention and concentration, verbal and nonverbal memory, language, motor performance, abstract thinking, reasoning, visuospatial ability, and executive function.

PSYC 5366 - ASSESSMENT OF INDIVIDUAL MENTAL ABILITY I.

Examines the historical background of selected individual scales of intellectual functioning. Special emphasis will be given to supervised practice in the administration, scoring, interpretation, and psychological report writing of the WISC, WAIS, and WPPSI. Prerequisite: PSYC 4301, PSYC 5301, or equivalent; and consent of instructor.

CLINICAL EXPERIENCES: PRACTICUM & INTERNSHIP

Obtaining a master's degree in Clinical Mental Health Counseling (CMHC) from the University of Texas at Tyler (UTT) involves completing a minimum of 3 semesters of clinical experience (one semester of practicum, and two semesters of internship). The purpose of these experiences is to provide students with opportunities to further develop and advance their clinical skills through the role of counselor-in-training. Per CACREP (2016), "professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community" (2016, p. 15). CMHC student internships fulfill the following CACREP (2016) Requirements:

COUN 5393 Practicum:

The Clinical Mental Health Counseling (CMHC) student practicum is the first formal clinical experience in the CACREP-Accredited CMHC program at the University of Texas at Tyler (UT Tyler). Practicum provides CMHC students with the opportunity to step into the role of counselor-in-training at our on-campus Psychology and Counseling Training Clinic and at a community-based site outside of the UT Tyler CMHC Program. CMHC student practicum fulfills the following CACREP (2016) requirements:

- Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term (at least 40 of these 100 hours must be direct service with actual clients that contributes to the development of counseling skills).
- Practicum students have weekly interaction with site supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by the site supervisor.
- Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision is provided through the practicum class at UT Tyler.

Practicum takes place over one semester. Students are expected to be physically present in the practicum class each time it meets throughout the semester.

Practicum Prerequisites:

Prior to beginning Practicum (COUN 5393) CMHC students must complete the following prerequisite and co-requisite courses (*these are a bare minimum; most students complete more than the courses listed below prior to starting practicum*):

Prerequisites:

COUN 5312 Counseling Theories and Applications

COUN 5328 Foundations & Ethics

COUN 5391 Essential Counseling Skills

COUN 5392 Helping Relationships

COUN 5324 Cultural Diversity and Advocacy

****Students must have earned credit (CR) in COUN 5392 and a B or better in COUN 5312 and COUN 5328**

Co-requisite (*must be taken before or concurrently with practicum*):
COUN 5308 Diagnosis and Treatment Planning in Counseling

COUN 5396/7 Internship:

The Clinical Mental Health Counseling (CMHC) student internship is the final clinical experience in the CACREP-Accredited CMHC program at the University of Texas at Tyler (UT Tyler). Internship provides CMHC students with the opportunity to step into the role of counselor-in-training at a community-based site outside of the UT Tyler CMHC Program. CMHC student internships fulfill the following CACREP (2016) Requirements:

- CMHC Internship students acquire 600 clock hours of supervised counseling internship in roles and settings with clients (including at least 240 clock hours of direct service)
- CMHC Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor
- CMHC Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision is provided through the internship class at UT Tyler.

Internship is taken at the conclusion of the CMHC student's program. Students can only take one field experience course (i.e., Internship I, Internship II) per semester; therefore, internship is taken over two semesters. Students are expected to be physically present in internship class each time it meets while enrolled in internship.

Internship Prerequisites:

COUN 5312 Counseling Theories and Applications

COUN 5328 Foundations & Ethics

COUN 5308 Diagnosis and Treatment Planning in Counseling

PSYC 5320 Advanced Human Growth and Development

COUN 5324 Cultural Diversity and Advocacy

COUN 5368 Assessment Techniques in Counseling

COUN 5345 Group Counseling and Therapy

COUN 5340 Research and Program Evaluation

COUN 5335 Career Counseling and Assessment

COUN 5391 Essential Counseling Skills

COUN 5392 Helping Relationships

COUN 5393 Practicum in CMHC

****Students must have earned credit (CR) in COUN 5393 and a B or better in COUN 5312 and COUN 5328**

For more information regarding the CMHC program practicum and internship please see the full Practicum and Internship Manual in **Appendix D**.

EXAMINATIONS

The Counselor Preparation Comprehensive Examination (CPCE)

The Clinical Mental Health Counseling Program has adopted the Counselor Preparation Comprehensive Examination (CPCE) as its comprehensive exam, which is required of all candidates for graduation. The CPCE is developed by the Center for Credentialing and Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC). It is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs and covers the same eight knowledge areas as the National Counselor Examination for Licensure and Certification (NCE).

The CPCE covers the following eight content areas:

- Counseling Orientation and Ethics
- Social and Cultural Diversity
- Human Growth and Development
- Career Counseling
- Counseling and Helping Relationships
- Group Counseling
- Assessment
- Research and Program Evaluation

Qualifications to Test:

To be approved for testing by The University of Texas at Tyler, students must:

- be in or entering their second to last semester of the program
- be enrolled in COUN 5396 Internship I
- have satisfactorily completed all prior coursework (i.e., no incompletes or in progress grades with the possible exception of COUN 5396 Internship I)
- have a degree plan ([Appendix A](#)) on file with their advisor
- have a minimum GPA of 3.0 on all program coursework

The CPCE is administered toward the end of the semester in COUN 5396 Internship I. All students must take and pass the CPCE in order to graduate.

Registration Procedures:

The CPCE is offered each fall, spring, and summer, students sign up to take the exam through the Practicum and Internship program coordinator at the beginning of the semester they intend to take the exam (i.e., the semester they are enrolled in COUN 5396 Internship I). The cost of the exam is covered by the department of Psychology and Counseling. The exam is administered in the on-campus testing center. Students must bring a valid form of state-issued photographic identification with them during the exam and their unique login information provided by NBCC.

The National Counselor's Exam (NCE)

The National Counselor's Exam is exam individuals are required to take and pass to obtain LPC licensure in Texas, this exam also qualifies students for National Certified Counselor credential

(NCC) through the National Board of Certified Counselors (NBCC). Students/alumni pay the examination fee for the NCE (currently \$335.00, but subject to change).

NCE Exam Registration:

Students in the CACREP Accredited CMHC program at UT Tyler are eligible to take the NCE prior to graduation. This exam is offered prior to graduation each fall and spring and allows students to start the application process to become a National Certified Counselor (NCC). Students are also eligible to take the exam at any time after their master's degree has been conferred. Information regarding pre-graduation NCE sign up is distributed each fall and spring from the Practicum and Internship Coordinator.

The NCE covers the following eight content areas:

- Counseling Orientation and Ethics
- Social and Cultural Diversity
- Human Growth and Development
- Career Counseling
- Counseling and Helping Relationships
- Group Counseling
- Assessment
- Research and Program Evaluation

Study Materials for CPCE and NCE:

There is no official study guide for the CPCE. Since the CPCE and NCE are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE. In addition to reviewing materials from courses taken in the program, some students have found the following works helpful:

- Erford, B. T., Hays, D. G., Crockett, S., & Miller, E. M. (2020). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination*. (3rd ed.). Columbus, OH: Pearson Merrill Prentice Hall. (ISBN 978-0-137-01750-8)
- Rosenthal, H. (2017). *Encyclopedia of counseling: Master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination* (4th ed.). New York, NY: Routledge – Taylor and Francis Group. (ISBN 978-0-415-95862-2; also available at www.howardrosenthal.com)

This list is not intended as an endorsement by the Department of Psychology and Counseling, The University of Texas at Tyler, or affiliated entities. The aforementioned materials may be purchased through a variety of online and face-to-face vendors. Where noted, the author's website, which may include contact information, additional study material, and alternate formats, is provided.

CLINICAL MENTAL HEALTH COUNSELING PROGRAM & DEPARTMENT OF PSYCHOLOGY AND COUNSELING POLICIES

Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

Endorsement Policy

The 2014 American Counseling Association Code of Ethics (Section F.6.b) states that faculty members:

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

Counselor Educators are charged with the responsibility of acting as “gatekeepers” for the counseling profession. This means that the program faculty helps students consider other areas of study when the counseling profession is not appropriate. The process of determining appropriateness for the profession is conducted by the faculty as a group and not as individual faculty members. As stated in the Retention Policy, in the event that a student demonstrates a behavior incompatible with the goals or values of the counseling profession, program faculty members meet to determine the best method of assisting the student by developing a remediation plan or by advising the student out of the counselor education program.

In the event that a student is required to follow a remediation plan or is dismissed from the program, the student has the right to appeal the decision by following the Academic Grievance Policy outlined below.

Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-

awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004.]

Evaluating student fitness and performance.

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics.

First Semester Candidacy Interview

A formal evaluation will occur at the end of each CMHC student's first semester enrolled in the program upon completion of COUN 5312 Counseling Theories and Applications, COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling, and COUN 5391 Essential Counseling Skills (note: for six credit hour first semester students COUN 5328 and COUN 5391). This formal evaluation occurs at the Candidacy Interview. The Candidacy Interview committee will be comprised of at least three CMHC faculty members. During this interview, the student and committee will review the student's academic progress, dispositions related to work as a professional counselor, and any intra/interpersonal elements that pertain to work as a professional counselor. The purpose of this interview is to recommend continuation in the program (i.e., Candidacy) or determine areas of improvement needed to continue. The following areas are considered for admission to Candidacy:

- **Academic Progress** – All students must demonstrate adequate academic progress. During the Candidacy Interview students need to demonstrate that they are in good academic standing in their courses (i.e., their grades indicate that they are projected to earn a grade of B or better in each of their initial courses).
- **Counselor Dispositions** – Counseling is a profession that requires interacting with a diverse population. Professional counselors must be able to interact with individuals, families, and groups and demonstrate unconditional positive regard, an attitude of respect for individual values and beliefs, good interpersonal skills, and effective communication skills. Due to the nature of the work and ethical obligations to protect future clients, faculty must evaluate an individual's fitness for the profession. This is an ongoing process and concerns are addressed as they arise. Depending on the nature, severity, frequency, and duration of a concern, members of the faculty may develop a remediation plan to provide an opportunity for the student to demonstrate growth and

improvement. Ultimately, if the student does not meet the goals of the remediation plan or demonstrates a lack of fitness for the profession, dismissal from the program can occur.

- **Personal Concerns** – There are times in which the training processes trigger intra/interpersonal concerns that may interfere with the ability to be an effective counselor. When this occurs, faculty members may develop a remediation plan which may include a requirement that the student engages as a client in personal counseling related to the concern(s). Counseling services are available at no cost to students through the UT Tyler Student Counseling Center. At the request of the student or the discretion of the counseling faculty, the counseling faculty may provide referrals to three appropriate alternatives. The student is fully responsible for any costs associated with partaking in counseling services other than the UT Tyler Student Counseling Center. Serious or persistent impairments and/or violations of personal or professional ethics can result in dismissal from the program. This includes issues related to a violation from the UT Tyler Student Standards of Academic Conduct. All counseling students are expected to adhere to the current version of the American Counseling Association Code of Ethics.

Students will be notified via e-mail of the faculty's decision regarding their status, which are as follows:

- Approved for Candidacy to the CMHC program
- Approved for Candidacy with reservations. These students will be required to meet with their academic advisor to address areas of growth or concerns identified during the Candidacy Interview.
- Denied Candidacy provided a remediation plan and a timeline for completion. A copy of the remediation plan will be signed and retained by the student's faculty advisor, the Department Chair, and student. Thorough documentation of communication between the student and facilitating advisor during the remediation process will be kept. Once the remediation plan has been completed, students may sit for the Candidacy Interview one additional time. If admission is denied a second time, the student will be dismissed from the program.
- Dismissal from the CMHC program may result due to serious concerns in the aforementioned categories (i.e., counselor dispositions, personal concerns), or violations of the [Graduate School's academic policies](#), the [University's Code of Student Conduct](#), the [Department of Psychology and Counseling Graduate Student Code of Conduct](#), the [ACA Code of Ethics](#), or as deemed necessary to protect the public.

Minimum Grade Requirements

In addition to the Graduate College policies on GPA requirements, probation and suspension, the Department has additional criteria for satisfactory progress and graduation, as follows.

Regardless of GPA, no more than two (2) graduate courses with grades of "C" may be counted toward the graduate degree in Clinical Psychology, Clinical Mental Health Counseling, or School Counseling. No courses with a grade lower than a C may be counted toward the graduate degree in Clinical Psychology, Clinical Mental Health Counseling, or School Counseling. After receiving a third "C" grade, or a single "D" or "F" grade, a student will be placed on departmental probation. To be reinstated from departmental probation, the student must retake

one of the courses in which a "C" or lower was earned (under the University grade replacement policy) in the next semester in which the course is offered, and achieve a "B" or better grade. Students on academic or departmental probation may NOT enroll in or begin their practicum course(s) until the academic or departmental probation has been removed. After an unsuccessful attempt to replace a grade, the student will be suspended from the department for a minimum of one semester. A petition for reinstatement must then be submitted, and approved by the advisor, Department Chair, and College Dean for a student to be reinstated. If reinstated, the student must first enroll only in courses in which "C" grades were earned, and successfully replace them, leaving no more than two "C's", and no grade lower than a "C". If a student fails to be reinstated from departmental suspension, the student will be dismissed from the program.

Information in the Sections Outlined Below Pertain to the CMHC Program's Student Remediation Policies and Process

Due Process. Due process ensures that CMHC program faculty members' decisions about graduate students are not arbitrary or personally biased. Due process requires that programs identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to students so they may challenge the program's action. General due process guidelines include:

- presenting graduate students, in writing the program's expectations related to professional functioning;
- stipulating the procedures for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals);
- instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;
- ensuring that the graduate student has sufficient time to respond to any action taken by the program;
- considering possible input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance, and;
- documenting, in writing and to all relevant parties, the action taken by the program and its rationale.
- providing written procedures to the graduate student that describe how the graduate student may appeal the program's action;

Student Appeal Process. Students can appeal the decision made by CMHC faculty members at the remediation meeting. To make an appeal the student should contact the Psychology and Counseling Department Chair within fifteen working days of receiving their decision from CMHC faculty members. After receiving the student appeal, the Department Chair will schedule time to meet with the student. The Department Chair will also schedule a time to meet the CMHC faculty members to discuss the group's decision. The student will then be notified of the Department Chair's decision regarding their appeal within fifteen working days of the student's meeting with the Chair. If the student is dissatisfied with the Department Chair's decision, they may appeal to the Dean of the College of Education and Psychology. However, in order for an appeal to the Dean to be considered, the student must submit a written notice of appeal to the Dean within fifteen working days of receiving the Chair's decision. The Dean will consider the matter based on input from the student, Department Chair, and CMHC faculty members, and

notify the student of their decision within fifteen working days of their receipt of the appeal from the Chair.

Evaluation Procedures and Time Lines Regarding Due Process. All students in the CMHC program are continually evaluated by CMHC faculty members. Evaluation of students involves all members of the CMHC faculty and occurs across the following domains:

- **Academic Progress** – All students must demonstrate adequate academic progress. Regardless of GPA, no more than two (2) graduate courses with grades of "C" may be counted toward the graduate degree in Clinical Mental Health Counseling. No courses with a grade lower than a C may be counted toward the graduate degree in Clinical Mental Health Counseling. After receiving a third "C" grade, or a single "D" or "F" grade, a student will be placed on departmental probation.
- **Counselor Dispositions** – Counseling is a profession that requires interacting with a diverse population. Professional counselors must be able to interact with individuals, families, and groups and demonstrate unconditional positive regard, an attitude of respect for individual values and beliefs, good interpersonal skills, effective communication skills, openness to feedback, and professionalism. Due to the nature of the work and ethical obligations to protect future clients, faculty must evaluate an individual's fitness for the profession.
- **Personal Concerns** – There are times in which training processes may trigger intra/interpersonal concerns that can interfere with the ability to be an effective counselor. Ineffective management of personal stress, adjustment problems, or emotional responses may result in a student's inability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.

Concern(s) a student is experiencing in one or more of the aforementioned domains may signify *Impairment*. *Impairment* is defined as an interference in a CMHC student's professional functioning, which is reflected in one or more of the following ways:

An inability and/or unwillingness to:

- acquire and integrate professional standards into one's repertoire of professional behavior,
- acquire professional skills in order to reach an accepted level of competency, and/or
- control personal stress, and/or cognitive, behavioral, and/or emotional reactions which interfere with professional functioning.

It is the professional judgment of CMHC Faculty members as to when a graduate student's behavior becomes severe enough to be considered *impaired* rather than just a *concern*. For purposes of this document, a *concern* is an expected and commonplace problem that is not excessive for a trainee in professional settings. Concerns are identified as impairments when they include one or more of the following characteristics:

- the student does not acknowledge, understand, or address the concern when it is identified,
- the concern is not merely a reflection of a skill-deficit which can be reflected by academic or didactic training,

- the quality of services delivered by the student is sufficiently negatively affected,
- a disproportionate amount of attention by training personnel is required, and/or,
- the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

CMHC students will receive formal feedback from CMHC faculty members during the *First Semester Candidacy Review* and *Annual Evaluations*. Additionally, students may receive formal feedback at any point during the semester if a significant performance or functioning concern is identified. When a significant performance or functioning concerns is identified for a student, the following procedures will be implemented:

- The student will be formally notified of the specific concern areas noted by CMHC faculty.
- Unless the concern(s) are severe enough to warrant a forced withdrawal, a plan to remedy the concern(s) will be developed by the CMHC faculty. This plan will, as much as possible, define the student's area(s) of concern, identify the expected behavior or attitude (i.e., desired outcome), specify possible methods that could be used to reach those goals, and designate a date for goal attainment and/or reevaluation. During this remedial period, the student is on programmatic probation. If the student chooses not to accept the remedial plan, he/she will be dismissed from the program.
- At the time of re-evaluation, four options exist for the CMHC faculty:
 1. a decision that the specified concerns no longer present a significant problem, and the student is allowed to continue in the program.
 2. continued probation and remediation, an updated remedial plan, and a date set for another re-evaluation.
 3. recommending to the student that he/she leave the program.
 4. recommendation of formal dismissal from the program to the Department Chair.

Remediation Considerations. It is important to have meaningful ways to address impairment once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remedy impairments may include, but are not limited to:

- increasing supervision, either with the same or other supervisors,
- increasing field work experience,
- changing the format and/or emphasis of supervision,
- recommending and/or requiring personal counseling in a way that all parties involved have clarified the manner in which counseling contacts will be used in the graduate student's progress,
- reducing the graduate trainee's clinical or other workload and/or requiring a specific academic coursework, and/or
- recommending, when appropriate, a leave of absence and/or repeating a particular experience (e.g., practicum).

When a combination of the above interventions does not rectify the impairment within a reasonable period of time, or when the trainee seems unable or unwilling to alter his/her behavior, the CMHC program may take more formal actions that include recommending dismissal from the program.

Dismissal from Program

The department may dismiss students from their degree programs for failure to make satisfactory progress toward degree completion. Students may also be dismissed for violations of the ethical and professional standards of the American Psychological Association, American Counseling Association, or the American School Counselors Association, or the Departmental Student Code of Conduct.

New students are required to read and pass a quiz on both the Departmental Student Code of Conduct and the Department Faculty Code of Conduct (Graduate Catalog, p. 176).

UT TYLER GRADUATE SCHOOL POLICIES**Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonest, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- a. "Cheating" includes, but is not limited to:
 - Copying from another student's test paper;
 - Using test materials not authorized by the person administering the test;
 - Failure to comply with instructions given by the person administering the test;
 - Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - Collaborating with or seeking aid from another student during a test or other assignment without authority;
 - Discussing the contents of an examination with another student who will take the examination;
 - Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the

examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - Paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
 - Falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - Taking, keeping, misplacing, or damaging the property of UT Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any other means another’s work and the submission of it as one’s own academic work offered for credit.
- c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Additional information on scholastic dishonesty, including procedures and appeals, can be found in the Manual of Policy and Procedures, Chapter 8. The information is summarized on the website of the UT Tyler Judicial Affairs website at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>.

Academic Grievance Policy (as noted in the graduate handbook):

Academic related grievances, such as disputes regarding grades, must be initiated within sixty (60) days by contacting the instructor who assigned the grade. If the student is not satisfied with the decision, the student may appeal in writing to the appropriate Chairperson of the department from which the grade was issued. Grievances may then be appealed to the Academic Dean and the Dean of The Graduate School. Grade appeal forms are available in each academic dean’s office.

Please see the Graduate Handbook at <https://www.uttyler.edu/registrar/policies/academicgrievance.php> for additional details.

Academic Probation and Suspension for Graduate Students

A graduate student who has a cumulative grade point average of less than 3.0 will be placed on academic probation. For the purposes of determining compliance with the policies of academic probation, all summer sessions are treated as one semester.

Students placed on probation will automatically be dropped from the subsequent semester. Students will need to meet with their advisor, in-person or via Patriot email, and secure approval

on the Graduate Student Probation Petition for Readmission form. Non-degree seeking students must obtain the signature of the Dean of the Graduate School in the place of the academic advisor. Students must submit the form to the One-Stop Services Center before they can be re-enrolled and should not register for more than nine hours (or fewer, at the discretion of the academic department.)

Students on academic probation must earn a minimum cumulative grade point average of 3.0 or above in the subsequent semester. Failure to do so results in continued probation. Students on continued probation must earn a minimum cumulative grade point average of 3.0 or above in the subsequent semester. Failure to do so results in a second term of continued probation. Continued probation status is allowed for only two terms, and failure to reach a minimum cumulative grade point average of 3.0 or above following the second semester in this status will result in suspension (see Graduate Academic Suspension policy). Students placed on continued probation will also be dropped from the subsequent semester(s) and must follow the same procedure to re-enroll as described above for students placed on probation.

Grade points earned at other institutions are not used in computing the grade point average and may not be used to remove a deficiency. A student who leaves the University on academic probation or continued probation will be readmitted on academic probation or continued probation even if he or she has attended another institution in the interim.

Graduate Academic Probation:

A graduate student who has a cumulative grade-point of less than 3.0 will be placed on academic probation. For the purposes of determining compliance with the policies of academic probation, the three summer sessions are treated as one semester. **NOTE:** Students who do not maintain a minimum grade point average of 3.0 during the semesters in which they are provisionally admitted will be denied full admission to that program.

Students placed on probation will automatically be dropped from subsequent semester. Students will need to meet with their advisor, in-person or via Patriot email and secure approval on the official probation form

(<https://www.uttler.edu/registrar/forms/GRAD%20Probation%20Web%20Version.pdf>). Students must submit the form to Enrollment Services Center before they can be re-enrolled.

Students on academic probation must earn a minimum grade-point average of 3.0 or above in subsequent semesters until the cumulative grade point deficiency is removed. Failure to do so results in academic suspension. A student on academic probation should not register for more than nine hours (or fewer, at the discretion of the academic department) and must obtain his/her advisor's approval on a [Graduate Student Probation Petition for Readmission form](#) to register.

Grade points earned at other institutions are not used in computing the grade-point average and may not be used to remove a deficiency. A student who leaves the University on academic probation will be readmitted on academic probation even if he or she has attended another institution in the interim.

Graduate Academic Suspension:

A graduate student whose cumulative grade point average has not reached 3.0 or above following their second semester of continued probation will be suspended from the University for one semester or full summer for failure to meet the terms of continued probation. A student suspended from the University for the first time will be dropped from the subsequent semester(s) and must receive approval for readmission from the program advisor and the appropriate dean.

A student readmitted to the University after having been suspended must complete a Graduate Student Suspension Petition for Readmission form, with signatures from both their academic advisor and the appropriate college dean, to register. Non-degree seeking students must obtain the signature of the Dean of the Graduate School in the place of the academic advisor and college dean. The student will return on final probation.

Students returning from suspension and on final probation must earn a minimum cumulative grade point average of 3.0 or above in the subsequent semester. Failure to do so will result in permanent dismissal from the graduate program and the University.

LICENSURE AND CERTIFICATIONS

Texas Licensed Professional Counselor (LPC) Licensure

The Texas Behavioral Health Executive Council and Texas State Board of Examiners of Professional Counselors (“the LPC Board”) determines the rules to obtain LPC status. Current academic requirements for licensure include:

A graduate degree in counseling or a counseling-related field of at least 60 semester hours of coursework in counseling or a counseling-related field including at least one course in each of the following areas:

1. Normal human growth and development
2. Abnormal human behavior
3. Appraisal or assessment techniques
4. Counseling theories
5. Counseling methods or techniques
6. Research
7. Lifestyle and career development
8. Social, cultural, and family issues
9. Professional orientation
10. Practicum (internship) – a minimum of 300 clock hours, of which 100 must be direct client counseling (*the CMHC program at UT Tyler is CACREP-Accredited and as such requires a minimum of 600 clock hours, of which 240 must be direct*)
11. Addictions counseling
12. Additional course in counselor ethics
13. Couples or family counseling
14. A course in psychopathology

The UT Tyler M.A. in Clinical Mental Health Counseling is a 60 hour CACREP-Accredited program and meets the academic requirements for Texas LPC licensure. Additionally, the program fully intends to remain compliant with licensure requirements as modifications occur.

In addition to fulfilling the academic requirements, those interested in LPC-Associate licensure must:

- Obtain a passing score on the National Counselor’s Exam (NCE)
- Obtain a passing score on the no-fail Texas Jurisprudence Exam
- Submit an FBI background check/fingerprinting

After obtaining LPC-Associate licensure, individuals can work towards full LPC (independent) licensure. To obtain full LPC licensure:

- An LPC-Associate (formally LPC-Intern) must then accrue and document at least 3000 clock-hours under supervision from a board-approved supervisor (LPC-S) for a period of at least 18 months. At least 1500 of the hours must consist of direct client contact.

For a more detailed description of the existing process, forms, and contact information that applies anywhere in the State of Texas, please visit

<https://www.bhec.texas.gov/statutes-and-rules/index.html>

National Certified Counselor (NCC). Certification as a National Certified Counselor (NCC) is available from the National Board for Certified Counselors (NBCC) to those who have obtained a master's degree in counseling who pass the National Counselor Examination (NCE) and pay the appropriate fees. Additional information and applications for both the exam and certification are available at www.nbcc.org.

Please note that NCC status **does not** authorize the holder to practice counseling in any state, though some states choose to certify, or license holders based, in whole or in part, on this credential. Also please be aware that NBCC is in the process of making changes to the requirements for NCC status, including a minimum requirement of 48 graduate hours. Further information is available on the NBCC website: www.nbcc.org.

Other Credentials. Credentials for other many areas of specialization in counseling are also available. Examples include additional training in addictions counseling, career counseling, teletherapy counseling, and play therapy. Students are encouraged to explore areas of interest and to discuss possible options with members of the faculty and the profession.

COUNSELING PROFESSIONAL ORGANIZATIONS

The field of counseling is ever-changing. Professional development and continuing education are two of the most important functions counselors can perform to maintain and improve their levels of competence and training while keeping in touch with newer developments. In Texas, Licensed Professional Counselors are required to obtain 24 hours of continuing education in every 24-month period, including 4 hours of counselor ethics. Additional details are available at: <https://www.bhec.texas.gov/statutes-and-rules/index.html>

Professional Organizations and Conferences

Each CMHC student is encouraged to participate in local, state, and national professional organizations such as:

1. **Chi Sigma Iota (CSI).** CSI is an international honor society that values academic and professional excellence in counseling. UT Tyler's CMHC program has a chapter which students are eligible to join after completing the equivalent of one full academic term in the CMHC program with a GPA of 3.5 or higher. More information can be found by talking with our Chapter Faculty Advisor or at the CSI website: <https://www.csi-net.org>
2. **American Counseling Association (ACA).** ACA is the national flagship professional counseling organization. ACA offers student memberships which come with free student professional liability insurance. ACA membership is a wonderful way for students and professionals to engage in advocacy work, professional networking, and continuing education. ACA holds an annual conference each spring. ACA also has many professional interest divisions which are wonderful opportunities for students. More information about ACA can be found at their website <https://www.counseling.org>

3. **Texas Counseling Association (TCA).** TCA is Texas' state branch of the American Counseling Association. They offer wonderful opportunities for professional networking and advocacy work. TCA holds a conference each fall. More information about TCA can be found at their website: <https://www.txca.org>

Members of TCA may choose to join a variety of divisions, including:

- [TAACE](#): Texas Association for Assessment in Counseling and Education promotes research, development, technical competency and ethical practices for measurement and evaluation in counseling.
- [TAADA](#): Texas Association for Adult Development and Aging promotes resources and leadership on the development process of adults through the life span and the problems of aging.
- [TACES](#): Texas Association for Counselor Education and Supervision promotes the preparation of professional counselors through accreditation, certification, supervision and professional development.
- [TALGBTIC](#): Texas Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling promotes tolerance and non-threatening counseling environments that support the unique needs of clients and reduce stereotypical thinking and prejudice.
- [TAHEAD](#): Texas Association for Humanistic Education and Development promotes human development practices that emphasize education of the whole person and instructional strategies that foster humanistic approaches.
- [TAMFC](#): Texas Association of Marriage and Family Counselors promotes issues, interests and the delivery of services in the area of marriage and family therapy, divorce counseling and mediation.
- [TCCA](#): Texas College Counseling Association promotes college counseling programs that foster student development, support ethical practices and encourage cooperation within higher education.
- [TCDA](#): Texas Career Development Association promotes a greater understanding of the meaning of work; fosters career development over the life span; and establishes standards of professional service in the field of career development.
- [TexAMCD](#): Texas Association for Multicultural Counseling and Development promotes the understanding and appreciation of ethnic, racial and cultural diversity; human and civil rights, and multicultural counseling.

- [TMHCA](#): Texas Mental Health Counselors Association promotes improvements to the availability and quality of mental health counseling services for professionals in private practice, agency, hospital, business and industrial settings.
 - [TxCSJ](#): Texas Counselors for Social Justice fosters optimal social, emotional, and cultural development with dignity for all individuals by actively promoting societal equity, access, participation, harmony, empowerment, and advocacy.
4. **Piney Woods Counseling Association (PWCA).** PWCA is East Texas' regional chapter of TCA. They offer opportunities for continuing education, professional networking, and advocacy work that directly impacts our local area. For more information about PWCA and how to join please visit their website: <https://www.pineywoodscounseling.org>

FINANCIAL AID

As described in the university catalog, the university offers financial aid to students on the basis of need and Institutional Scholarships on the basis of merit. Financial aid consists of grants, employment, and loans. Students may receive one or more awards and must apply each year for all types of funding. Current rates for tuition and fees are available at:

<https://www.uttyler.edu/catalog/tuition/>

Please see the UT Tyler catalog (<http://www.uttyler.edu/catalog>) or contact the Office of Financial Aid and Scholarships at <http://www.uttyler.edu/financialaid/>, by phone at 903.566.7180, or by e-mail at enroll@uttyler.edu

New Graduate Fellowship

The New Graduate Fellowship is a \$1,000 award available to domestic and international, Texas and non-Texas residents. With this award, non-Texas residents also qualify for in-state tuition during their first academic year of graduate study only (see the savings for [non-resident](#) and [international students](#)). The academic year begins each fall and ends the following summer. The \$1,000 is awarded in \$500 increments in each fall and spring semester. You must be enrolled in each semester to receive the full award. No awards are made in the summer.

Minimum Qualifications:

- Be accepted into a graduate, degree-seeking program.
- Be in your first semester of graduate school at UT Tyler.
- Enroll full-time. (Nine credit hours for the semester awarded. No awards will be made for semesters in which the student is not enrolled full-time.)
- Meet or exceed at least one of the following criteria:
 - Final undergraduate GPA of at least 3.25
 - Final GPA of at least 3.25 on a prior master's degree (official transcript required for verification)
 - Combined GRE score of 307
 - Total GMAT score of 500
 - Total MAT score of 410

Meeting minimum requirements does not guarantee an award. All students, awarded and denied, will be notified via their Patriots Email.

Important Notes:

- NGF recipients who violate the UT Tyler Honor Code (which includes violations of F-1 status) will have their NGF revoked.
- Those with foreign transcripts who wish to be considered for the award based on their GPA must submit an international transcript evaluation. Even if it is not required for admission, it is required if you want to be considered for the New Graduate Fellowship. The evaluation fee will be reimbursed (up to \$200) after enrollment.
- You must be admitted to your program BEFORE you apply for this award; applications for those who have not yet been admitted will be deleted. Be sure to complete all fields on the application; incomplete applications will not be considered.

Application Portal: <https://www.uttyler.edu/graduate/fin/new-graduate-fellowship-apply/index.php>

Deadlines: [See Graduate School Calendar](#)

Returning UT Tyler Graduate Students

UT Tyler has college scholarship opportunities available for students who have attended for at least one semester and have earned a UT Tyler GPA. These awards are managed by the One Stop Service Center, and you can find more information on their [website](#).

Graduate Assistantships

Graduate Assistantships in the Department of Psychology and Counseling are available on a limited basis, depending on the needs of faculty for instructional support (Graduate Teaching Assistantships), research support (Graduate Research Assistantships), and/or lab support (Graduate Assistantships). Typically our administrative assistant will post a “call for GA’s” ad on Handshake, our student employment portal (<https://uttyler.joinhandshake.com/login>), and students are asked to submit their resume. The faculty and staff who are hiring will then review all the resumes and make hiring decisions from there.

Appointments are all hourly part-time positions, ranging from less than 5 hours/week to a maximum of 19.5 hours/week. The beginning pay rate is \$11.50/hour. Appointments are made for one semester at a time but may be renewed based on satisfactory performance and continuing need and funding. You can find out more by reviewing the [Graduate Assistantship policy](#).

GRADUATION

Students file a degree plan upon entering the program (**Appendix A**). A faculty advisor assists students in developing their degree plan and schedule. However, students must assume responsibility for meeting all requirements for their degree program.

All degree plans must be approved by both the faculty advisor and the Coordinator of Graduate Studies for the department. Any changes must also be approved by those persons. Students are discouraged from taking courses that are not listed in their degree plan without a conference with their advisor. An advisor is under no obligation to accept coursework that is not listed on the degree plan. Additionally, not all coursework offered in the Department or at the University qualifies for consideration toward program completion.

The degree must be completed within 6 calendar years from the time of initial enrollment in the graduate program. Exceptions may be made for extenuating circumstances such as military service or serious illness. Exceptions must be approved by the graduate coordinator for the college and the Dean of the Graduate School.

Graduation Requirements

Per the Graduate catalog, to become a candidate for graduation a student must:

1. Complete a Graduate Transfer Credit Approval form within the first semester following admission to a program that identifies the transfer credit awarded and specifies any special requirements.
2. Complete the total number of semester credit hours and other requirements of the degree plan (including transfer credit) within a six-year period. Courses completed on a credit-granting basis (CR) may not be applied toward a graduate degree without approval of the graduate coordinator or the appropriate department chair.
3. Earn a “C” or better in all courses applied to the degree.
4. Earn a cumulative grade point average of 3.0 or higher on all work counted toward the degree.
5. Pass and/or complete comprehensive examination(s) if required for the program.
6. Submit an approved thesis, if required for the program, by the deadlines published by The Graduate School. See Thesis in this section.
7. Follow the steps to apply for graduation on the Registrar’s Office website: uttyler.edu/registrar/graduation/applying_for_graduation.php.
8. See the Graduation section of the Office of the Registrar website for additional information on this process.

- I. Complete the Application for Graduation form and return it to the Enrollment Services Center.

Application for Graduation

Students must file for graduation according to the timeline established by the university.

Procedures are available through the Office of the Registrar at

http://www.uttyler.edu/registrar/graduation/applying_for_graduation.php. Once an application for graduation is filed with the registrar's office, an initial evaluation is conducted to ensure all university requirements described in the catalog have been met. It is then forwarded to the appropriate advisor for a thorough examination of records and degree requirements. After the advisor's approval, it must also be endorsed by the Chair of Psychology and Counseling and the Dean of the College of Education and Psychology. The final review, after the posting of final grades, takes place in the Office of the Registrar. All candidates who have successfully completed all degree requirements will then have their degrees posted. Due to the length of time this process takes, students are strongly encouraged to submit their application for graduation by the beginning of their final semester rather than waiting for final filing deadlines.

Application Deadlines

Students are highly encouraged to file for graduation as soon as possible. The application opening dates are as follows:

Fall graduation: January 2

Spring graduation: June 1

Summer graduation: September 15

Students **must** file for graduation no later than the Final Filing Deadline for the term in which they wish to graduate:

Fall graduation: October 1

Spring graduation: March 1

Summer graduation: June 15

All final filing deadlines will be extended to the next available business day in the event they fall on a weekend or holiday. ***Late applications will be automatically deferred to the next available term.*** Because there is no summer commencement ceremony, summer graduates may participate in the fall commencement.

Census dates are published in each year's academic calendar

(<https://www.uttyler.edu/academics/academic-calendar.php>).

Commencement Ceremony

Commencement information, including dates, times, and seating, is available through the Office of the Registrar at <http://www.uttyler.edu/registrar/graduation/commencement.php>.

Academic Regalia

The cap, gown, and hood for master's degrees differ significantly from bachelor's regalia. The velvet lining of hoods worn by counseling graduates are light blue in color. To order regalia,

please contact the University Bookstore. Contact information may be found at <http://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBLocationAndContactView?catalogId=10001&langId=-1&storeId=65060>. Stoles, honor cords, and medals representing Chi Sigma Iota, the international academic and professional honor society for counseling, may be obtained from the chapter advisor. Honor regalia must be approved through the Office of Student Affairs at <http://www.uttyler.edu/studentaffairs/regalia.php>.

Appendices

MASTERS OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING (CMHC)

DEGREE PLAN

Student name:	Student ID:
Telephone:	Advisor:
E-mail Address:	Prior Degree Held:
Street Address:	Prior Degree Major:
City, State, ZIP:	Prior Degree School:
Semester & Year of First UTT Graduate Enrollment:	Required Completion Date: (First + 6 years):

I. Didactic Core Requirements:

Course No. & Prefix	Course Titles	Pre-requisites	Semester Credit Hours	Semester/Year
	<i>Didactic Core:</i>			
COUN 5312*	Counseling Theories and Applications		3	
COUN 5328*	Foundations & Ethics of Clinical Mental Health Counseling		3	
COUN 5308	Diagnosis and Treatment Planning in Counseling	COUN 5312, COUN 5328, COUN 5391	3	
COUN 5340	Research and Program Evaluation		3	
COUN 5384	Advanced Counseling Theories and Evidence-Based Practices	COUN 5392, COUN 5312	3	
COUN 5368	Assessment Techniques in Counseling	COUN 5312, COUN 5328, COUN 5391	3	
PSYC 5320	Advanced Human Growth & Development		3	
PSYC 5345	Group Counseling and Therapy	COUN 5312, COUN 5328, COUN 5391	3	
COUN 5335	Career Counseling & Assessment	COUN 5312	3	
COUN 5324	Cultural Diversity and Advocacy		3	
COUN 5326	Addictions Counseling	COUN 5312, COUN 5328, COUN 5391	3	
COUN 5395	Professional Practice in CMHC	COUN 5393 or PSYC 5393	3	
	Subtotal		(36)	

II. Clinical Skills Core Requirements:

Course No. & Prefix	Course Titles	Pre-requisites	Semester Credit Hours	Semester/Year
COUN 5391*	Essential Counseling Skills		3	
COUN 5392	Helping Relationships & Clinical Interviewing	"B" or better in COUN 5312, COUN 5328, and COUN 5391	3	
COUN 5393	Practicum in Clinical Mental Health Coun (100 hrs, 40 direct)	Pre-Requisites: COUN 5392, COUN 5324; Co-Requisite: COUN 5308	3	
COUN 5396	Internship I (300 hours on site, 120 direct)	COUN 5393 , COUN 5308, PSYC 5320, COUN 5324, COUN 5368, PSYC 5345, COUN 5340, COUN 5335,	3	
COUN 5397	Internship II (300 hours on site, 120 direct)	COUN 5396	3	
	Subtotal		(15)	

III. Electives:

Course No. & Prefix	Course Titles	Pre-requisites	Semester Credit Hours	Semester/Year
COUN 5313	Family Therapy	COUN 5312, COUN 5328, COUN 5391	3	
			3	
			3	
		TOTAL	(60)	

Approvals:

Student Signature:

Date:

Advisor Signature:

Date:

Disclaimer: The course descriptions and class periodicity provided on the UT Tyler website serves as student resources. The Department of Psychology and Counseling reserves the right to change, add and delete course offerings and to alter, add or cancel course sections. The best way to ensure you progress towards degree completion is to consult regularly with your faculty advisor.

Fall 1 Theories Skills Ethics	Spring 1 Helping H. Growth Diagnosis	Summer 1 Cultural Career Addictions	Fall 2 Practicum Assessment Family	Spring 2 Elective Group Research	Summer 2 Internship Prof Prac	Fall 3 Internship Ad Theory Elective				
	Spring 1 Theories Skills Ethics	Summer 1 Career Research Diagnosis	Fall 1 Helping Cultural Addictions	Spring 2 Practicum Assessment Ad Growth	Summer 2 Elective Prof Prac	Fall 2 Internship Ad Theory Group	Spring 3 Internship Family Elective			
Fall 1 Skills Ethics	Spring 1 Theories Ad Growth	Summer 1 Diagnosis Addictions	Fall 2 Helping Cultural	Spring 2 Group Research	Summer 2 Elective Career	Fall 3 Practicum Assessment	Spring 3 Family Elective	Summer 3 Internship Prof Prac	Fall 4 Internship Ad Theory	
	Spring 1 Skills Ethics	Summer 1 Cultural Career	Fall 1 Theories Ad Growth	Spring 2 Helping Assessment	Summer 2 Diagnosis Research	Fall 2 Addictions Group	Spring 3 Practicum Elective	Summer 3 Elective Prof Prac	Fall 3 Internship Ad Theory	Spring 4 Internship Family

*Plans in blue indicate spring/fall admittance for a full time plan of study

**Plans in orange indicate fall/spring admittance for a part time plan of study

Clinical Mental Health Counseling Course Periodicity

Course	Fall	Spring	Summer
COUN 5312 Counseling Theories and Applications	X	X	
COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling	X	X	
COUN XXXX Diagnosis and Treatment Planning in Counseling (This course will be replacing PSYC 5308 Advanced Psychopathology starting in Spring 2022)		X	X
COUN 5340 Research and Program Evaluation		X	X
COUN 5384 Advanced Theories and Evidence Based Practice	X		
COUN 5368 Assessment Techniques in Counseling	X	X	
PSYC 5345 Group Counseling and Therapy	X	X	
COUN 5335 Career Counseling and Assessment		X	X
COUN 5324 Cultural Diversity and Advocacy	X		X
COUN 5326 Addictions Counseling	X		X
COUN 5395 Professional Practice in Clinical Mental Health Counseling			X
PSYC 5320 Advanced Human Growth and Development	X	X	
COUN 5391 Essential Counseling Skills	X	X	
COUN 5392 Helping Relationships and Clinical Interviewing	X	X	
COUN 5393 Practicum in Clinical Mental Health Counseling	X	X	
COUN 5396 Internship I	X	X	X
COUN 5397 Internship II	X	X	X
COUN 5313 Family Therapy	X	X	
COUN/PSYC 5330 Counseling Children and Adolescents		X	X
COUN XXXX Trauma Informed Counseling	X		X
COUN XXXX Special Topics: Play Therapy			X (rotating offered some summers)



The University of Texas at Tyler

**CACREP-Accredited
Master of Arts in Clinical Mental Health Counseling Program**

Practicum & Internship Manual

PART I – INFORMATION FOR CMHC STUDENTS

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- B. Program Monitoring
- C. Tevera
- D. The Community-Based Site
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 - 3. Practicum & Internship Site Placement Process
 - a. Important Dates
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 - d. Proof of Student Professional Liability Insurance
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 - 5. Definition of Direct and Indirect Hours
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 - i. Moving from Internship I to Internship II
 - ii. Extending Internship a Third Semester
 - 6. Practicum & Internship Class
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 - b. COUN 5396 Internship I and COUN 5397 Internship II
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PART II – INFORMATION FOR SITES AND SITE SUPERVISORS

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- B. Site Requirements
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 - 2. Adherence to Code of Ethics
 - 3. Supervision Hours
 - 4. Communication with CMHC Faculty Supervisor/Course Instructor
 - 5. Tevera
 - 6. Evaluation of Student
 - 7. Issues and Concerns

PART I – INFORMATION FOR CMHC STUDENTS

A. Introduction to CMHC Site-Based Clinical Experience Courses

Obtaining a master's degree in Clinical Mental Health Counseling (CMHC) from the University of Texas at Tyler (UTT) involves completing a minimum of 3 semesters of clinical experience (one semester of practicum, and two semesters of internship). The purpose of these experiences is to provide students with opportunities to further develop and advance their clinical skills through the role of counselor-in-training.

Practicum, Internship I, and Internship II are intended to be the last three semesters in a CMHC student's plan of study.

COUN 5393 Practicum – One semester class; consists of 100 hours of clinical experience (including 40 direct client hours)

COUN 5396 Internship I & COUN 5397 – Two semesters of coursework; consists of 600 hours of clinical experience (including 240 direct client hours)

B. Program Monitoring

CMHC program faculty regularly monitor and evaluate CMHC students. Students are evaluated on their academic progress, counseling skills, ethical decision making, and dispositional areas through formal and informal methods throughout their time in the CMHC program. Students who demonstrate problematic issues in any of these areas may not be permitted to begin and/or progress with practicum or internship until an appropriate remediation plan is completed. For more information about CMHC Program remediation and retention please see the CMHC Student Handbook.

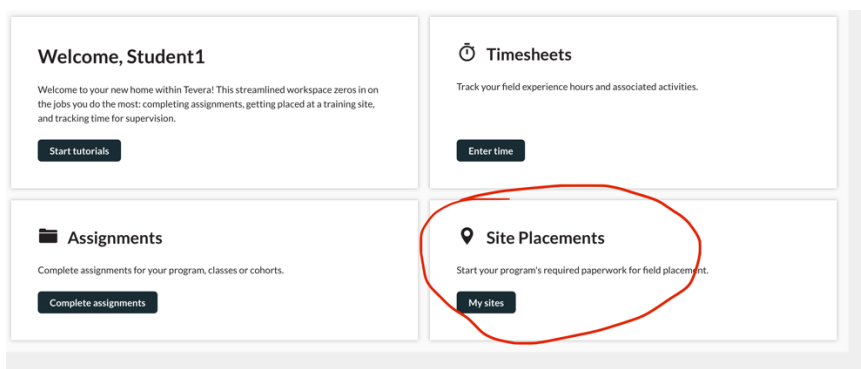
C. Tevera

The vast majority of practicum and internship paperwork (site agreements, time log reports, pre-practicum/internship paperwork) is completed within the Tevera Software System. CMHC students gain access to this system by paying a program fee at the beginning of their time in the CMHC program. After starting the CMHC program students are added to a CMHC Canvas Course which provides access to Tevera. Students should always access Tevera for the first time through this program Canvas course which will prompt them to register. After entering through canvas students can access Tevera at anytime through <https://uttyler.tevera.app/#/logon> Once enrolled in practicum and internship students can access course specific materials through their canvas course and the Tevera link embedded within the canvas course.

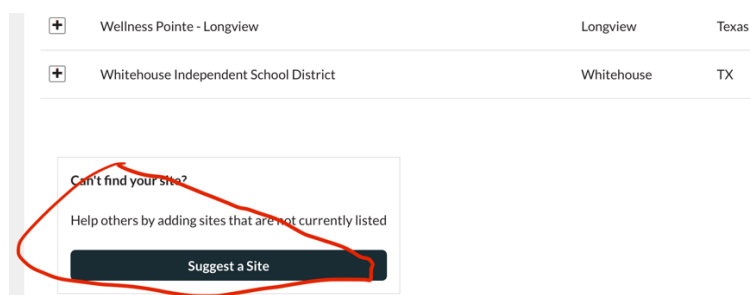
D. The Community-Based Site

Students in the CMHC program are tasked with the responsibility of securing an appropriate practicum and internship site. Students are encouraged to carefully plan for practicum and internship to identify an appropriate site which will provide a meaningful learning environment. A list of pre-approved internship sites can be found on UT Tyler's Tevera site

(<https://uttyler.tevera.app/#/login>) under the “site placement” box. Students can then click “browse sites” or “my sites” to look at a list of pre-approved sites.



If a student would like to complete practicum or internship at a site that has not been pre-approved, the student must “suggest a new site” through Tevera (scroll down to the bottom of the list of sites to do this).



Prior to completing this process, the student must make sure the site meets the requirements described in I.D.1. and that there is a site supervisor who meets the requirements outlined in I.D.2. of this manual. The CMHC Practicum and Internship Coordinator will also verify that site and supervisor are appropriate for a CMHC practicum or internship student.

In order to gain strong clinical experiences through practicum and internship, students should take every effort to remain at consistent sites across the three semesters (1 semester of practicum, 2 semesters of internship) and avoid switching sites unless absolutely necessary. If a student believes they need to change sites, they must first discuss this with their practicum/internship course instructor and the practicum and internship coordinator.

1. Community Site Requirements

Students must find an appropriate practicum and internship site which allows them to engage in counseling work under supervision. Practicum and internship students must have the opportunity to provide counseling services including diagnosis and treatment of mental disorders and mental health issues under the supervision of a Texas licensed mental health professional. Examples of clinical services CMHC practicum and internship students often engage in include, but are not limited to: individual and group counseling, client screenings,

assessment, diagnosis, treatment planning, and interventions. Practicum and internship experiences are intended to meet counselor licensure requirements for the state of Texas and must be completed in Texas.

The site must ensure that a licensed mental health provider is on site and available any time the CMHC practicum and internship student is seeing clients. CMHC practicum and internship students should never be seeing clients alone in a building. For the purposes of teletherapy, CMHC practicum and internship students need to have a way to contact a licensed mental health professional employed by the site in case of emergency.

Finally, the site must allow audio recording of counseling sessions, with client consent. Audio recording is necessary for the site supervisor and CMHC faculty to evaluate practicum and internship students' skills. More information about procedures for audio recording can be found in section I.D.4. of this manual.

2. Community Site Supervisor Requirements

CMHC practicum and internship students must have a licensed site supervisor employed by the internship site. The site supervisor is required to meet the following minimum criteria:

- A minimum of a master's degree in counseling or a related profession
- Must hold an active Texas license such as, LPC-S, LMFT-S, LCSW-S. Supervisors with other licensure must be approved by the UT Tyler CMHC Practicum and Internship Coordinator for appropriateness and CACREP compliance.
- All site supervisors must have a minimum of three years of active licensed experience and be able to provide proof (i.e., documentation) of training in providing clinical/counseling supervision (supervisors that hold a supervisory endorsement do not need to provide training documentation).
- The on-site supervisor will serve as the clinical supervisor for the CMHC student-intern.
- Regular, face-to-face supervision sessions between the on-site supervisor and the CMHC student are essential and required (a minimum of 1 hour per week is required through individual or triadic formats).
- The on-site supervisor will complete evaluations of the CMHC student at the midterm and end of each semester.
- Knowledge of the UT Tyler program's expectations, requirements, and evaluation procedures for students.

Site supervisors must be available to meet with UT Tyler practicum and internship course instructors throughout the semester to discuss student progress during practicum/internship. UT Tyler practicum and internship faculty maintain regular contact with site supervisors.

For practicum students – faculty contact site supervisors every 2 to 3 weeks

For internship students – faculty contact site supervisors a few times each semester

These meetings can occur face to face, via telephone, or zoom. If needed, UT Tyler practicum/internship course instructors can be available for more frequent contact and

additional consults. The objectives of contact between the UT Tyler practicum/internship course instructor and the site supervisor are:

- to assess CMHC student's progress;
- to be introduced into the working environment of the CMHC student and learn more about the practicum/internship site;
- to act as a support for the CMHC student and the site supervisor; and to update the site supervisor on essential aspects of the CMHC program and upcoming events.

3. Practicum & Internship Site Placement Process

The site placement process for CMHC Practicum and Internship is completed within Tevera. The CMHC Program does not place students at sites; students are responsible for finding appropriate sites for the completion of practicum & internship with the support of CMHC faculty.

a. Important Dates

Students must adhere to the deadlines below for the practicum paperwork process.

Semester Student Plans to Start Practicum/Internship	Paperwork Due Date (Completed in Tevera)
Fall	July 30
Spring	November 30
Summer	April 30

b. Practicum & Internship Prerequisites

The following are prerequisite requirements for COUN 5393 Practicum:

Prior to beginning Practicum (COUN 5393) CMHC students must complete the following prerequisite and co-requisite courses (*these are a bare minimum; most students complete more than the courses listed below prior to starting practicum*):

Prerequisite

COUN 5312 Counseling Theories and Applications

COUN 5328 Foundations & Ethics

COUN 5391 Essential Counseling Skills

COUN 5392 Helping Relationships

COUN 5324 Cultural Diversity and Advocacy

****Students must have earned credit (CR) in COUN 5392 and a B or better in COUN 5312 and COUN 5328**

Co-requisite (must be taken before or concurrently with practicum)

COUN 5308 Diagnosis and Treatment Planning in Counseling

The following are prerequisite requirements for COUN 5396 Internship I:

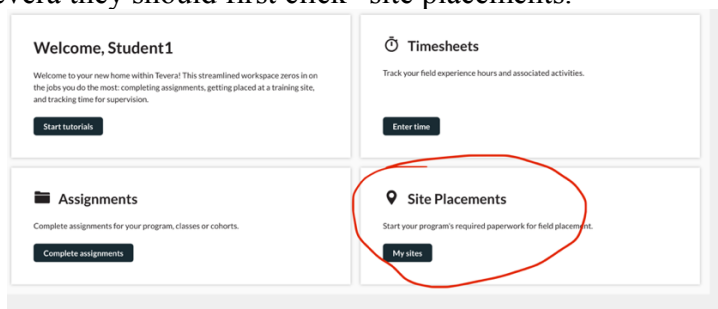
Prior to beginning Internship (COUN 5396) CMHC students must complete the prerequisite courses listed below. Prerequisites for internship include the 8 CACREP core content areas, clinical skills courses, and COUN 5308 (see below).

COUN 5312 Counseling Theories and Applications
 COUN 5328 Foundations & Ethics
 COUN 5308 Diagnosis and Treatment Planning in Counseling
 PSYC 5320 Advanced Human Growth and Development
 COUN 5324 Cultural Diversity and Advocacy
 COUN 5368 Assessment Techniques in Counseling
 PSYC 5345 Group Counseling and Therapy
 COUN 5340 Research and Program Evaluation
 COUN 5335 Career Counseling and Assessment
 COUN 5391 Essential Counseling Skills
 COUN 5392 Helping Relationships
 COUN 5393 Practicum in CMHC

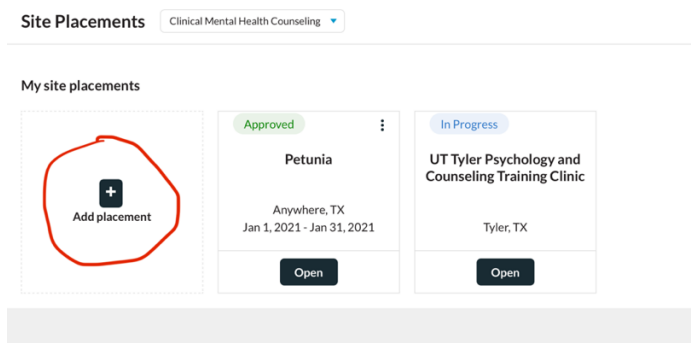
****Students must have earned credit (CR) in COUN 5393 and a B or better in COUN 5312 and COUN 5328**

c. Site Agreement

CMHC Practicum Site Agreements are completed within Tevera. When students login to Tevera they should first click “site placements.”



Next click “add placement”



This will bring students to a list of all the pre-approved practicum sites and students can start the site agreement process. Make sure to complete all parts of the site agreement including:

- Practicum/Internship agreement form
- Confirmation of Placement Dates
- Upload proof of student professional liability insurance

If a CMHC student wishes to use a site and cannot find it on this list, it is because the site has not yet been approved. For instructions on seeking a new site for approval please see part I.D. of this manual.

d. Proof of Student Professional Liability Insurance

Professional liability insurance is a requirement of all CMHC students in practicum and internship. Students may choose any insurance provider they wish for liability coverage.

- As a student member of the American Counseling Association (ACA) enrolled in Master's-level coursework, you are eligible for free coverage. The website is www.counseling.org. Click on the "Student" tab.
- You may also obtain discounted coverage as a student member of the Texas Counseling Association (TCA). The website is www.txca.org.
- Students have also found CPH & Associates and the Healthcare Providers Service Organization to be reliable providers of coverage. If you wish to purchase your insurance from CPH & Associates, go to www.cphins.com. HPSO can be found at www.hpsso.com. You may also purchase from other appropriate providers if you wish as long as they provide coverage for you as a *counselor*, not a generic educator.

CMHC students must upload proof of active student professional liability insurance to their Tevera account.

e. Ethics & Confidentiality Agreement

Prior to beginning practicum, CMHC students must read, agree to, and sign the ethics and confidentiality agreement in Tevera. CMHC students are expected to have knowledge of HIPAA, FERPA, and understand the importance of confidentiality and agree to uphold its practice. This includes work with clients, records, class case discussions, and related material. In the event that a student believes confidentiality must be breached for the safety of a client or others, the CMHC students will consult with their site supervisor, university instructor, or both. Unwillingness to uphold client confidentiality may result in removal from practicum, a failing grade, and/or dismissal from the CMHC program.

CMHC students are also expected to uphold the American Counseling Association's (ACA) Code of Ethics and practice in accordance with these standards. Any breach of these ethical standards or any unethical behavior part may result in my removal from practicum/internship and a failing grade, and/or dismissal from the CMHC program. The ACA ethical standards can be found at <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

f. Site Extension & Adding/Changing Sites

When moving from practicum to internship it is expected that students will remain at the same site. In order to indicate that you will be remaining at the same site for internship you must complete a site extension form in Tevera. Students are permitted to work at a maximum of 2 sites simultaneously while enrolled in internship (students may only work at one site for practicum). If a student wants to add a second site for internship they should complete a new site agreement process in Tevera. A student should only leave a site after consultation with their site supervisor, faculty supervisor, and the practicum/internship coordinator. In order to maintain high quality client care and positive relationships with community sites this should be avoided unless absolutely necessary.

4. Audio Recording

CMHC Practicum and Internship students are required to audio record their counseling sessions on a weekly basis. Audio recordings allow site and faculty supervisors to appropriately evaluate student skills and progress. Audio recorders will be provided by the CMHC program at the beginning of each semester and collected at the end of each semester. All session recordings will be deleted each semester. The CMHC Practicum and Internship Coordinator confirms that deletion has been completed each semester. Audio recordings are only housed on the recorders and are never uploaded or transferred to other devices or cloud-based systems. The only individuals who will listen to the audio recording are the student, the site supervisor, the faculty supervisor, and a small (i.e. ten) group of counseling students as part of group supervision. All students sign ethics and confidentiality agreements each semester confirming that they agree to uphold HIPAA and FERPA privacy rules and the ACA Code of Ethics.

Students are required to keep audio recorders in locked bags anytime they are not in use. Students are aware that audio recorders contain confidential information and should be treated as such. Student inappropriate handling of audio recorded information is never tolerated in the CMHC program. Students are aware that this would lead to dismissal from the program.

Prior to audio recording a session, students MUST obtain client consent and have the client (or client's parent if client is a minor) complete the UT Tyler CMHC Consent to Audio Record form. This form can be kept as part of the client's file at the site.

Questions about audio recording can be directed to the CMHC Practicum and Internship Coordinator (contact information provided at the end of this manual).

5. Definition of Direct and Indirect Hours

Through CMHC Practicum and Internship students are required to acquire direct and indirect clinical hours. Specific hours requirements for practicum and internship are reviewed in parts a. and b. of this section. For the purpose of clarity, activities that constituted direct and indirect hours are described below:

Direct Services:

Direct hours are comprised of time spent in direct contact with clients in a counseling situation. This includes family sessions, group sessions, individual sessions, etc. Specific examples of direct hours include face-to-face. These hours should be completed with the student as the primary counselor. In other words, shadowing does not count as direct hours. Additionally co-counseling should be kept to a minimum (i.e., no more than 10 hours).

- Individual counseling
- Family counseling
- Couples counseling
- Intake interviews with clients – intake interview, psychosocial history, etc. with client and/or family
- Career counseling
- Crisis counseling
- Psychological testing – suicide assessments, etc.,
- Group counseling **Students are required to obtain group counseling hours at some time during practicum and/or internship*
- Other activities as approved by your University supervisor prior to the activity taking place

Indirect Services:

Indirect hours consist of time spent preparing for or processing after delivery of clinical services, as well as supervision. Indirect contact includes:

- Case Notes – Preparation of case notes for client files
- Staffing – Staffing cases with other staff at your on-site facility
- Session Preparation – Session preparation may include creating activities for clients, locating credible resources, preparing homework assignments, etc.
- Workshops/trainings related to clinical work
- On the job training
- Research and readings as it relates to internship duties
- Professional presentations
- Other activities related to client services that are relevant to internship duties
- Other activities as approved by your University supervisor prior to the activity taking place

a. Practicum Hours Requirements

The Clinical Mental Health Counseling (CMHC) student practicum is the first formal clinical experience in the CACREP-Accredited CMHC program at the University of Texas at Tyler (UT Tyler). Practicum provides CMHC students with the opportunity to step into the role of counselor-in-training at a community-based counseling site. Per CACREP (2016), “professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community” (2016, p. 15). CMHC student practicum fulfills the following CACREP (2016) requirements:

- Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term (at least 40 of these 100 hours must be direct service with actual clients that contributes to the development of counseling skills).
- Practicum students have weekly interaction with site supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by the site supervisor.
- Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision is provided through the practicum class at UT Tyler.

Practicum takes place over one semester. Students are expected to be physically present in the practicum class each time it meets throughout the semester.

b. Internship I and II Hours Requirements

The Clinical Mental Health Counseling (CMHC) student internship is the final clinical experience in the CACREP-Accredited CMHC program at the University of Texas at Tyler (UT Tyler). Internship provides CMHC students with the opportunity to step into the role of counselor-in-training at a community-based site outside of the UT Tyler CMHC Program. Per CACREP (2016), “professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community” (2016, p. 15). CMHC student internships fulfill the following CACREP (2016) Requirements:

- CMHC Internship students acquire 600 clock hours of supervised counseling internship in roles and settings with clients (including at least 240 clock hours of direct service)
- CMHC Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor

- CMHC Internship students participate in an average of 1^{1/2} hours per week of group supervision on a regular schedule throughout the internship. Group supervision is provided through the internship class at UT Tyler.

Internship is taken at the conclusion of the CMHC student's program. Students can only take one field experience course (i.e., Internship I, Internship II) per semester; therefore, internship is taken over two semesters. Students are expected to be physically present in internship class each time it meets while enrolled in internship.

i. Moving from Internship I to Internship II

Students in COUN 5396: Internship I are expected to accrue at least 120 direct hours during the semester. However, sometimes students in COUN 5396 Internship I cannot accrue all their required 120 direct hours and therefore they may earn a grade of In Progress (IP) and allowed to continue into COUN 5397 Internship II. This is allowed:

- if the students have accrued at least 75% of their direct hours (75% of 120 direct hours = 90 direct hours) and
- Have met all other requirements, including a total of at least 270 hours, all supervision and paperwork requirements, and all clinical skills and behavioral expectations. The remaining 30 direct hours will be added to the requirements for COUN 5397 Internship II (120+30 = 150 direct hours).

Students in COUN 5396 Internship I who do not accumulate at least 90 direct hours during the semester will not be allowed to continue into COUN 5397 Internship II. They may either earn a grade of In Progress (IP) or No Credit (NC), depending on the nature and magnitude of the shortfall and the status of other course requirements.

Students in COUN 5396 Internship I may continue to accrue hours for one week beyond the end of the semester with the permission of the university instructor and site supervisor. Students in COUN 5397 Internship II may begin to accrue hours for one week before the beginning of the semester with the permission of the university instructor and site supervisor. In both cases, the site supervisor must continue to provide the 1 hour per week of site supervision.

Students in COUN 5397 Internship II must meet all CACREP, departmental, and course requirements for internships, including but not limited to 600 total hours with at least 240 direct hours, individual/triadic site supervision, and group university supervision mandates before credit will be awarded.

ii. Extending Internship a Third Semester

The internship is meant to be completed in two semesters. However, occasionally CMHC student-interns are not able to meet the required 600 overall, 240 direct clinical hours in two semesters of internship. When this occurs, CMHC student-interns must take a third semester of internship to complete their internship hours. CMHC student-interns should work with their internship course instructor, the Practicum and Internship Coordinator, and their site supervisor to develop a plan should for a third semester of internship should this issue arise. To extend the internship, must update the site agreement within Tevera and obtain approval from the site and UT Tyler Practicum and Internship Coordinator. The student must make sure to have active student professional liability insurance during this time as well.

6. Practicum & Internship Class

All Practicum and Internship Courses are taught by a licensed and/or certified counselor education faculty member.

COUN 5393 Practicum is offered each fall and spring. Class meets every week and fulfills CACREP requirements for practicum group supervision hours. Students are expected to be physically present in each class meeting.

COUN 5396 Internship I and COUN 5397 Internship II is offered each fall, spring, and summer. Class meets every other week (with some back to back week meetings) and fulfills CACREP requirements for internship group supervision hours. Students are expected to be physically present in each class meeting.

7. Practicum & Internship Behavioral and Clinical Skills Requirements

Fulfilling the clinical hours expectations is only one requirement of successfully passing COUN 5393 Practicum and COUN 5396/7 Internship. Students are also expected to demonstrate and appropriate level of professional/behavioral and clinical skills. These are assessed at the midterm and end of each semester that students are enrolled in practicum and internship by the student, faculty supervisor, and site supervisor.

Professional/Behavioral Expectations

CMHC student-interns are expected to present themselves professionally at their internship sites and while in the CMHC program (i.e., internship class). Appropriate ethical and professional behavior is expected. If deficit areas exist, those will be communicated with the CMHC student-intern along with a plan for addressing these areas (if appropriate). Issues related to unprofessional behavior may result in dismissal from the internship site, earning no credit for the internship class, and/or dismissal from the CMHC program.

Clinical Skills Requirements

CMHC student-interns are expected to display appropriate and ethical clinical skills while at their internship site. Clinical skills are assessed informally on an ongoing basis, and formally at the midterm and end of each semester. If deficit areas exist, those will be communicated with the CMHC student-intern along with a plan for addressing these areas. Lack of progress in addressing deficit skill areas could result in earning no credit for internship and/or being dismissed from an internship site.

a. Evaluation of Student

Professional/Behavioral and Clinical Skills are assessed through the CCS-R and Evaluation of Student Part II in Tevera. Faculty and site supervisors review student self evaluations and share their evaluation decisions with students as a means of feedback and to promote student development. A failure to earn sufficient evaluation marks could result in student remediation and/or retention.

Students also evaluate their experiences at the site and with the site supervisor each semester. These evaluations help faculty to evaluate student learning experiences and improve ways in which the CMHC program supports students and community sites.

8. Issues and Concerns at the Site

If students have concerns while at their practicum/internship site they should discuss these concerns with their site supervisor and UT Tyler practicum/internship course instructor. Students should always attempt to resolve concerns in a professional manner with their site supervisor, however, the UT Tyler practicum/internship course instructor is meant to be a support to students when appropriate and helpful. If the concerns are of an immediate emergency and/or crisis nature, students should immediately get in contact with their site supervisor and practicum/internship course instructor for support. UT Tyler CMHC faculty expect students to display appropriate professional and ethical behavior. Displays of inappropriate behavior will not be tolerated. Please remember that CMHC students are at the practicum/internship site with the permission of the agency.

PART II – INFORMATION FOR SITES AND SITE SUPERVISORS

A. UT Tyler CMHC Students

University of Texas at Tyler Clinical Mental Health Counseling (CMHC) Students are trained in a rigorous CACREP-Accredited 60 credit hour graduate degree program. This master's program meets the academic requirements for LPC licensure in Texas. Students engage in one semester of Practicum and two semesters of Internship at the end of their CMHC program (last 3 semesters). Below is a description of the minimum coursework a student has completed prior to starting practicum and internship along with the hours requirements for successful completion of practicum and internship.

Practicum

Practicum occurs over 1 semester (15 weeks). Students are required to complete 100 hours of clinical work (including 40 hours of direct client services). This typically means that students need to be able to see 4 clients per week. Prior to starting practicum students have at least completed or are completing the following courses:

***Please remember this is a minimum and students have always completed many other courses in addition to these listed below*

- COUN 5312 Counseling Theories and Applications
- COUN 5328 Foundations & Ethics
- COUN 5391 Essential Counseling Skills
- COUN 5392 Helping Relationships
- COUN 5324 Cultural Diversity and Advocacy
- COUN 5308 Diagnosis and Treatment Planning in Counseling

Internship

Internship occurs over 2 semesters (30-33 weeks). Students are required to complete 600 hours of clinical work (including 240 hours of direct client services). This typically means that students need to be able to see 8-10 clients per week. Prior to starting practicum students have at least completed the following courses:

***Please remember this is a minimum and students have always completed many other courses in addition to these listed below*

- COUN 5312 Counseling Theories and Applications
- COUN 5328 Foundations & Ethics
- COUN 5308 Diagnosis and Treatment Planning in Counseling
- PSYC 5320 Advanced Human Growth and Development
- COUN 5324 Cultural Diversity and Advocacy
- COUN 5368 Assessment Techniques in Counseling
- PSYC 5345 Group Counseling and Therapy
- COUN 5340 Research and Program Evaluation
- COUN 5335 Career Counseling and Assessment
- COUN 5391 Essential Counseling Skills
- COUN 5392 Helping Relationships
- COUN 5393 Practicum in CMHC

B. Site Requirements

CMHC Faculty are incredibly appreciative of our many sites across East Texas that work with our program and students to help students develop as competent and strong professional counselors. The CMHC Program enjoys working with sites that provide rich learning experiences for students while they engage in clinical work under the supervision of licensed providers.

Appropriate practicum and internship sites which allow students to engage in counseling work under supervision. Practicum and internship students must have the opportunity to provide counseling services including diagnosis and treatment of mental disorders and mental health issues under the supervision of a Texas licensed mental health professional. Examples of clinical services CMHC practicum and internship students often engage in include, but are not limited to: individual and group counseling, client screenings, assessment, diagnosis, treatment planning, and interventions. Practicum and internship experiences are intended to meet counselor licensure requirements for the state of Texas and must be completed in Texas.

The site must ensure that a licensed mental health provider is on site and available any time the CMHC practicum and internship student is seeing clients. CMHC practicum and internship students should never be seeing clients alone in a building. For the purposes of teletherapy, CMHC practicum and internship students need to have a way to contact a licensed mental health professional employed by the site in case of emergency.

Finally, the site must allow audio recording of counseling sessions, with client consent. Audio recording is necessary for the site supervisor and CMHC faculty to evaluate practicum and internship students' skills

1. Orienting Students to the Site

Site supervisors should ensure that all CMHC students are oriented to the site. This process should include, but is not limited to, documentation procedures and crisis/emergency procedures.

2. Appropriate Student Work Environment and Roles

Sites must provide appropriate working conditions and physical arrangements for the CMHC students such as a space for completing paperwork, access to a computer and telephone, and office space in which to meet with clients privately.

CMHC students need opportunities to engage in the following types of work during internship:

- Direct client services – CMHC students must be able to provide clinical counseling services to a caseload of clients. This includes but is not limited to the diagnosis and treatment of mental disorders (e.g., assessment, providing appropriate treatment interventions, developing treatment plans).

- Indirect services - CMHC student-interns should have the opportunity to become familiar with and gain experience in a variety of counselor professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, staff meetings).

*More information about appropriate direct and indirect services can be found in Part I.D.5. of this manual.

3. Audio Recording

CMHC Practicum and Internship students are required to audio record their counseling sessions on a weekly basis. Audio recordings allow site and faculty supervisors to appropriately evaluate student skills and progress. Audio recorders will be provided by the CMHC program at the beginning of each semester and collected at the end of each semester. All session recordings will be deleted each semester. The CMHC Practicum and Internship Coordinator confirms that deletion has been completed each semester. Audio recordings are only housed on the recorders and are never uploaded or transferred to other devices or cloud-based systems. The only individuals who will listen to the audio recording are the student, the site supervisor, the faculty supervisor, and a small (i.e. ten) group of counseling students as part of group supervision. All students sign ethics and confidentiality agreements each semester confirming that they agree to uphold HIPAA and FERPA privacy rules and the ACA Code of Ethics.

Students are required to keep audio recorders in locked bags anytime they are not in use. Students are aware that audio recorders contain confidential information and should be treated as such. Student inappropriate handling of audio recorded information is never tolerated in the CMHC program. Students are aware that this would lead to dismissal from the program.

Prior to audio recording a session, students MUST obtain client consent and have the client (or client's parent if client is a minor) complete the UT Tyler CMHC Consent to Audio Record form. This form can be kept as part of the client's file at the site.

Questions about audio recording can be directed to the CMHC Practicum and Internship Coordinator (contact information provided at the end of this manual).

D. Supervisor Requirements

Site Supervisors are invaluable resources for the CMHC program and CMHC students. They play an essential role in student counseling skill and overall professional development.

1. Licensure & Training in Clinical Supervision

The site supervisor is required to meet the following minimum criteria:

- A minimum of a master's degree in counseling or a related profession

- Must hold an active Texas license such as, LPC-S, LMFT-S, LCSW-S. Supervisors with other licensure must be approved by the UT Tyler CMHC Practicum and Internship Coordinator for appropriateness and CACREP compliance.
- All site supervisors must have a minimum of three years of active licensed experience and be able to provide proof (i.e., documentation) of training in providing clinical/counseling supervision (supervisors that hold a supervisory endorsement do not need to provide training documentation).
- The on-site supervisor will serve as the clinical supervisor for the CMHC student-intern.

2. Adherence to Code of Ethics

It is expected that all site supervisors adhere to the 2014 American Counseling Association (ACA) Code of Ethics. The 2014 ACA Code of ethics can be reviewed at: <https://www.counseling.org/knowledge-center/ethics>.

3. Supervision Hours

Regular, face-to-face supervision sessions between the clinical supervisor and CMHC student are essential and required. The site supervisor is required to meet with the student a minimum of one hour per week for individual or triadic supervision. During these meetings supervisors are expected to review audio-recorded counseling sessions with students, discuss and provide feedback on student counseling skills, case conceptualization abilities, diagnostic impressions, and overall student professional development.

4. Communication with CMHC Faculty Supervisor/Course Instructor

Site supervisors must be available to meet with UT Tyler practicum and internship course instructors throughout the semester to discuss student progress during practicum/internship. UT Tyler practicum and internship faculty maintain regular contact with site supervisors.

For practicum students – faculty contact site supervisors every 2 to 3 weeks
For internship students – faculty contact site supervisors a few times each semester

These meetings can occur face to face, via telephone, or zoom. If needed, UT Tyler practicum/internship course instructors can be available for more frequent contact and additional consults. The objectives of contact between the UT Tyler practicum/internship course instructor and the site supervisor are:

- to assess CMHC student's progress;
- to be introduced into the working environment of the CMHC student and learn more about the practicum/internship site;
- to act as a support for the CMHC student and the site supervisor; and to update the site supervisor on essential aspects of the CMHC program and upcoming events.

5. Tevera

The CMHC program at UT Tyler uses the Tevera software system to help organize and manage our internship program. Tevera helps us partner effectively with sites by:

- Streamlining the placement process through online administration of formal site and student contracts
- Granting you greater visibility and control in promoting your organization as a clinical training site
- Simplifying the supervision (and signing off) of your interns' hours and activities
- Automating the process for submitting student evaluations

Individuals who oversee training placements at your site or are site supervisors, will receive an email from Tevera asking you to register as a user if you have not supervised UT Tyler CMHC students during previous semesters. Please take these two important steps:

1. Add noreply@clinicaltrainingmanager.com and noreply@app.tevera.com to your Contacts to ensure that you receive the registration email.
2. Keep an eye out for that registration email. You'll need to register in order to access information regarding your supervised students (and update your own profile if needed).

Please [watch this video](#) for an overview of how you and any other supervisors at your agency will use Tevera.

6. Evaluation of Student

Fulfilling the clinical hours expectations is only one student requirement of successfully passing COUN 5393 Practicum and COUN 5396/7 Internship. Students are also expected to demonstrate an appropriate level of professional/behavioral and clinical skills. These are assessed at the midterm and end of each semester that students are enrolled in practicum and internship by the student, faculty supervisor, and site supervisor.

Professional/Behavioral and Clinical Skills are assessed through the CCS-R and Evaluation of Student Part II in Tevera. Site supervisors should complete these at the midterm and end of each semester (site supervisors receive prompting and reminders about evaluations from the faculty supervisor and the CMHC student). It is expected that site supervisors review evaluations with students particularly attending to areas of strength and concern. These evaluations are also reviewed by the faculty supervisor.

7. Issues or Concerns

CMHC student-interns' internship course instructors are well positioned to support site supervisors with any issues that may arise with CMHC student-interns. Site supervisors will be provided with the contact information for CMHC internship course instructors at the beginning of each semester. Site supervisors should always reach out to the CMHC student-intern's internship course instructor or the CMHC Practicum and Internship Coordinator to

address concerns. Sites and site supervisors are not required to continue to working with CMHC student-interns if problems or issues arise. CMHC student-interns engage in work at your site with your permission.

For more information please contact CMHC Practicum and Internship Coordinator

Dr. Erin West

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CMHC Practicum & Internship Coordinator

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