



TEXAS A&M UNIVERSITY KINGSVILLE

College of Education and Human Performance
Department of Educational Leadership and Counseling

CLINICAL MENTAL HEALTH COUNSELING PROGRAM PRACTICUM AND INTERNSHIP HANDBOOK

*Revised for Fall 2026
Aligned with 2024 CACREP Standards*

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SECTION 1: INTRODUCTION AND PURPOSE

Welcome to the clinical sequence of the Clinical Mental Health Counseling Program at Texas A&M University Kingsville. This handbook is your comprehensive guide to the field experience requirements, policies and professional expectations that govern Practicum (EDCG 5357), Internship 1 (EDCG 5366) and Internship 2 (EDCG 5368). Please read it carefully, keep it accessible throughout your clinical training and return to it often.

Practicum and internship represent one of the most meaningful and transformative phases of your graduate education. Everything you have studied in the classroom now meets the real world in the form of real clients who are trusting you with their stories, their struggles and their hopes. That trust is sacred, and this program takes it seriously.

Program Mission

The Clinical Mental Health Counseling Program at Texas A&M University Kingsville is committed to preparing culturally responsive, ethically grounded and clinically competent counselors who are ready to serve the diverse communities of South Texas and beyond. The program believes in its students and is committed to walking alongside each student throughout the clinical training journey.

CACREP Accreditation

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All clinical training requirements in this handbook are aligned with the 2024 CACREP Standards. CACREP accreditation means that this program has met rigorous national standards for counselor education and that graduates are well-prepared for professional licensure and practice.

The 2024 CACREP Standards place an especially strong emphasis on student competency development, the quality of supervision and the integration of diverse service delivery modalities including in-person and telehealth practice. This handbook reflects those priorities at every stage of the clinical sequence.

Purpose of This Handbook

This handbook serves as the official reference guide for all students enrolled in the clinical sequence. It establishes the policies, procedures and professional standards that govern your field experience from the first day of Practicum through the final evaluation of Internship 2. It is also a resource for site supervisors and university faculty who support students throughout this process.

NOTE: The Texas A&M University Kingsville Graduate Catalog supersedes any information in this handbook in the event of a conflict.

SECTION 2: RELEVANT FIELD EXPERIENCE FACULTY AND STAFF CONTACT INFORMATION

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SECTION 3: OVERVIEW OF THE CLINICAL SEQUENCE

The clinical sequence consists of three courses that build upon one another in a carefully structured progression. Each course increases in the level of clinical complexity, professional independence and hours required. The sequence is designed to take students from foundational skill development in Practicum to full professional functioning in Internship 2. All requirements are aligned with the 2024 CACREP Standards.

Course	Total Hours	Direct Service Hours	CACREP 2024 Standards
Practicum (EDCG 5357)	100 hours minimum	40 hours minimum	4.Q, 4.R, 4.S, 4.T, 4.C, 4.D, 4.F
Internship 1 (EDCG 5366)	300 hours minimum	120 hours minimum	4.U, 4.V, 4.W, 4.X, 4.C, 4.D, 4.E, 4.F
Internship 2 (EDCG 5368)	300 hours minimum (600 total)	120 hours minimum (240 total)	4.U, 4.V, 4.W, 4.X, 4.C, 4.D, 4.E, 4.F

Important Notes Regarding Hour Requirements

- The faculty has approved the option for students to complete internship hours during the summer semester to support continuity of care. Students should be aware that summer is only 10 weeks and is generally a slower period in counseling settings and should plan accordingly.
- Successful completion of Internship 1 requires earning a minimum of 120 direct service hours per CACREP 2024 Standard 4.V. In cases where a student has completed at least 95 direct hours by the end of Internship 1, the faculty will consider the remaining hours on a case-by-case basis. Students should plan to complete the full 120 hours within the Internship 1 semester. Any shortfall does not reduce the CACREP requirement and must be addressed before graduation.
- Between-semester internship hours are permitted ONLY for students transitioning from Internship I (EDCG 5366) to Internship II (EDCG 5368). To accrue hours between semesters, ALL of the following must be in place before any hours begin: (1) current professional liability insurance valid for the entire between-semester period; (2) an active, qualified site supervisor; (3) a completed and program-approved Supervisor Agreement to Supervise Between Semesters form on file with Dr. Fitzgerald; and (4) program-arranged group supervision confirmed in advance with Dr. Fitzgerald. Group supervision must be offered in a separate section from Practicum students per CACREP 2024 Standards 4.AA and 4.BB. [CACREP 2024 Policy A.2.f; Standards 4.W, 4.X, 4.AA, 4.BB]

Extra Practicum hours earned beyond the 40 direct hour minimum cannot count toward the 600 Internship hours. Practicum and Internship hour pools are completely separate and may not be combined under any circumstances. [CACREP 2024 Policy A.2.f]

Students may NOT begin accruing Internship hours during the break between Practicum (EDCG 5357) and Internship I (EDCG 5366). Internship I cannot begin until the student is enrolled in the next academic term. [CACREP 2024 Policy A.2.f]

Practicum hours (EDCG 5357) may NOT be collected between semesters under any circumstances. All Practicum hours must be completed within the enrolled academic term per CACREP 2024 Standard 4.Q and Policy A.2.f. Students who do not meet minimum Practicum hour requirements by the end of the term must retake the course. Incomplete grades are not issued for Practicum.

- Additional hours earned in Internship 1 may be carried over and applied to Internship 2.

CACREP 2024 Standards Summary for the Clinical Sequence

The following standards govern all field experience requirements in this program. Additional standards addressed throughout this handbook include Standard 4.A (clinical placement support), Standard 4.K (professional development for site supervisors) and the foundational curriculum standards in Section 3.B of the 2024 CACREP Standards (Social and Cultural Identities and Experiences, which governs multicultural competency).

- Standard 4.Q: Practicum students complete a minimum of 100 supervised hours over a full academic term of at least eight weeks.
- Standard 4.R: Practicum students complete at least 40 direct service hours with actual clients.
- Standard 4.S: Individual and/or triadic supervision averaging one hour per week during Practicum.
- Standard 4.T: Group supervision averaging one and one-half hours per week during Practicum.
- Standard 4.U: Internship students complete a minimum of 300 hours per internship semester, for a total of 600 hours across both semesters.
- Standard 4.V: Internship students complete a minimum of 120 direct service hours per internship semester, for a total of 240 across both semesters.
- Standard 4.W: Individual and/or triadic supervision averaging one hour per week continues through both internship semesters.
- Standard 4.X: Group supervision averaging one and one-half hours per week continues through both internship semesters.
- Standard 4.AA: Practicum and internship students are not combined for group supervision.
- Standard 4.BB: Group supervision for practicum or internship courses should not exceed 12 students per group.
- Standard 4.N: Counselor education program faculty members serving as practicum or internship supervisors hold relevant certifications and/or licenses, relevant training for in-person and/or distance counseling supervision and relevant training in the technology utilized for supervision.

- Standard 4.Y: When individual and/or triadic supervision is provided by counselor education program faculty, each practicum and internship course does not exceed a 1:6 faculty-to-student ratio, equivalent to one 3-credit-hour course of teaching load.
- Standard 4.Z: When individual and/or triadic supervision is provided solely by the fieldwork site supervisor and faculty provides only group supervision, each practicum and internship course does not exceed a 1:12 faculty-to-student ratio, equivalent to one 3-credit-hour course of teaching load.
- Standard 4.E: Students must lead or co-lead a counseling or psychoeducational group at some point during the clinical sequence. This is a mandatory graduation requirement.
- Standard 4.C: Supervision must include secure audio or video recordings and/or live supervision in compliance with applicable privacy requirements.
- Standard 4.D: Students have the opportunity to become familiar with a variety of professional activities and technology resources as part of their practicum and internship.
- Standard 4.F: Formative and summative evaluations of student counseling performance are conducted each semester by both the site supervisor and the university faculty instructor independently.
- Standard 4.P: Fieldwork site supervisors must hold a minimum of a master's degree, a current professional license and a minimum of two years of post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled.
- Standard 4.B: Students are covered by individual professional counseling liability insurance while enrolled in practicums and internships.
- Standard 4.I: The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.
- Standard 4.A: The program provides ongoing support to help students find fieldwork sites.
- Standard 4.K: The program supports ongoing professional development for site supervisors.
- CACREP 2024 Section 3.B: Social and Cultural Identities and Experiences — all students are expected to demonstrate culturally sustaining practices and cultural humility in every client interaction throughout the clinical sequence.

SECTION 4: PREREQUISITE REQUIREMENTS

All students must successfully complete the following eight courses before they are eligible to enroll in Practicum. Prerequisite requirements are subject to change as program requirements evolve. Students should be aware that many of these courses have their own prerequisites, and careful academic planning is essential from the beginning of the program.

Students are strongly encouraged to meet with their advisor early in their program to map out a clear academic plan that positions them for timely entry into the clinical sequence.

Required Prerequisite Courses

- EDCG 5310: Introduction to Counseling and Guidance
- EDCG 5311: Theories of Counseling
- EDCG 5312: Counseling Techniques
- EDCG 5315: Ethics and Legal Issues in Counseling
- EDCG 5321: Abnormal Human Behavior
- EDCG 5323: Group Counseling
- EDCG 5339: Human Growth and Development
- EDCG 5325: Assessment

Completing these eight courses is necessary but not sufficient for enrollment approval. Students must also complete the three Gateway to Practicum requirements described in Section 5 of this handbook.

SECTION 5: GATEWAY TO PRACTICUM

Required Steps for Enrollment Approval

Entering the clinical sequence is one of the most significant transitions you will make in your graduate training. It is the moment when everything you have studied, practiced and internalized begins to take shape in the real world, with real clients who are trusting you with their stories and their wellbeing. Because of the profound responsibility that clinical work carries, the Clinical Mental Health Counseling Program holds students to the highest professional standards before approving entry into Practicum.

Completing your prerequisite coursework is necessary, but it is not sufficient on its own. Every student who wishes to enroll in Practicum must complete the following three requirements and receive formal approval from the Clinical Coordinator before enrollment will be permitted.

IMPORTANT: There are no exceptions to these requirements. All three requirements below must be completed and verified before a student may enroll in Practicum.

REQUIREMENT ONE — HELPER COMPETENCY SKILLS CHECKLIST

Minimum Passing Score: 80% | Evaluated Through Live, Synchronous Faculty Observation

Before a student may submit a Practicum Application, they must demonstrate foundational counseling competency by successfully passing the Helper Competency Skills Checklist in EDCG 5312: Counseling Techniques. The Helper Competency Skills Checklist is a formal, faculty-evaluated skills observation. Faculty observe each student directly during a live, synchronous Zoom session and evaluate their counseling skills in real time against established program competency standards. Students must earn a score of 80 percent or higher to pass.

REQUIREMENT TWO — PRACTICUM APPLICATION

Submitted to and Approved by the Clinical Coordinator

Students who have successfully passed the Helper Competency Skills Checklist must then submit a completed Practicum Application to the Clinical Coordinator for review and formal approval. Enrollment in Practicum will not be permitted until the Practicum Application has been reviewed and approved by the Clinical Coordinator.

REQUIREMENT THREE — PURCHASE OF SUPERVISION ASSIST

Must Be Completed Through the TAMUK Bookstore Before Enrollment | Cost:
Approximately Three Hundred Dollars (\$300.00)

Students must purchase Supervision Assist through the TAMUK Bookstore before they are eligible to enroll in Practicum. The student's account must be active and fully set up before the semester begins. Proof of purchase must be uploaded to the Practicum Application before it will be reviewed.

SECTION 6: SUPERVISION ASSIST

Supervision Assist is the official clinical documentation platform for the Clinical Mental Health Counseling Program at Texas A&M University Kingsville. It is required for all students enrolled in Practicum, Internship 1 and Internship 2. Students must purchase and activate their Supervision Assist account through the TAMUK Bookstore before they are eligible to enroll in Practicum. Site supervisors must also create their own individual Supervision Assist accounts.

Cost and Purchase Information

Purchase Link	https://javelinastore.bibliucampus.com/title/2807957348050
Where to Purchase	TAMUK Bookstore only
Coverage Period	Practicum through Internship 2 (the entire clinical sequence)
Cost	Approximately three hundred dollars total (\$300.00)

Students who have not purchased and activated Supervision Assist will not be permitted to begin direct client contact under any circumstances. No exceptions will be made.

What Students Use Supervision Assist For

- Logging and tracking all direct and indirect clinical hours across the entire clinical sequence.
- Submitting midterm and final evaluations to the site supervisor and university faculty instructor.
- Uploading required documentation and forms, including liability insurance verification and site supervisor qualifications.
- Hosting and managing session recordings and coordinating live supervision sessions.
- Requesting and securing site supervisor connection and approval.
- Monitoring progress toward program completion and Texas LPC licensure hour requirements.

Site Supervisor Account Setup

Site supervisors are required to create their own individual Supervision Assist accounts. Once both the student account and the supervisor account are active, the student connects with their supervisor through the platform. Dr. Fitzgerald can provide guidance to site supervisors on this process.

Why Supervision Assist Matters

For CACREP Accreditation

This program is held to the 2024 CACREP Standards. Complete, accurate and timely documentation in Supervision Assist demonstrates that students and the program are meeting those standards. Incomplete records can affect the program's accreditation status.

For Texas LPC Licensure

When students apply for their Licensed Professional Counselor credential in Texas, the Texas State Board of Examiners of Professional Counselors will require documentation of all supervised clinical hours. Supervision Assist helps students build and protect that record from day one. For students residing outside of Texas and seeking licensure outside of Texas, it is your responsibility to ensure what documentation and hours are required for licensure eligibility.

SECTION 7: SITE AND SITE SUPERVISOR REQUIREMENTS

Schools, agencies and other organizations serving as practicum and internship sites for TAMUK counseling students represent a broad spectrum of counseling delivery settings. All sites must meet the requirements for appropriate placements as outlined by this program and consistent with the 2024 CACREP Standards.

Site Supervisor Qualifications (CACREP 2024 Standard 4.P)

- A minimum of a master's degree, preferably in counseling or a closely related profession.
- Active certifications and/or licensure in the geographic location where the student is placed, preferably in counseling or a closely related profession.
- A minimum of two years of post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled.
- Relevant training for in-person and/or distance counseling supervision.
- Relevant training in the technology utilized for supervision.
- Knowledge of this program's expectations, requirements and evaluation procedures for students.

Site Requirements

- Sufficient client population for the student to complete required direct service hours.
- Availability of appropriate weekly individual supervision of at least one hour per week.
- Agency or organization support for the student's placement and agreement to allow the site supervisor sufficient time for supervision activities.
- Non-discriminatory practices in hiring and acceptance of students and clients.
- A safe and appropriate workspace with access to necessary supplies and immediate consultation services.
- Opportunity for students to lead or co-lead a counseling or psychoeducational group (mandatory per CACREP 2024 Standard 4.E) before the end of Internship 2.
- Willingness to participate in meetings with the university faculty instructor at least once per semester.
- Agreement to inform the Clinical Coordinator of any changes in the student's supervision as soon as possible.

Supervisor Absence Policy

Students may not see clients when their site supervisors are absent unless another qualified supervisor is present on site and available. In cases of prolonged unavailability of the site supervisor, the student may need to seek a secondary site to complete the required direct service hours.

Additional Site Standards

- Students must not work alone at the placement site.
- Site supervisors may not charge students fees for supervision services.
- If a student receives a rating of 1 or 2 on any midterm evaluation, the site supervisor agrees to implement a remediation plan and notify the university faculty instructor immediately.
- Evidence of direct session observation by the site supervisor must be documented at least once per semester. One live observation is required in all three clinical courses: Practicum, Internship 1 and Internship 2.

Recording Requirements (CACREP 2024 Standard 4.C)

Per CACREP 2024 Standard 4.C, supervision must include secure audio or video recordings and/or live supervision in compliance with applicable institutional, state, federal and international privacy requirements. All recordings must be made using HIPAA-compliant technology. Informed consent for recording must be obtained from clients prior to any recording. All recordings must be destroyed upon completion of the supervisory review. If the placement site does not permit audio or video recording, students must contact their professor immediately to arrange an alternative such as live session observation.

SECTION 8: TELEHEALTH POLICY

Fall 2026 Update | Applies Across All Three Clinical Courses Combined

Students may conduct no more than 50 percent of their total combined direct service hours via telehealth across all three clinical courses: Practicum, Internship 1 and Internship 2. This is a combined limit across the entire clinical sequence. It is not a per-course limit. At least 50 percent of total direct service hours across the entire clinical sequence must be conducted in person.

This policy is in place to ensure that all students develop strong in-person clinical skills and gain diverse experience across service delivery modalities. This policy is in your best professional interest.

CACREP 2024 Standards Connection

- Standard 4.C: Supervision must include secure audio or video recordings and/or live supervision in compliance with applicable institutional, state, federal and international privacy requirements for all program delivery types.
- Standard 3.E.10: Counseling strategies and techniques for client change across service delivery modalities.

Texas State Board Guidelines

This policy is consistent with the Texas State Board of Examiners of Professional Counselors guidelines regarding supervised hours and technology-assisted counseling. Students are responsible for understanding and following all applicable state regulations governing telehealth counseling practice in Texas.

Telehealth Delivery Requirements

- All telehealth sessions must be conducted using a HIPAA-compliant platform.
- Informed consent for telehealth services must be obtained from each client and documented appropriately.
- Site supervisors are asked to support students in maintaining the appropriate balance between in-person and telehealth hours across the clinical sequence.

SECTION 9: LIABILITY INSURANCE REQUIREMENTS

All students enrolled in Practicum, Internship 1 or Internship 2 are required to carry current professional liability insurance for the duration of their clinical placement. Evidence of liability insurance must be uploaded into Supervision Assist before the student may begin seeing clients.

Students who do not have current liability insurance on file in Supervision Assist will not be permitted to begin direct client contact.

Students should obtain liability insurance before their first day at their practicum or internship site, maintain continuous coverage for the entire duration of each clinical course and review their coverage carefully to confirm that it covers graduate student clinical training conducted under supervision.

Recommended Liability Insurance Options

The program does not require a specific insurance provider. The following are commonly used options for counseling students and are presented here as recommendations. Student rates are generally available and affordable through all three providers.

Provider	Notes	Website
American Counseling Association (ACA)	Offers professional liability insurance to student members at a reduced rate. Students who join ACA as student members receive access to liability insurance.	counseling.org
Healthcare Providers Service Organization (HPSO)	Offers professional liability insurance specifically designed for mental health counseling students. Coverage is available at student rates.	hpso.com
Proliability	Administered through Mercer and endorsed by the American Counseling Association. Another commonly used option for counseling students and professionals.	proliability.com
CPH & Associates (CPH Insurance)	Provides professional liability insurance coverage for mental health professionals and counseling students, including practicum and internship coverage options at student-friendly rates. Widely	cphins.com

	used by counseling trainees and licensed clinicians.	
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Once insurance is obtained, students must upload their insurance documentation to Supervision Assist immediately. Insurance must remain current and active for the entire duration of each clinical course.

SECTION 10: PROFESSIONAL STANDARDS AND EXPECTATIONS

Students are expected to conduct themselves in a professional manner at all times throughout their clinical placements. The counseling profession holds its members to the highest standards of personal and professional conduct, and students represent this program and this university in every interaction they have at their placement sites.

Professional Conduct

- Follow the field site's dress code and professional norms at all times.
- Set and maintain a consistent schedule agreed upon with the site supervisor.
- Be punctual for all client appointments, supervision meetings and other site responsibilities.
- Provide adequate advance notice if unable to be on site as scheduled.
- Maintain a professional demeanor with all clients, colleagues, supervisors and staff.
- Treat every client and peer as an individual deserving of respect, dignity and compassion.
- Follow all relevant ethical codes, including the 2014 Code of Ethics of the American Counseling Association.

Professional Dispositions

Professional Dispositions are assessed by each of your faculty members each semester and in each course you are enrolled in. They are scored and reviewed by the TAMUK Counselor Education Council for Accreditation of Counseling Education and Related Programs (CACREP) committee on a semester basis. Each disposition below is scored as either Met (1) or Unmet (0). Remediation and support planning are dependent on the issues related to an "unmet" score. It is vital that professional counselors are prepared to enter the profession and practice independently. Alignment with each disposition below ensures learners' readiness for entering the profession.

Engagement

Learner attends scheduled meetings and/or responds to emails from their course instructor, advisor and other university professionals in a timely manner. Learner engages in classroom assignments in a timely manner, and if applicable, contributes to academic settings and promotes peers' learning.

Accountability

Learner accepts their contributions to their academic performance, skill development and identified deficiencies. When identified either by themselves or an evaluator, the learner takes action to improve their professional effectiveness.

Relationships

Learner demonstrates the ability to behave in a professional manner with others, which includes navigating differences.

Awareness and Openness to Others

Learner is mindful of and attentive to the feelings, experiences and perceptions of others honoring the autonomy of others. Learner evaluates how personal beliefs, attitudes, values and behaviors affect others and uses sound judgment to assess situations properly.

Objectivity

Learner exhibits contextual and cultural competency by valuing the fundamental rights, dignity and worth of all people. This encompasses respect for age, culture, disability, ethnicity, race, religion/spirituality, gender, sexual orientation, marital/partnership status, language preference, socioeconomic status, veteran status, immigration status or any basis as defined by potential clients' experience.

Discipline

Learner demonstrates emotional regulation which includes the ability to control personal stress, self-disclosure and excessive emotional reactions that interfere with professional functioning.

Growth

Learner demonstrates the ability to engage in self-examination, challenge their assumptions and integrate feedback to reach an acceptable level of competency.

Communication

Learner exhibits a respectful tone and uses open, honest and accurate statements in dealing with others.

Congruence

Learner demonstrates understanding and implementation of relevant ethical codes, accreditation standards and institutional policy within their professional behavior across settings.

Virtual Class Attendance, Participation and Presence

When attending class virtually, students must have their videos on and have access to a microphone during the entirety of the class. They should secure a setting free of distractions and attend in a professional manner (i.e., sitting at a table or desk; not dressed in pajamas or other inappropriate ways). Throughout the class meeting, it should be clear to the instructor that the student is not engaging in (i.e., multitasking, attending to other business or people, web browsing or texting) anything other than the class meeting. Faculty have the right to remove students from the Zoom room if any of the aforementioned are not followed.

Ethical Standards (CACREP 2024 Standard 4.F)

Students are held to the ethical standards of the American Counseling Association at all times. This includes but is not limited to maintaining appropriate professional boundaries, safeguarding client confidentiality, adhering to mandatory reporting requirements and practicing only within the scope of their current training and supervision. Any ethical concern or breach must be reported to Dr. Fitzgerald or Dr. Powell immediately.

Confidentiality

Students are required to maintain confidentiality regarding all client information at all times. This responsibility applies regardless of the procedures in place at the placement site and continues beyond the end of the semester. No client identifying information may be used in any practicum or internship documentation, including recordings, case presentations or written assignments.

Academic Consequences

Students who are asked to leave a placement site for unprofessional or unethical behavior will receive a grade of F in the course. Such situations may also trigger additional departmental proceedings including a program remediation plan or removal from the program.

CACREP 2024 Standard 4.F: Independent Faculty Evaluation

Per CACREP 2024 Standard 4.F, the university faculty instructor independently evaluates each student's counseling performance at the end of every semester. This evaluation is separate from and in addition to the site supervisor's evaluation. Both formative and summative evaluations are completed each semester and contribute to the student's final grade.

Professional Activities and Technology Resources (CACREP 2024 Standard 4.D)

Per CACREP 2024 Standard 4.D, as part of their practicum and internship experiences, students have the opportunity to become familiar with a variety of professional activities and technology resources that reflect the real-world responsibilities of a licensed professional counselor. Standard 4.D is specifically about ensuring the program is intentional about the types of professional activities and resources students have access to at their fieldwork sites.

Examples of Professional Activities Students May Engage in During Fieldwork

- Individual counseling sessions with diverse client populations
- Group counseling or psychoeducational group facilitation (mandatory per CACREP Standard 4.E)
- Diagnostic assessment and treatment planning
- Mental status examinations and psychosocial history gathering
- Case consultation and interdisciplinary team meetings
- In-service and professional development trainings offered at the site
- Documentation and clinical recordkeeping using the site's electronic health record system
- Crisis intervention and safety planning
- Community referral and coordination of care activities
- Co-counseling or observation under direct site supervisor guidance

Technology Resources Students Use During Fieldwork

- Supervision Assist: the official platform for all clinical hour logging, documentation, evaluation submission and recording management
- HIPAA-compliant video platforms approved by the placement site for telehealth counseling sessions
- Electronic health record systems used by the placement site for client documentation and recordkeeping
- HIPAA-compliant recording technology for session recordings submitted for supervision review
- Zoom for group supervision class sessions and post-midterm meetings with Instructor of Record (IOR).

SECTION 11: CLINICAL PLACEMENT SUPPORT

CACREP 2024 Standard 4.A

The Clinical Mental Health Counseling Program at Texas A&M University Kingsville is committed to providing every student with active, ongoing support throughout the fieldwork site identification and placement process. No student is expected to navigate the site search alone. Dr. Fitzgerald serves as the primary point of contact for all placement-related questions and is available throughout the semester prior to enrollment in Practicum to assist students in identifying and securing an appropriate site.

How the Program Supports Students in Finding Fieldwork Sites

- Clinical orientation sessions each semester to guide students through the placement process, site requirements, documentation timelines and professional expectations before enrollment in Practicum begins.
- A maintained and regularly updated list of approved clinical sites with current openings, available through Dr. Fitzgerald and through the program's dedicated Microsoft Teams channels.
- Dedicated Teams channels where students receive real-time notifications about new sites, available openings and placement-related announcements.
- Individualized consultation to help students identify sites that are aligned with their specific professional interests, population preferences and career goals.
- Guidance on application materials, professional communication with prospective sites and preparation for site interviews.
- Ongoing relationships with site supervisors to ensure placement quality and to resolve challenges that arise during the placement process.
- Referrals to resources including the RAMPED paid internship program through Karnes ISD, the NBHP Behavioral Health Internship and Practicum Fair (Harris Center, Houston) and other regionally relevant placement opportunities.

When Students Should Begin the Site Search

Students are strongly encouraged to meet with their Advisors as soon as they enter to program to discuss site options. Beginning the site search process early significantly increases the likelihood of securing a high-quality placement before the enrollment deadline.

If you are having difficulty finding a placement site, contact your advisor immediately. Do not wait until the enrollment deadline to raise a concern.

Site Eligibility and Screening

Not every counseling setting is appropriate for practicum or internship. Sites must meet all requirements described in Section 7 of this Handbook. Students should discuss potential sites with Dr. Fitzgerald before making any commitment to a placement to confirm that the site is eligible if they have concerns.

Student Evaluation of the Placement Process (CACREP 2024 Standard 4.L)

Per CACREP 2024 Standard 4.L, all students are provided a formal opportunity to evaluate their experience with the practicum and internship placement process. The Clinical Placement Process Questionnaire is completed at the end of each clinical course and submitted through Supervision Assist. Student feedback from this evaluation is used by the program to continuously improve placement support services.

SECTION 12: EVALUATION PROCEDURES

Evaluation of student performance is a central component of the clinical sequence and is governed by CACREP 2024 Standard 4.F. Both the site supervisor and the university faculty instructor evaluate each student's counseling performance during every semester.

Pre-Semester and Post-Semester Self-Assessments of Basic Helping Skills

At the beginning and conclusion of each clinical course, students complete a self-assessment of their basic helping skills. The Pre-Self-Assessment is submitted before the student begins seeing clients. The Post-Self-Assessment is submitted at the end of the semester alongside the final evaluation materials. These assessments give students a structured opportunity to reflect on their own growth and professional development across the semester. Both assessments are submitted through Supervision Assist and are required components of the Clinical Documentation Portfolio. Students and faculty use the pre and post comparison to identify areas of strength and continued growth throughout the clinical sequence.

Midterm Evaluation

- Completed by the site supervisor at the midpoint of the semester in Supervision Assist.
- The student and site supervisor meet to discuss the results of the midterm evaluation.
- Following the midterm evaluation, a meeting is held with faculty and supervisor to review student progress and address any concerns.
- If a student receives a rating of 1 or 2 on any item, a remediation plan must be implemented immediately. The university faculty instructor must be notified without delay.

Final Evaluation

- Completed by the site supervisor at the end of the semester in Supervision Assist.
- The university faculty instructor also completes an independent final evaluation per CACREP 2024 Standard 4.F.
- Used in determining the student's final grade for the course.
- Includes a comprehensive assessment of student competencies across all required skill areas.

Evaluation Rating Scale

Rating	Description
1 — Poor	Skill absent or performance has potential for harm.

2 — Unsatisfactory	Some evidence of beginning skill, but insufficient.
3 — Adequate	Evidence of beginning skill but inconsistent.
4 — Good	Skill generally well performed.
5 — Excellent	Skill consistently well performed.

Remediation Process

When a student receives ratings of 1 or 2 on the midterm evaluation, the following process must be followed:

- The site supervisor contacts the university faculty instructor immediately.
- A remediation plan is developed collaboratively by the student, site supervisor and faculty instructor using the Supervisee Remediation Plan form (Appendix B of this Handbook).
- Clear timelines and improvement goals are established and documented.
- Regular follow-up meetings are scheduled to monitor progress.
- At the final evaluation, a determination is made about whether remediation has been successful or whether further action is necessary.

Student Evaluation of Site Supervisor (CACREP 2024 Standard 4.M)

Per CACREP 2024 Standard 4.M, students are provided a formal opportunity to evaluate their site supervisor's performance at the end of each semester. The Student Evaluation of Site Supervisor is completed in Supervision Assist and is a required component of the Clinical Documentation Portfolio. This evaluation gives students a structured way to reflect on the quality of supervision they received. Aggregate data from student evaluations of site supervisors is reviewed by the Clinical Coordinator as part of the program's ongoing quality assurance process. Individual evaluation responses are kept confidential and are not shared with site supervisors in a way that could identify a specific student.

SECTION 13: UNIVERSITY, FIELD SITE, AND STUDENT RESPONSIBILITIES

University Responsibilities

The Department of Educational Leadership and Counseling at Texas A&M University Kingsville agrees to the following:

- Provide counselor trainees who have successfully completed all required prerequisites for practicum and internship.
- Assign a qualified faculty instructor to coordinate the practicum and internship experience and serve as the primary university contact for each student and site.
- Ensure faculty availability for consultation with site supervisors regarding student progress. Faculty will conduct two documented contacts per semester: one initial contact (which may be conducted via email) and one mid-semester or final contact (which must be conducted via Zoom or phone).
- Complete and upload the end-of-term faculty checklist to Supervision Assist at the conclusion of each clinical course, documenting fulfillment of program responsibilities.
- Provide group supervision totaling 24 hours of classroom instruction per semester for fall and spring semesters, and 15 hours for summer semesters. Students may make up only one group supervision class per semester.
- Provide comprehensive orientation and training for site supervisors including ongoing support as needed (CACREP 2024 Standard 4.I).
- Require all counselor trainees to maintain current professional liability insurance throughout their placement.
- Maintain ongoing collaboration with field placement sites regarding placement procedures and concerns.

Field Site Responsibilities

The field placement site agrees to the following:

- Provide sufficient opportunities for trainees to complete the required direct and indirect service hours for the applicable course.
- Provide a qualified site supervisor meeting all CACREP 2024 Standard 4.P requirements, including a minimum of a master's degree, current licensure and at least two years of post-master's experience.
- Provide a minimum of one hour of individual or triadic supervision per week.
- Provide opportunities for students to record counseling sessions using HIPAA-compliant technology. If recording is not permitted at the site, the supervisor must contact the faculty supervisor to arrange live observation as an alternative.
- Provide opportunities for the student to lead or co-lead a counseling or psychoeducational group (mandatory per CACREP 2024 Standard 4.E).

- Complete written evaluations of student performance at the midpoint and conclusion of each semester in Supervision Assist.
- Notify the university faculty instructor or Clinical Coordinator immediately of any performance concerns, ethical issues or changes in supervision.
- Create and maintain an individual Supervision Assist account and connect with the student through the platform.
- Complete required supervisor training and submit documentation within the first 30 days of the semester.

Student Responsibilities

The counselor trainee agrees to the following:

- Maintain consistent and prompt attendance at the placement site and dress and behave in a manner consistent with professional expectations.
- Collaborate with the site supervisor to develop and maintain a weekly attendance and activity schedule requiring a minimum of 8 to 10 hours of weekly on-site presence.
- Provide counseling and counseling-related services consistent with the current level of training and supervision.
- Complete and submit all required recordings, evaluations, logs and documentation accurately and on time through Supervision Assist and Blackboard.
- Maintain current professional liability insurance and upload documentation to Supervision Assist before beginning direct client contact.
- Adhere to the 2014 ACA Code of Ethics at all times.
- Keep the site supervisor and faculty instructor informed of any concerns, changes or challenges that arise during the placement.
- Lead or co-lead a counseling or psychoeducational group at some point during the clinical sequence, in consultation with the site supervisor. The Group Facilitation Verification Log must be submitted by the end of Internship 2.
- Monitor telehealth hours to ensure compliance with the 50 percent combined limit across all three clinical courses.
- Notify the faculty supervisor immediately of any changes to the placement site or site supervisor.

Faculty-to-Site Supervisor Consultation (CACREP 2024 Standard 4.J)

Per CACREP 2024 Standard 4.J, faculty members engage in planned consultation with fieldwork site supervisors throughout each semester to monitor student learning and performance. This consultation is substantive in nature — it involves a meaningful exchange of information about each student's progress, clinical skill development and any concerns that have arisen.

Required Faculty-to-Site Contacts Per Semester

- Contact One — Initial Contact: Conducted at or near the beginning of the semester. This contact may be conducted via email. Its purpose is to introduce the faculty instructor to the site supervisor, confirm placement arrangements, review the student's goals for the semester and verify that the supervision agreement is in place.
- Contact Two — Mid-Semester or Final Contact: Conducted at or near the midpoint of the semester, following the midterm evaluation. This contact must be conducted via Zoom or telephone. Email is not sufficient for this contact. Its purpose is to review the student's midterm evaluation results, discuss the student's progress in detail, address any areas of concern and confirm that the student is on track to complete all required hours and competencies.

Documentation of both contacts must be submitted in Supervision Assist at the end of each semester.

Site supervisors are encouraged to initiate contact with Dr. Fitzgerald or Dr. Powell at any time a concern arises. Do not wait for the scheduled mid-semester contact.

Dr. Fitzgerald: Evelyne.fitzgerald@tamuk.edu | 281-785-6451 (Text Preferred)

Dr. Powell: jinnelle.powell@tamuk.edu | (361) 945-3084

SECTION 14: FORMS AND DOCUMENTATION

The following documentation is required for all practicum and internship students. All forms are submitted through Supervision Assist unless otherwise noted. Students are responsible for ensuring that all required forms are complete and on file by the deadlines established in each course syllabus.

Pre-Placement Forms

- Proof of Supervision Assist purchase (uploaded with the Practicum Application before it will be reviewed)
- Professional Liability Insurance Verification (uploaded to Supervision Assist before first client contact)
- Field Experiences Agreement (tri-party agreement signed by student, site supervisor and university faculty instructor, submitted in Supervision Assist)
- Ethics Agreement (Supervision Assist)
- Supervision Contract (Supervision Assist)
- Copy of site supervisor's current, valid professional license (uploaded to Supervision Assist)
- Pre-Self-Assessment of Basic Helping Skills (submitted in Supervision Assist)

During Placement

- Weekly Direct Services Logs (maintained continuously in Supervision Assist)
- Weekly Indirect Services Logs (maintained continuously in Supervision Assist)
- Supervision Logs (maintained continuously in Supervision Assist)
- Midterm Supervisor Evaluation of Student (completed by site supervisor in Supervision Assist)
- Audio and Video Recording Consent Forms as applicable

End of Placement

- Final Supervisor Evaluation of Student (completed by site supervisor in Supervision Assist)
- University Instructor Final Evaluation (completed independently by faculty per CACREP 2024 Standard 4.F)
- Student Evaluation of Site Supervisor (submitted in Supervision Assist)
- Evaluation of the Placement Process (submitted in Supervision Assist per CACREP 2024 Standard 4.L)
- Post-Self-Assessment of Basic Helping Skills (submitted in Supervision Assist)
- Group Facilitation Verification Log (required before graduation; must be submitted by the end of Internship 2)

The Field Experiences Agreement

The Field Experiences Agreement is a tri-party agreement signed by the student, the site supervisor and the university faculty instructor. It must be completed and submitted in Supervision Assist before the student may begin direct client contact. The agreement confirms that all three parties understand their respective responsibilities as outlined in this Handbook and in the applicable course syllabus. Students obtain the Field Experiences Agreement through Supervision Assist. Dr. Fitzgerald is available to assist with any questions about this form.

SECTION 15: CONTACT PROTOCOL FOR SITE CONCERNS

Students and site supervisors are encouraged to reach out to Dr. Fitzgerald or Dr. Powell at any time a concern arises. No concern is too small to bring to our attention. The right time to reach out is early, before a situation escalates. Dr. Fitzgerald and Dr. Powell are here to support both students and site supervisors throughout every stage of the clinical experience.

WHEN A CONCERN ARISES AT A SITE: Contact Dr. Fitzgerald or Dr. Powell immediately. Reach out to whichever faculty member is available first. Do not wait.

Dr. Evelyne Fitzgerald, LPC-S, RPT-S | Clinical Coordinator

Email: Evelyne.fitzgerald@tamuk.edu | Cell: 281-785-6451 | Preferred Contact: Text

Dr. Jinnelle Powell, LPC-S | Program Coordinator

Email: jinnelle.powell@tamuk.edu | Phone: (361) 945-3084

Situations That Require Immediate Contact

- A client safety concern or crisis situation at the site.
- An ethical violation or concern involving the student or the site.
- A situation in which the student's behavior is affecting client care or site operations.
- A situation in which the site supervisor is unavailable for an extended period of time.
- Any situation in which the student is considering leaving or has been asked to leave the placement site.
- Any concern about the student's professional development, competency or fitness for the profession.

Reaching out early is always the right choice. Dr. Fitzgerald and Dr. Powell are committed to supporting students and site supervisors through every challenge that may arise during the clinical training experience.

SECTION 16: PROFESSIONALISM AND ETHICAL STANDARDS

Students in the clinical sequence represent the counseling profession, this program and this university in every interaction they have with clients, supervisors, colleagues and the broader community. The standards described in this section are not merely rules; they are the foundation of a professional identity that students will carry throughout their entire careers.

ACA Code of Ethics

All students must adhere to the 2014 Code of Ethics of the American Counseling Association at all times. This code governs all aspects of counseling practice including client welfare, confidentiality, informed consent, professional relationships, supervision and the use of technology. Students are expected to have read and understood the ACA Code of Ethics before beginning Practicum and to consult it regularly throughout the clinical sequence.

HIPAA Compliance

All students must understand and comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) as they apply to the counseling setting. This includes proper handling of client records, use of HIPAA-compliant technology for sessions and communications and appropriate procedures for obtaining and documenting informed consent.

Mandatory Reporting

Students are required to understand and comply with all mandatory reporting obligations under Texas law. These include requirements to report suspected child abuse or neglect, elder abuse and situations involving imminent risk of harm to self or others. Students are responsible for knowing the mandatory reporting policies of their placement site and for following those policies in addition to applicable state law.

Multicultural Competency and Cultural Humility (CACREP 2024 Standards, Section 3.B: Social and Cultural Identities and Experiences)

Per the 2024 CACREP Standards, Section 3.B (Social and Cultural Identities and Experiences), students are expected to approach every client interaction with cultural humility, awareness of their own cultural background and biases and a genuine commitment to providing equitable and affirming care to all clients regardless of their identity, background or life circumstances.

Multicultural competency is not an add-on to clinical work; it is central to everything students do in the counseling room. This standard is addressed throughout the foundational curriculum and is expected to be demonstrated consistently across all clinical field experiences.

SECTION 17: STUDENT RETENTION, REMEDIATION, AND DISMISSAL POLICY

CACREP 2024 Standards 4.G and 1.O | Consistent with TAMUK Graduate Academic Policies and ACA 2014 Code of Ethics

The Clinical Mental Health Counseling Program at Texas A&M University Kingsville is deeply committed to the growth and success of every student in the clinical sequence. At the same time, the program holds a responsibility to the clients students serve, to the profession and to the public that requires honest assessment of each student's readiness to continue in the program. The policies in this section govern the processes by which the program makes determinations about student retention, remediation, and, in cases where it becomes necessary, dismissal from the program.

These policies are consistent with the institutional policies and procedures of Texas A&M University Kingsville and with the 2014 Code of Ethics of the American Counseling Association. All actions taken under this policy follow established due process procedures.

Retention

Students in good standing in the clinical sequence are those who:

- Maintain satisfactory progress toward completion of all required clinical hours as documented in Supervision Assist;
- Earn ratings of Adequate (3) or above on all items of the midterm and final evaluations completed by both the site supervisor and the university faculty instructor;
- Demonstrate professional dispositions consistent with the ACA 2014 Code of Ethics and the expectations described in this Handbook and in each course syllabus;
- Complete all required assignments, documentation and portfolio requirements by the deadlines established in each course syllabus; and
- Maintain current professional liability insurance and active enrollment in Supervision Assist throughout the clinical sequence.

Remediation

Remediation is a structured, supportive process designed to help a student address identified areas of concern and return to good standing. Remediation is initiated when one or more of the following conditions exist:

- A student receives a rating of 1 (Poor) or 2 (Unsatisfactory) on any item of the midterm or final evaluation;
- A student demonstrates a pattern of professional conduct concerns including but not limited to attendance, punctuality, ethical behavior or responsiveness to supervision;

- A student fails to meet minimum hour requirements or documentation obligations by the midpoint of the semester;
- A student's faculty instructor, site supervisor or the Clinical Coordinator identifies a significant concern about the student's clinical competency, professional identity or fitness for the profession; or
- A student's Key Performance Indicator (KPI) results fall below the program's minimum benchmark in any assessed area.

Remediation Process

When a determination is made that remediation is warranted, the following steps are taken:

- Step 1: The faculty instructor and site supervisor consult with the Clinical Coordinator to confirm that remediation is appropriate and to discuss the nature and scope of the concern.
- Step 2: A formal Remediation Plan meeting is scheduled and held with the student, the site supervisor and the faculty instructor. The meeting date, the area or areas of concern and all required tasks and expectations are documented on the program's Supervisee Remediation Plan form in Supervision Assist.
- Step 3: The Supervisee Remediation Plan identifies the specific area or areas of concern from the following categories as applicable: professional problems; procedural compliance; professional identity; counseling skills; and documentation. Expectations must be clearly defined, specific and measurable.
- Step 4: The plan documents the steps already taken by the supervisor prior to the formal remediation meeting, the specific tasks and expectations required for the student to return to acceptable performance and the consequences or next steps if remediation is not completed successfully.
- Step 5: The completed Supervisee Remediation Plan is signed by the student. The student's signature indicates that they have reviewed and fully understand the plan. The student is given the opportunity to indicate agreement or disagreement and to include written comments. A copy is submitted to the Clinical Coordinator and retained in the student's program file.
- Step 6: A follow-up meeting date is established at the time the plan is signed. At the conclusion of the remediation period, a formal determination is made about whether the student has met the goals of the plan. If goals have been met, the student returns to good standing. If goals have not been met, the matter is referred to the Clinical Coordinator and Program Coordinator for further review.

Remediation is not punitive. It is the program's way of standing by a student who is facing challenges and providing the structure and support needed to move forward. Students who find themselves in remediation are encouraged to engage openly with the process and to ask for the support they need.

Dismissal

Dismissal from the program is a serious action that is undertaken only when a student's continued participation in the clinical sequence would pose a risk to client welfare, violate ethical or professional standards or when a student has failed to meet the goals of a remediation plan after a reasonable and supported opportunity to do so. Grounds for dismissal include but are not limited to:

- A serious ethical violation as defined by the 2014 ACA Code of Ethics;
- Behavior that poses an immediate risk to the safety or welfare of a client, colleague or supervisor;
- Falsification of clinical documentation, hour logs or any other program record;
- Failure to meet the goals of a formal Remediation Plan after a full and supported remediation period; or
- A pattern of behavior that demonstrates the student is not ready for the counseling profession at this time.

Dismissal Process

- The Clinical Coordinator and Program Coordinator review all available documentation and consult with the faculty instructor and site supervisor.
- The student is notified in writing of the concern and the potential for dismissal and is given a formal opportunity to respond.
- A meeting is held with the student, the Clinical Coordinator and the Program Coordinator to review all documentation and hear the student's perspective.
- A written determination is made and communicated to the student in writing within a reasonable timeframe following the meeting.
- The student is informed of their right to appeal the decision through TAMUK's graduate academic appeal process.

Dismissal from the clinical sequence does not automatically result in dismissal from the graduate program. Students who are dismissed from the clinical sequence should consult with Dr. Fitzgerald and their academic advisor to understand the implications and their options going forward.

SECTION 18: TERMINATION CLAUSE

It is understood and agreed upon by all parties that the on-site placement may terminate the student's practicum or internship experience if, in the professional judgment of the site supervisor, the student's behavior is detrimental to site operations and/or client care.

The site supervisor must notify the faculty instructor or Clinical Coordinator immediately of any termination action. Termination of a practicum or internship placement is entirely separate from any employment relationship the student may have at the site.

Students who are terminated from a placement site should contact Dr. Fitzgerald or Dr. Powell immediately. The program will work with the student to determine next steps, which may include placement at an alternative site, development of a remediation plan or other action as determined by the faculty.

Students who are removed from a placement site or terminated by the site for any reason will receive a grade of F in the course. Students who are removed or terminated may petition the Clinical Coordinator for reinstatement in a subsequent semester on a case-by-case basis; reinstatement is not guaranteed and is subject to a formal remediation review.

SECTION 19: UNIVERSITY POLICIES

The following university policies apply to all students enrolled in the clinical sequence. Students are responsible for reading, understanding and complying with each of these policies. The Texas A&M University Kingsville Graduate Catalog supersedes any information in this handbook in the event of a conflict.

Six Drop Policy

In accordance with Texas Education Code Section 51.907, students who enrolled in a Texas public institution of higher education for the first time in Fall 2007 or later may not drop more than six courses, including any course a transfer student has dropped at another Texas public institution. A course dropped for a fault of the institution or the instructor does not count toward this limit. Students are strongly encouraged to consult with their academic advisor before dropping any course. Dropping a clinical course may have significant implications for progression through the program, as clinical courses are sequenced and may only be offered once per year.

Students with Disabilities

Texas A&M University Kingsville is committed to providing reasonable accommodations for students with documented disabilities. Students who require academic accommodations must register with the Office of Disability Services and provide documentation of their disability. Students are encouraged to contact the Office of Disability Services at the beginning of each semester and to notify Dr. Fitzgerald as early as possible so that appropriate arrangements can be made. Accommodations do not alter the essential requirements of the clinical sequence or reduce the CACREP-mandated hour requirements.

Academic Misconduct Policy

Texas A&M University Kingsville expects all students to maintain the highest standards of academic integrity. Academic misconduct includes but is not limited to cheating, plagiarism, fabrication or falsification of information, unauthorized collaboration and misrepresentation of clinical documentation or clinical hours. Academic misconduct in a clinical course is an especially serious matter because it may involve falsification of client records or supervision logs, which has professional and legal implications beyond the academic setting. Any instance of suspected academic misconduct will be referred to the appropriate university authority in accordance with TAMUK academic integrity policies. Students found responsible for academic misconduct may face grade penalties, removal from the program and potential reporting to professional licensing boards.

Grade Appeals

Students who wish to appeal a final grade must follow the formal grade appeal process established by Texas A&M University Kingsville. The process begins with a conversation between the student and the faculty instructor and proceeds through departmental and college channels if not resolved at the course level. Students should consult the TAMUK Graduate Catalog for the full grade appeal procedure and applicable deadlines.

SECTION 20: SITE SUPERVISOR ORIENTATION SUMMARY

The following is a summary of the key information provided to site supervisors through the standalone Site Supervisor Orientation. Site supervisors receive this orientation at the beginning of each semester and are asked to review it carefully. The full Site Supervisor Orientation document is uploaded to each Blackboard clinical course.

Your Role as a Site Supervisor

Site supervisors are valued professional partners in the training of the next generation of counselors. The program could not fulfill its mission without the generous time, expertise and mentorship that site supervisors provide. Your role is not simply to oversee a student; it is to shape a professional. Thank you for your commitment to that important work.

Key Responsibilities

- Provide a minimum of one hour of individual or triadic supervision per week throughout the semester (CACREP 2024 Standard 4.W).
- Create a Supervision Assist account and connect with the student through the platform before the semester begins.
- Complete the Supervisor Training in technology and best practices in supervision.
- Complete midterm and final evaluations of the student in Supervision Assist (CACREP 2024 Standard 4.F).
- Meet with the student to discuss midterm evaluation results and support the student in addressing any areas needing growth.
- Support the student in completing the group counseling requirement (mandatory per CACREP 2024 Standard 4.E).
- Support the student in maintaining the appropriate balance between in-person and telehealth hours across the clinical sequence (50 percent combined limit across all three clinical courses).
- Contact Dr. Fitzgerald or Dr. Powell immediately if any concern arises regarding the student's performance, behavior or wellbeing.

Contact Information

Site supervisors may contact Dr. Evelyne Fitzgerald at Evelyne.fitzgerald@tamuk.edu or by text at 281-785-6451 at any time. Dr. Jinnelle Powell may also be reached at jinnelle.powell@tamuk.edu or at (361) 945-3084. Please do not hesitate to reach out. We are here to support you as well as the student.

SECTION 21: PROFESSIONAL DEVELOPMENT FOR SITE SUPERVISORS

CACREP 2024 Standard 4.K

Texas A&M University Kingsville's Clinical Mental Health Counseling Program is committed to supporting the ongoing professional growth of the site supervisors who partner with the program. Supervising a counselor-in-training is a meaningful professional responsibility, and the program recognizes that site supervisors benefit from opportunities to deepen their supervision knowledge and stay current with CACREP standards.

Professional Development Opportunities Provided by the Program

- **Annual Site Supervisor Orientation:** Offered at the beginning of each fall semester, this orientation covers the program's current policies, 2024 CACREP Standards, Supervision Assist account setup and functions, evaluation procedures and contact protocols. Site supervisors who have previously completed the orientation are invited to attend each year to receive updates. New site supervisors are required to complete the orientation before the semester begins.
- **Supervision Assist Training:** Individualized guidance on using the Supervision Assist platform for hour co-signing, evaluation completion and documentation is provided by Dr. Fitzgerald upon request. Guidance is available via email, phone and Zoom.
- **Mid-Semester Consultation:** The required mid-semester Zoom or phone contact between the faculty instructor and site supervisor functions as a professional development touchpoint, providing supervisors with feedback on student progress and guidance on supervision approaches.
- **Access to Program Resources:** Site supervisors are invited to participate in Bridge the Gap webinar series and other professional development resources shared through the program's supervisor communications throughout the year.
- **Texas Counselors Association (TCA) and American Counseling Association (ACA):** The program actively encourages site supervisors to engage with professional organizations that offer supervision-focused continuing education and credentialing support.

APPENDIX A: SUPERVISION CONTRACT

Practicum / Internship | Clinical Mental Health Counseling Program | Texas A&M University Kingsville

Required by CACREP 2024 Standards 4.G, 4.H and 4.J | All three parties must sign before the student may begin direct client contact.

Site / Agency: _____	Site Address: _____
Site Supervisor: _____	License / Cert #: _____ Phone: _____
Student Name: _____	Course (circle one): Practicum Internship 1 Internship 2
Semester and Year: _____	Effective Dates: From _____ To _____

1. Purpose

This contract establishes the supervisory relationship and expectations for the student's clinical practicum or internship experience in accordance with the 2024 CACREP Standards, the ACA 2014 Code of Ethics and Texas LPC rules. This contract must be completed and signed by all three parties before the student may begin direct client contact.

2. Supervisory Qualifications

- Site Supervisor holds a current professional license (type: _____) and meets all state and program requirements for clinical supervision.
- Site Supervisor holds a minimum of a master's degree in counseling or a closely related field and has a minimum of two years of post-master's professional experience relevant to the student's area of practice, consistent with CACREP 2024 Standard 4.P.
- Supervisor agrees to maintain appropriate liability insurance and to notify the university immediately if credentials change.

3. Supervision Format, Frequency and Hours

- Individual supervision: 60 minutes per week minimum (CACREP 2024 Standards 4.S and 4.W).
- Supervision method(s): in-person / live observation / recorded review / tele-supervision (circle all that apply).
- Supervisor will verify and co-sign weekly clinical hour logs in Supervision Assist.

4. Scope of Student Practice and Client Contact

- Student may provide counseling and counseling-related services under supervisor direction, within the scope of current training and site policies.
- Student may not provide services independently or outside the scope of their supervised training.

5. Responsibilities — Site Supervisor

- Provide timely, scheduled individual or triadic supervision averaging one hour per week throughout the semester.
- Provide written and verbal feedback to the student on a regular and ongoing basis.
- Review and sign clinical documentation per site policy.
- Conduct live observation of student sessions or review session recordings as required by the program, consistent with CACREP 2024 Standard 4.C.
- Complete midterm and final evaluations of the student in Supervision Assist and submit to the university faculty instructor.
- Meet with the student to discuss midterm evaluation results and provide feedback.
- Report concerns about student performance, ethical issues or legal issues promptly to the University Clinical Coordinator.
- Create and maintain an individual Supervision Assist account and connect with the student through the platform before the semester begins.
- Complete required supervisor training and submit documentation within the first 30 days of the semester.

6. Responsibilities — Student

- Attend all scheduled supervision sessions and come prepared with session recordings, cases or questions for discussion.
- Log all direct and indirect clinical hours in Supervision Assist every week. Hour logs must be co-signed by the site supervisor.
- Record counseling sessions using HIPAA-compliant technology and obtain written informed client consent before every recording, consistent with CACREP 2024 Standard 4.C.
- Adhere to the 2014 ACA Code of Ethics and all applicable Texas LPC rules at all times.
- Follow all site policies, dress code and professional conduct expectations.
- Notify the site supervisor and faculty instructor immediately of any ethical concern, client safety situation or change in placement circumstances.
- Maintain current professional liability insurance and upload documentation to Supervision Assist before beginning direct client contact.
- Monitor telehealth hours to ensure compliance with the 50 percent combined limit across all three clinical courses.

7. Responsibilities — Faculty Supervisor

- Serve as the primary university contact for the student and site supervisor throughout the semester.
- Conduct two documented contacts with the site supervisor each semester: one initial contact (which may be conducted via email) and one mid-semester or final contact (which must be conducted via Zoom or phone).
- Share the Practicum/Internship Handbook and Supervisor Orientation with site supervisors via email.
- Provide group supervision averaging one and one-half hours per week through scheduled class meetings, consistent with CACREP 2024 Standards 4.T and 4.X.
- Review student session recordings and case presentations as part of group supervision throughout the semester.
- Complete an independent faculty evaluation of the student's counseling performance at the end of the semester, separate from the site supervisor's evaluation, consistent with CACREP 2024 Standard 4.F.
- Follow all mandatory reporting laws applicable to the supervisory role.

8. Emergency Procedures

In the event of a client crisis, a safety emergency at the placement site or an emergency involving any member of the supervisory triad, all parties agree to follow the procedures below.

If a client is in crisis or there is an immediate safety concern at the site:

- Step 1 — Student: Follow the site's crisis protocol immediately. Do not manage a crisis situation alone. Contact the site supervisor without delay.
- Step 2 — Site Supervisor: Provide immediate guidance and support to the student. Activate the site's crisis and safety procedures. Document the incident per site policy.
- Step 3 — All Parties: Contact Dr. Fitzgerald as soon as it is safe to do so. Do not wait until the next scheduled supervision session to report a crisis.

If the site supervisor is unexpectedly unavailable:

- The student may not see clients if no qualified supervisor is present and available at the site.
- The student must notify Dr. Fitzgerald immediately if the site supervisor is unavailable for an extended period.

If a student is injured or experiences a personal emergency at the site:

- The site supervisor contacts Dr. Fitzgerald immediately.
- The student contacts Dr. Fitzgerald as soon as they are able.

EMERGENCY CONTACTS — Contact whichever faculty member is available first. Do not wait.

Dr. Evelyne Fitzgerald, LPC-S, RPT-S | Clinical Coordinator

Email: Evelyne.fitzgerald@tamuk.edu | Cell: 281-785-6451 (Text Preferred)

Dr. Jinnelle Powell, LPC-S | Program Coordinator

Email: jinnelle.powell@tamuk.edu | Phone: (361) 945-3084

9. Evaluation and Competency

- Site supervisor will complete required competency evaluations at midterm and final, using the rubric aligned with 2024 CACREP Standards, submitted in Supervision Assist.
- Failure to meet competencies may result in a remediation plan or termination from the placement per program policy.

10. Confidentiality and Limits

- Supervisory communications are confidential to the extent permitted by law.
- Supervisors may disclose concerns to university administration when student welfare, client safety or program integrity requires it.
- All session recordings must be stored securely and destroyed from all devices by the end of the semester once they have been evaluated, unless the site's policy requires retention.

11. Remediation and Termination

- If performance concerns arise, the supervisor and faculty instructor will develop a written remediation plan with specific objectives, a timeline and evaluation criteria, using the program's Supervisee Remediation Plan form (Appendix B of this Handbook).
- The university reserves the right to remove the student from placement for ethical violations, safety risks or failure to meet competencies. Termination requires written notice and a plan for student disposition.

12. Dispute Resolution

Concerns should first be addressed between the student and supervisor. If unresolved, escalate to the University Clinical Coordinator. Formal grievances follow university policy.

SIGNATURES — All three parties must sign before the student may begin direct client contact. (Completed in Supervision Assist)

<p>Student Signature: _____ Printed Name: _____ Date: _____</p>	<p>Site Supervisor Signature: _____ Printed Name: _____ Date: _____</p>	<p>Faculty Instructor Signature: _____ Printed Name: _____ Date: _____</p>
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APPENDIX B: SUPERVISEE REMEDIATION PLAN

Required by CACREP 2024 Standards 4.G and 1.O | Referenced in Section 17: Student Retention, Remediation and Dismissal Policy

Date of Remediation Plan Meeting:	Date for Follow-Up Meeting:
Name of Student:	Supervisor:

PROFESSIONAL PROBLEMS

Examples: Not receptive to feedback from supervisor; not open to self-examination; exhibits inappropriate boundaries with clients, peers, colleagues, supervisor or faculty; not able to retain clients

PROCEDURAL COMPLIANCE

Examples: Not following policies and procedures of counseling setting or the licensing board

PROFESSIONAL IDENTITY

Examples: Does not demonstrate ethical behavior

COUNSELING SKILLS

Examples: Does not demonstrate basic or advanced counseling skills; does not demonstrate a theoretical orientation; unable to diagnose or conceptualize client cases

DOCUMENTATION

Examples: Does not submit logs on time; is not documenting treatment plans or notes for client sessions; is not documenting termination forms

STEPS ALREADY TAKEN BY THE SUPERVISOR

Examples: verbal warning — on what dates? Written warning — on what dates?

TASKS AND EXPECTATIONS FOR ACCEPTABLE PERFORMANCE

These must be the opposite of the problems identified above. They must be clearly defined, specific and measurable.

CONSEQUENCES FOR UNSUCCESSFUL REMEDIATION (OR NEXT STEPS IF NOT COMPLETED)

STUDENT ACKNOWLEDGMENT

I, _____, have reviewed the above remediation plan with my supervisor. My signature below indicates that I fully understand the above.

I AGREE / DISAGREE with the above decision (please circle one). My comments, if any, are below.

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Faculty Instructor Signature: _____ Date: _____

Clinical Coordinator Signature: _____ Date: _____

APPENDIX C: ADDITIONAL FORMS, LOGS, AND EVALUATION INSTRUMENTS

The following forms are available through Supervision Assist, Blackboard or the Handbook. Students are responsible for ensuring that all required forms are submitted by the deadlines established in each course syllabus.

- Field Experiences Agreement (Supervision Assist)
- Pre-Self-Assessment of Basic Helping Skills Supervision Assist
- Post-Self-Assessment of Basic Helping Skills Supervision Assist
- Midterm Supervisor Evaluation of Student (KPI 2) Supervision Assist
- Final Supervisor Evaluation of Student (KPI 2) Supervision Assist
- University Instructor Final Evaluation (KPI 2) Supervision Assist
- Student Evaluation of Site Supervisor Supervision Assist
- Clinical Placement Evaluation Questionnaire Supervision Assist
- Group Facilitation Verification Log Supervision Assist
- Supervisor Agreement to Supervise Between Semesters Field/Practicum Handbook

APPENDIX D: INFORMED CONSENT TO AUDIO/VIDEO RECORD

Texas A&M University Kingsville
Clinical Mental Health Counseling Program

INFORMED CONSENT TO AUDIO/VIDEO RECORD COUNSELING SESSIONS

For Training and Supervision Purposes

Please read this form carefully. Ask your counselor any questions you have before signing. Your participation in recording is completely voluntary, and your counseling services will not be affected in any way if you choose not to consent.

1. About Your Counselor

Your counselor is a graduate student in the Clinical Mental Health Counseling Program at Texas A&M University Kingsville (TAMUK). Graduate counseling students are called counselor trainees or interns. Your counselor is completing a required clinical training experience — either a Practicum (EDCG 5357) or an Internship (EDCG 5366 or EDCG 5368) — as part of their master's degree program.

Your counselor works under the supervision of:

- A Supervisor at this placement site, AND
- A TAMUK University Faculty Supervisor.

Both supervisors review your counselor's work on an ongoing basis to ensure you receive quality care.

2. Purpose of Recording

As part of the clinical training program, your counseling sessions may be audio and/or video recorded. The sole purpose of these recordings is to support your counselor's professional development through clinical supervision. Recordings allow supervisors to:

- Review counseling skills and provide feedback to the trainee.
- Ensure that you are receiving ethical and competent counseling services.
- Fulfill requirements of the TAMUK CMHC Program and CACREP accreditation standards.

Recordings are used exclusively for training and supervision. They are NEVER used for research, marketing, publication or any other purpose without your separate written consent.

3. Who Will Have Access to Recordings

Only the following individuals may view or listen to recordings of your sessions:

- Your counselor trainee
- Your Site Supervisor at this placement location
- Your counselor's TAMUK University Faculty Supervisor
- Other graduate counseling students in a supervised group supervision setting (your name and identifying information will not be disclosed)

No other individuals will have access to your recordings without your separate written consent, except as required by law.

4. Storage and Destruction of Recordings

All recordings are stored on HIPAA-compliant, password-protected platforms in accordance with federal privacy regulations. Recordings are stored in Supervision Assist, a secure clinical training platform used by the TAMUK CMHC Program.

Recordings will be permanently deleted and destroyed after they have been reviewed for supervisory purposes. Recordings are not retained beyond the supervisory review period. You may request confirmation that your recording has been deleted.

5. Your Rights

Your participation in recording is entirely voluntary. You have the following rights:

- You may REFUSE to be recorded at any time, including at the start of a session.
- You may WITHDRAW this consent at any time during your counseling — simply tell your counselor you no longer wish to be recorded. Withdrawing consent will not affect the quality of services you receive.
- You may ask your counselor to STOP a recording at any point during a session.
- You may ask to REVIEW this consent form at any time.
- Refusing or withdrawing consent will NOT affect your access to counseling services. Your counselor will continue to provide services, and a live observation by a supervisor may be arranged as an alternative supervision method.

6. Confidentiality and Limits of Confidentiality

Your counseling sessions and any recordings are kept confidential. However, confidentiality has the following legally required exceptions. Your counselor is required by Texas law and the ACA Code of Ethics to disclose information without your consent when:

- There is reasonable suspicion of abuse, neglect or exploitation of a child, elderly person or person with a disability.
- You present a serious and imminent danger to yourself or another identifiable person.
- A court order or subpoena requires disclosure.

These exceptions apply to your sessions generally, not only to recordings. Your counselor will discuss confidentiality with you further during your initial session.

7. Telehealth Sessions

If your counseling sessions are conducted via telehealth (video or phone), the same recording consent and confidentiality standards apply. Telehealth sessions are conducted using HIPAA-compliant platforms. Your counselor will only deliver telehealth services from a clinical setting, not from a personal residence, in accordance with program policy.

By signing this form, you consent to recording of both in-person and telehealth sessions, unless you indicate otherwise below.

CONSENT SELECTION — Please initial next to your choice:

<p>_____</p> <p><i>Initial Here</i></p>	<p>I CONSENT to audio and/or video recording of my counseling sessions for supervision and training purposes as described above.</p>
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_____ <i>Initial Here</i>	I DO NOT CONSENT to audio or video recording of my sessions. I understand my counselor's supervisor may conduct a live observation of a session as an alternative supervision method.
_____ <i>Initial Here</i>	I consent to recording for IN-PERSON sessions only. I do NOT consent to recording of telehealth sessions.

CLIENT SIGNATURE (Age 18 and Older)

Client Name (Print):	Date of Birth:
Client Signature:	Date:
Counselor Trainee Name (Print):	Date:

PARENT / LEGAL GUARDIAN CONSENT (For Clients Under Age 18)

If the client is a minor, a parent or legal guardian must sign below. The minor's assent is also encouraged.

Minor Client Name (Print):	Minor Date of Birth:
Parent/Guardian Name (Print):	Relationship to Minor:
Parent/Guardian Signature:	Date:
Minor Assent (if age-appropriate) — Signature:	Date:
Counselor Trainee Name (Print):	Date:

A signed copy of this form will be retained in the client file and uploaded to Supervision Assist.

APPENDIX E: SUPERVISOR AGREEMENT TO SUPERVISE BETWEEN SEMESTERS**CACREP 2024 POLICY NOTICE**

Per CACREP 2024 Policy A.2.f and Section 4 Standards:

- Practicum hours CANNOT be collected between semesters. All Practicum (EDCG 5357) hours must be completed within the enrolled academic term. Students who do not meet Practicum hour requirements must retake the course. No incomplete grades are issued for Practicum.
- Students may NOT accrue Internship hours during the break between Practicum and Internship I. Internship cannot begin until the student is enrolled in the next academic term.
- Extra Practicum hours cannot count toward the 600 Internship hours. Practicum and Internship hour pools are completely separate.
- This form applies ONLY to students transitioning from Internship I (EDCG 5366) to Internship II (EDCG 5368).

Placement Site Name:	Site Address:
Site Supervisor Name (Print):	License Type and Number:
Site Supervisor Degree:	Years Post-Master's Experience:
Site Supervisor Phone:	Site Supervisor Email:
Site Supervisor Signature:	Date:
Start Date (after Internship I final grade posted):	End Date (before Internship II first day):
Estimated Hours Per Week:	Estimated Total Hours to Be Accrued:
Group Supervision Section Assigned by Dr. Fitzgerald:	Group Supervision Start Date:
<p>REQUIRED: Group supervision must be provided throughout the between-semester period. CACREP 2024 Standards 4.X, 4.AA and 4.BB require:</p> <ul style="list-style-type: none"> • 4.X — Students must receive group supervision averaging one and one-half hours per week. • 4.AA — Practicum and Internship students may NOT be combined in the same group supervision section. • 4.BB — A maximum of 12 students may be enrolled in any group supervision section. 	

Students CANNOT begin accruing between-semester hours until group supervision has been arranged with and confirmed by Dr. Fitzgerald.

Texas A&M University Kingsville
Clinical Mental Health Counseling Program
SUPERVISOR AGREEMENT TO SUPERVISE BETWEEN SEMESTERS

Internship I to Internship II Only | Aligned with CACREP 2024 Policy A.2.f

CACREP 2024 POLICY NOTICE

Per CACREP 2024 Policy A.2.f and Section 4 Standards:

- Practicum hours CANNOT be collected between semesters. All Practicum (EDCG 5357) hours must be completed within the enrolled academic term. Students who do not meet Practicum hour requirements must retake the course. No incomplete grades are issued for Practicum.
- Students may NOT accrue Internship hours during the break between Practicum and Internship I. Internship cannot begin until the student is enrolled in the next academic term.
- Extra Practicum hours cannot count toward the 600 Internship hours. Practicum and Internship hour pools are completely separate.
- This form applies ONLY to students transitioning from Internship I (EDCG 5366) to Internship II (EDCG 5368).

PART 1: SITE AND SUPERVISOR INFORMATION

Placement Site Name:	Site Address:
Site Supervisor Name (Print):	License Type and Number:
Site Supervisor Degree:	Years Post-Master's Experience:
Site Supervisor Phone:	Site Supervisor Email:
Site Supervisor Signature:	Date:

PART 3: PROPOSED BETWEEN-SEMESTER PERIOD

Start Date (after Internship I final grade posted):	End Date (before Internship II first day):
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Estimated Hours Per Week:	Estimated Total Hours to Be Accrued:
Group Supervision Section Assigned by Dr. Fitzgerald:	Group Supervision Start Date:

PART 4: ELIGIBILITY REQUIREMENTS CHECKLIST

All boxes must be checked before any between-semester hours may begin. Student and site supervisor must verify each item.

Student Requirements

- Student has completed Internship I with 95 direct hours (EDCG 5366) with a passing grade (A or B). [CACREP 4.U, 4.V]
- Student has current professional liability insurance valid through the between-semester period. [CACREP 4.B]
- Liability insurance documentation has been uploaded to Supervision Assist.
- Student has contacted Dr. Fitzgerald in advance to arrange group supervision participation. [CACREP 4.X, 4.AA, 4.BB]
- Student is enrolled in or confirmed for Internship II (EDCG 5368) for the upcoming term.
- Student has reviewed and understands CACREP 2024 Policy A.2.f regarding between-semester hour restrictions.

Site Supervisor Requirements (CACREP 2024 Standard 4.P)

- Site supervisor holds a master's degree or higher in counseling or a related profession.
- Site supervisor holds a current, active professional license appropriate to the work being supervised.
- Site supervisor has a minimum of two years of post-master's relevant professional experience.
- Site supervisor has relevant training in supervision (in-person and/or distance counseling).
- Site supervisor will provide a minimum of one hour of individual or triadic supervision per week.
- Site supervisor will remain available on-site whenever the student is seeing clients.
- Site supervisor will log all supervision in Supervision Assist throughout the between-semester period.
- Site supervisor account in Supervision Assist is active and connected to the student.
- Supervisor training documentation has been submitted within the first 30 days of the agreement.

PART 5: GROUP SUPERVISION REQUIREMENT

REQUIRED: Group supervision must be provided throughout the between-semester period. CACREP 2024 Standards 4.X, 4.AA and 4.BB require:

- 4.X — Students must receive group supervision averaging one and one-half hours per week.
- 4.AA — Practicum and Internship students may NOT be combined in the same group supervision section.
- 4.BB — A maximum of 12 students may be enrolled in any group supervision section.

Students CANNOT begin accruing between-semester hours until group supervision has been arranged with and confirmed by Dr. Fitzgerald.

PART 6: STUDENT ACKNOWLEDGMENT AND AGREEMENT

By signing below, I acknowledge and agree to the following:

- I understand that this agreement applies only to the transition from Internship I to Internship II.
- I understand that hours accrued during this period will count toward the EDCG 5368 (Internship II) hour requirements only.
- I understand that I may NOT accrue Practicum hours between semesters under any circumstances.
- I understand that hours accrued before Practicum completion may not be applied to any course in the clinical sequence.
- I understand that I must maintain current liability insurance for the duration of this between-semester period.
- I understand that I must participate in program-arranged group supervision throughout the between-semester period, per CACREP Standards 4.X, 4.AA and 4.BB.
- I understand that I may not see clients when my site supervisor is absent unless another fully qualified supervisor is on-site and available.
- I understand that all hours must be logged in Supervision Assist and co-signed by my site supervisor on an ongoing basis.
- I have read and understand CACREP 2024 Policy A.2.f and agree to comply with all requirements stated therein.
- I understand that falsification of hour logs or any documentation is grounds for dismissal from the clinical sequence.

PART 7: SIGNATURES

Student Signature:	Date:
Student Name (Print):	TAMUK ID:
Site Supervisor Signature:	Date:
Dr. Evelyne Fitzgerald, Clinical Coordinator Approval Signature:	Date Approved:

This completed form must be submitted to and approved by Dr. Fitzgerald BEFORE any between-semester hours begin.

Upload signed form to Supervision Assist. Retain a copy for your records.

For questions: Evelyne.fitzgerald@tamuk.edu | 361-593-2430 (office) | 281-785-6451 (cell/text preferred)

Student Signature:	Date:
Student Name (Print):	TAMUK ID:
Site Supervisor Signature:	Date:
Dr. Evelynne Fitzgerald, Clinical Coordinator Approval Signature:	Date Approved:

Texas A&M University Kingsville | Clinical Mental Health Counseling Program
*Practicum and Internship Handbook | Revised Fall 2026 | Aligned with 2024 CACREP
Standards*

Next Review Date: August 2027