



**OUR LADY OF THE LAKE UNIVERSITY
MASTER OF ARTS IN COUNSELING**

- CLINICAL MANUAL -

*CLINICAL MENTAL HEALTH COUNSELING
SCHOOL COUNSELING
CLINICAL REHABILITATION COUNSELING*

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OLLU COUNSELING PROGRAM MISSION STATEMENT

The mission of the Master of Arts in Counseling program, in support of the mission of Our Lady of the Lake University, is to empower our graduates to serve the needs of diverse communities as ethical, reflective, and knowledgeable counselors. The program promotes a learning environment rich in appreciation for diversity, inclusiveness, social justice, and accessibility by fostering the professional, personal, and spiritual development of our students.

INTRODUCTION TO THE CLINICAL EXPERIENCE

The OLLU MA Counseling Program welcomes you to the clinical training portion of your program. This clinical manual provides an overview of the clinical experiences in the Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling specialty areas. The OLLU counseling program faculty and staff strive to offer students best practice training outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP (2016) describes professional practice as the application of theory and the development of counseling skills under supervision. Furthermore, CACREP states that these experiences will “provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community”. OLLU students are expected to read and understand their responsibilities as a counselor-in-training (CIT) as outlined in this manual. Once students become familiar with the material, they may contact the clinical coordination team to discuss any questions. Students should continually refer to the clinical manual as they move through the program and watch for updates in future revisions of this manual and related documents. All clinical documentation can be found on the OLLU Counseling Program website and the MAC Program Student Resources page in Blackboard.

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Role of the Clinical Coordination Team

At OLLU, the clinical coordination team includes a full-time faculty member as Clinical Director and a Field Education Coordination Specialist. The team is charged with overseeing the experiential coursework portion of the program for counselors-in-training. This oversight includes the approval of clinical sites and site supervisors. The Field Education Coordination Specialist is responsible for overseeing student clinical files, administrative responsibilities, management of application documentation, and maintenance of working relationships with site personnel, field supervisors, and

site supervisors. The Clinical Director supports, educates, and informs students of practicum and internship requirements, upcoming deadlines, placement procedures, and paperwork completion. The Clinical Director's focus is on student and site experiences. Lastly, the Clinical Director provides general oversight to the clinical program, working with MAC program leadership to ensure compliance with university, state, and CACREP standards regarding supervision and documentation of clinical hours. Furthermore, the Clinical Director provides support to the Clinical Faculty.

CLINICAL COURSES

The clinical experience consists of Practicum (COUN 8390), Clinical Mental Health Internships (COUN 8391), Clinical Rehabilitative Counseling Internships (COUN 8375), and School Counseling Internships (COUN 8325). Internship courses are repeated for credit to complete multiple internships. Students must complete all coursework listed under the Core Counseling Coursework section of the degree plan, be in good academic standing, and have secured a site placement to be eligible for enrollment in these courses.

Practicum

During Practicum, students complete a minimum of 100 hours of supervised counseling experience in an approved setting, receive at least 1 hour of individual or triadic supervision each week from a site supervisor, attend weekly 2-hour university group supervision (class) meetings, and complete course assignments. At least 40 of the 100 hours must consist of direct contact with clients. The rest may be indirect hours. Extra hours gained during any clinical course **will not** be carried over into subsequent clinical coursework.

Internships

During Internships, students complete a minimum of 300 hours of supervised counseling experience in an approved counseling setting aligned with their specialization track (120 direct client service and 180 indirect client service; 600 hours total for both courses), receive 1 hour of supervision from a site supervisor each week, attend weekly 2-hour group supervision meetings with their university (faculty) supervisor and classmates, and complete course assignments. Extra hours gained during any clinical course **will not** be carried over into subsequent clinical coursework.

Students may spread the internship experience over three semesters, requiring 200 hours of supervised counseling experience in an approved counseling setting aligned with their specialization track (80 direct client service and 120 indirect client service; 600 hours total for three courses), receive 1 hour of supervision from a site supervisor each week, attend weekly 2-hour group supervision meetings with their university supervisor and classmates, and complete course assignments. Extra hours gained during any clinical course **will not** be carried over into subsequent clinical coursework.

These required hours align directly with Texas state licensing requirements. **Please note that some states may require additional clinical hours during the graduate level training experience to qualify for full counseling licensure.** For example, Nevada, Maine, Nebraska, and Indiana have additional hour and/or time requirements.

Students are responsible for consulting the board rules of the state in which they wish to seek licensure.

Clinical Course Time Commitment

Students can anticipate a weekly time commitment of 10 to 15 hours on site for Practicum and 15 to 30 hours on site during the two-internship course sequence. Students are encouraged to begin preparing their schedules for clinical coursework early in the program.

Gaining Hours

Students are expected to begin work at their sites from the first day of the term until the last day of the term, even if clinical hours are completed before the end of the term. Leaving a site prior to the end of term without proper approval may result in disciplinary action, including receiving a failing grade for the clinical experience course.

Students who choose to discontinue working at their practicum or internship sites during or before the end of a course term must drop the corresponding course and re-enroll when it is next offered. Because counselors have an ethical responsibility to prevent client abandonment and ensure continuity of care, leaving a site mid-term—even with instructor and practicum/internship coordinator approval—is strongly discouraged. Discontinuing a placement can result in loss of the site opportunity, loss of accumulated hours, and a grade below a B if other course requirements beyond hours are not met. Students are expected to consult with their faculty instructor as soon as concerns arise so that appropriate steps can be taken to protect client welfare and prevent ethically inappropriate termination.

Between Semesters

Students will not be approved to see clients outside of clinical courses.

It is a standard expectation across counseling training programs that students do not continue providing clinical services during university breaks. This policy is aligned with several legal, ethical, and educational considerations. First, the Memorandums of Understanding (MOUs) established between the university and placement sites apply only to the dates of the academic term. Because no MOU is active during breaks, students are not authorized to engage in client services during these periods, and the university cannot permit practice outside of the contractual framework. Second, the absence of university supervision between semesters creates an ethical limitation. Counselor educators are responsible for safeguarding client welfare and supporting students' professional development; therefore, allowing students to provide services without appropriate supervision would conflict with the ethical standards guiding counselor preparation. Additionally, liability coverage for students does not extend to breaks between academic terms. Student professional liability insurance and site insurance do not provide protection for clinical work conducted outside of an active affiliation agreement, leaving students and without the necessary legal safeguards.

Furthermore, breaks between semesters also serve an important developmental function for counselors-in-training. These periods support student well-being, model professional self-care, and reflect real-world counseling practice, in which clinicians may need to take planned time away for

personal or medical reasons. Pausing services allows students to experience and learn how to manage client transitions, including communicating upcoming absences, coordinating temporary transfers when appropriate, and re-engaging with clients after a lapse in services. This process helps students cultivate the professional skills required to navigate boundaries, continuity of care, and client expectations, thereby strengthening their readiness for post-graduate clinical practice.

Documentation

Developing strong professional habits is an essential component of practicum and internship training. Timely completion and submission of all required paperwork—both at your placement site and within course expectations—are key aspects of this professional growth.

Practicum and internship courses involve more than completing hours at your placement and meeting weekly with your site supervisor. These courses also require regular participation in weekly group supervision with the university supervisor, as well as consistent submission of the documents outlined in the course syllabus.

Hour logs must be signed by both the counselor trainee and the site supervisor and uploaded **each week** through the site management system. Logs sent through email or text will not be accepted. Students who encounter challenges completing or submitting activity logs should contact the instructor promptly for support. All paperwork must be submitted by the end of the term in order to receive a final grade. Missing documentation may lead to an “F” for the course and prevent continuation in the clinical sequence, which may also affect eligibility for financial aid. Students are expected to stay on top of paperwork deadlines and communicate with the university supervisor if difficulties arise.

Group Counseling Requirement

All students enrolled in the clinical courses must complete at least **4 hours** of experience facilitating or co-facilitating either a counseling or psychoeducational group. This requirement must be fulfilled in each clinical experience-Practicum and all Internships. If you are placed in a group counseling facility, students are required to have a minimum of four individual clients and meet with each client at least four times during the semester.

Grading & Course Progression

To progress through clinical coursework, counselors must remain in good standing in the MAC program. All students must maintain a cumulative grade point average of 3.0, throughout the entire program of study, and have no disposition or professional behavior concerns.

Grading

Grades for Practicum and Internship are based on the points earned for group supervision attendance, assignment submissions, and the completion of required clinical hours.

Additional Evaluative Criteria

In some cases, a student may be completing class assignments and accruing sufficient clinical hours but may need additional experience and chances for growth, based on documented feedback from the site supervisor and/or the university instructor. In situations such as these, a faculty committee may decide that the student should repeat the respective clinical course. For more information regarding this,

please see the Fitness to Practice Policies and Procedures located in the MAC Handbook
The site supervisor will evaluate student performance at midsemester and end of semester through the Counselor Competencies Scale – Revised (CCS-R) found in Tevera. The faculty of record will also rate student performance using the CCS-R and the Fitness to Practice evaluation.

Practicum requires students to **receive a rating of 3 – Near Expectations/Developing towards Competencies** on the CCS-R or higher to pass the course. Ratings of 1 – Harmful or 2 – Below Expectations or Unacceptable will determine ratings on Fitness to Practice Evaluation. **Counselors-in-training must receive a rating of 3 – No Concerns** on all competencies of the Fitness to Practice evaluation to pass the course.

All Internships require **a rating of 4 – Meets Expectations/Demonstrates Competencies** or higher on the CCS-R or higher to pass the course. Ratings of 1 – Harmful or 2 – Below Expectations or Unacceptable will determine ratings on Fitness to Practice Evaluation. **Students must receive a rating of 3 – No Concerns** on the Fitness to Practice evaluation to pass the course. If students receive a rating of 3 during the midsemester review, it is an opportunity for the student, faculty member, and site supervisor to work towards the growth the counselor-in-training needs to be successful with clients.

Note: For students to advance in clinical coursework, they must receive a passing grade, complete all required paperwork, course assignments, required hours for this course, and meet the additional evaluative criteria described above. For all clinical courses, only an A or B is considered a passing grade.

STEPS FOR PRACTICUM & INTERNSHIP ENROLLMENT

Prior to Practicum

Students must successfully complete all course prerequisites.

- [Clinical Mental Health Counseling](#)
- [Clinical Rehabilitation Counseling](#)
- [School Counseling](#)

Foundational Counseling Skills (COUN 8352)

COUN 8352 is the first synchronous course of clinical experience focusing on skill, professional, and personal development. Students are expected to meet as a class once a week for two hours. This course provides students with an introduction to the counseling profession and helping relationships.

Foundational Counseling Skills emphasizes personal growth, self-awareness, and professional behavior. Students will experience the helping relationship as both client and counselor.

Foundational Counseling Skills (COUN 8352) focuses on the personal qualities needed to develop an authentic and effective counseling relationship. This relationship requires that counselors be in touch with their experience of self as well as their experience of the client. It demands that counselors be able to move outside of their own frame of reference into the client's frame of reference, to see the world as the client sees it.

Foundational counseling skills—such as active listening, accurate empathy, reflection, summarizing, therapeutic questioning, and rapport-building—serve as the core competencies upon which all

advanced clinical techniques are built. These skills enable counselors-in-training to create safe, collaborative, and culturally responsive helping relationships, which are essential for client growth and therapeutic change. Mastery of foundational skills is crucial for success in all clinical counseling courses, as it prepares students to apply theoretical knowledge, navigate complex client presentations, and engage ethically and effectively in practicum and internship settings. Without a strong grounding in these fundamental skills, students cannot fully develop the competence required for professional counseling practice.

Students will practice and learn basic counseling skills and behaviors through recording a series of mock sessions with a peer-client. Students will obtain written feedback from their classmates as well as their university instructor. Through practice and supervision, students will develop basic skills necessary to facilitate counseling relationships and the helping process. Additionally, Foundational Counseling Skills (COUN 8352) focuses on the professional behaviors expected of graduate students in a master's level program and the characteristics needed to be successful in the field of counseling. These include such things as adherence to ethical codes, punctuality, maturity, and receptivity to feedback.

Note: Students must receive a passing grade in Foundational Counseling Skills (COUN 8352) course to advance to practicum training. For pre-practicum, only an A or B is considered a passing grade.

Two Terms Before Entering Practicum

Counselors-in-Training must attend a mandatory Clinical Orientation hosted by the Clinical Coordination Team to discuss site placement. These meetings will be conducted via Microsoft Teams.

The Clinical Application

For Practicum – The Term Prior

Submitting the Practicum Application to the Clinical Director through Site Management System which includes:

- Pre-Application Section
 - Pay Practicum Fee (a one-time fee that is paid when you begin practicum)
 - Clinical Mental Health, Clinical Rehabilitation, and Non-Texas School Counseling students are required to pay a \$10.00 fee.
 - School Counseling students seeking Texas Certification are required to pay a \$45.00 fee.
 - Upload Copy of Liability Insurance
 - Procedures and Policies for Field Experience Form
 - Background Check Form
 - Confirm that all Pre-requisites for the Practicum course are Successfully Completed
 - Review The MAC OLLU Clinical Manual for Practicum and Internship Form
 - Review Texas Educators Code of Ethics Form (*School Counseling Only*)
 - FERPA Form
 - Completed Practicum Application
- Site Application Section

- Site Profile Form (the site management system may also refer to this form as New Site Information Form depending on your site)
- Memorandum of Understanding (MOU)
 - If your site is not a pre-approved site within the Site Management System, an MOU will need to be completed and on file before you begin Practicum
- Confirmation of Site Information Form
- Site Supervisor Application Section
 - Site Supervisory Agreement
 - Upload Site Supervisor Credentials
 - Site Supervisor credentials must include your site supervisor's full name, license/certification number, and expiration of licensure/certification. We cannot accept a resume.
 - Confirmation of Placement Dates for the Semester
 - Site Supervisor Training Acknowledgement Form

Please note: If you are planning to add a secondary site placement for practicum, the site application section and the site supervisor application section will need to be completed for both of your sites. The pre-application section can only be completed for one site within the Site Management System.

Approval is granted after the Practicum and Internship Application has been reviewed.

All practicum paperwork must be completed and approved by the Clinical Coordination Team before hours can begin. Likewise, if a student changes site supervisors during practicum or internship, they must notify the Clinical Coordination Team, obtain approval, and ensure that a new Site Supervisory Agreement is executed.

For Internship – The Term Prior

Submitting the Internship Application to the Clinical Director through Site Management System which includes:

- If you plan to extend your practicum site placement to Internship:
 - Upload Liability Insurance
 - Internship Site Supervisory Agreement Form
 - Internship Application Form
 - Confirmation of Placement Dates for the Semester
- If you choose to seek a new site placement for Internship, the application process replicates the practicum application.
 - Pre-Application Section
 - Upload Copy of Liability Insurance
 - Completed Internship Application
 - Site Application Section
 - Site Profile Form
 - The site management system may also refer to this form as New Site Information Form or Confirmation of Site Information Form depending on

your site

- Memorandum of Understanding (MOU)
 - If your site is not a pre-approved site within the Site Management System, an MOU will need to be completed and on file before you begin Internship
- Site Supervisor Application Section
 - Site Supervisory Agreement
 - Upload Site Supervisor Credentials
 - Site Supervisor credentials must include your site supervisor's full name, license/certification number, and expiration of licensure/certification. We cannot accept a resume.
 - Confirmation of Placement Dates for the Semester
 - Site Supervisor Training Acknowledgement Form

Please note: If you are planning to add a secondary site placement for internship, the site application section and the site supervisor application section will need to be completed for both of your sites. The pre-application section can only be completed for one site within the Site Management System.

Approval is granted after the Practicum and Internship Application has been reviewed.

All practicum paperwork must be completed and approved by the Clinical Coordination Team before hours can begin. Likewise, if a student changes site supervisors during practicum or internship, they must notify the Clinical Coordination Team, obtain approval, and ensure that a new Site Supervisory Agreement is executed.

****Additional Note:** Some sites require their own onboarding documents in addition to the MAC Clinical Application. This may include an affiliation agreement between the university and the site. If your placement requires such documentation, forward it to the Clinical Coordination Team as early as possible. These agreements must be reviewed and cleared by University Administration, and delays in submitting them may result in altering your degree plan and expected graduation.

Change in Placement

Students are strongly encouraged to remain at the same site for the full duration of their clinical training, as doing so promotes continuity of client care, supports stable caseload development, and prevents disruption to the progression of practicum and internship requirements. However, circumstances may arise in which a change in placement or the addition of a second site becomes necessary. In such cases, clear and timely communication with the site director and site supervisor is essential to ensuring an orderly transition and preventing any interruption in client services or potential client abandonment.

Locating a Practicum and Internship Site

Students are responsible for identifying potential practicum or internship sites, initiating contact with those sites, and submitting all required documentation to the Clinical Coordination Team to complete the clinical application. Students may choose a site already approved. These sites will be listed in the Site Management System. Although the clinical coordination team seeks to keep site information up-to-date, changes at the site may have impacted accuracy of information listed. Students are encouraged to

communicate any updates they may come across with the clinical coordination team.

Students seeking placement at a site not already listed in the Site Management System, must request preapproval through the following link: ([Practicum & Internship Pre-Approval Survey – Fill out form](#))

Qualifying Site Placement

A qualifying site placement is one that provides opportunities for direct counseling work under the guidance of an experienced, independently licensed/certified mental health professional (site supervisor). While some sites may incorporate tele-health services, the majority of the student's training must occur through **in-person** client interactions. **Fully virtual counseling agencies are not approved for practicum or internship placements.** Any virtual counseling must still take place while student is on-site with access to site supervisor should for consultation arise. Students may find suitable placements in a wide range of settings, including hospitals, community mental health centers, domestic violence shelters, children's advocacy centers, schools, colleges or universities, and private group practices.

Site Supervisor Requirements

To serve as a site supervisor, an individual must hold an independent license and have at least three years of post-master's clinical experience.

Clinical Mental Health Counseling – Site Supervisor Requirements

- The supervisor must be physically present at the location where the student completes their clinical work and must be either employed by, or formally contracted with, the organization.
- Hold a minimum of a master's degree in counseling, or a related profession (e.g., social work, counseling, marriage and family therapy, psychology, etc.)
- Hold relevant certifications and/or licenses (All supervisors must be licensed within the discipline they are working in).
 - Acceptable credentials include LPC, LMHC, LPCC, LMFT, LCSW, or licensed counseling psychologist. Supervisors who possess advanced supervision credentials (e.g., LPC-S, LCSW-S, and LMFT-S) are highly preferred.
- Have knowledge of the program's expectations, requirements, and evaluation procedures for students. Students must provide the site supervisor a copy of this clinical manual.
- Have relevant training in counseling supervision. Relevant training in counseling supervision can be defined as having a minimum of three clock hours (e.g., workshop, class) in counseling supervision, that includes an understanding of (a) models and theories of counseling supervision, (b) ethical issues relevant to counseling supervision, and (c) multicultural issues relevant to counseling supervision.
 - OLLU MAC Program provides a training for site supervisors.

Clinical Rehabilitation Counseling Specialty Site Supervisor Requirements:

- Hold a minimum of a master's degree and have two years of experience as a clinical rehabilitation counselor.
- Hold relevant certifications and/or licenses (All supervisors must be licensed within the

discipline they are working in).

- Acceptable credentials include LPC LMHC, LPCC, LMFT, LCSW, or licensed counseling psychologist. Supervisors who possess advanced supervision credentials (e.g., LPC-S, LCSW-S, and LMFT-S) are highly preferred.
- Have knowledge of the program's expectations, requirements, and evaluation procedures for students. Students must provide the site supervisor a copy of this clinical handbook.
- Have relevant training in counseling supervision. Relevant training in counseling supervision can be defined as having a minimum of three clock hours (e.g., workshop, class) in counseling supervision, that includes an understanding of (a) models and theories of counseling supervision, (b) ethical issues relevant to counseling supervision, and (c) multicultural issues relevant to counseling supervision.
 - OLLU MAC Program provides a training for site supervisors.

** The MAC OLLU Program ensures CRC students are placed with a CRC credentialed faculty member for internship courses. The CRC credential is encouraged for site supervisors of CRC students; however, this is not required. **

Texas School Counselor Site Supervisor Requirements:

- Hold a minimum of a master's degree and currently a Certified School Counselor in the State of Texas.
- Must have a minimum of three years of experience as a school counselor.
- Have knowledge of the program's expectations, requirements, and evaluation procedures for students. Students are required to provide the site supervisor a copy of this manual.
- Have relevant training in counseling supervision. Relevant training in counseling supervision can be defined as having a minimum of three clock hours (e.g., workshop, class) in counseling supervision, that includes an understanding of (a) models and theories of counseling supervision, (b) ethical issues relevant to counseling supervision, and (c) multicultural issues relevant to counseling supervision.
 - OLLU MAC Program provides a training for site supervisors.

All site supervisors must meet these criteria and receive approval from the Clinical Director. Students may maintain up to two concurrent placement sites during their practicum or internship experience. Students with multiple sites are expected to have a designated site supervisor at each site and meet for one hour weekly with *each* site supervisor.

EXPECTATIONS OF CITs, FACULTY, & SITE SUPERVISORS

Counselors-in-Training are expected to:

- Locate an appropriate practicum or internship site and initiate contact with that site.
- Complete all required documentation and obtain approval from the Clinical Coordination Team during the term prior to beginning their practicum/internship.
- Submit all course assignments and activity logs through Blackboard and the Site Management System as required.

- Schedule one hour of weekly supervision with their on-site supervisor and document this time for submission to the university supervisor each week. This supervision hour may be shared with only one other student; supervision groups larger than the supervisor plus two students do not meet the requirements and do not count as required site supervision.
- Coordinate meetings among the intern, university supervisor, and site supervisor when requested.
- Keep both supervisors informed of any concerns, challenges, or issues that arise during the practicum or internship and seek guidance promptly.
- Conduct all practicum and internship responsibilities in accordance with professional, legal, and ethical standards.
- Inform clients, in writing, that they are working with a student counselor who will discuss their cases with the site and university supervisors. Clients must sign an acknowledgment indicating they understand, and a copy must be placed in the client's record.
- Arrive at the site during the scheduled times and notify the site, site supervisor, and faculty instructor when an absence occurs.
- Learn and follow all agency or site policies and procedures.
- Adhere to university and site guidelines regarding video recordings and record at least two counseling sessions per term for review in group and individual supervision.
- Complete all required direct and indirect hours associated with the practicum or internship.
- Adhere to all ACA Codes of Ethics (2014) and the MAC Program Fitness to Practice Standards and Procedures.

The University responsibilities include:

- Providing a Clinical Director as point of contact for oversight to the clinical program and support to clinical faculty and site supervisors.
 - Offering an orientation to students preparing for their practicum or internship experience.
- Faculty of record:
 - Provide weekly university supervision and clinical training throughout the semester
 - Communicate with site supervisors at least twice per term to review student progress and address any concerns.
 - Complete evaluations of student performance and providing timely feedback on assignments.
 - Ensure Counselor-in-Training's alignment to ACA Codes of Ethics (2014) and OLLU MAC Program Fitness to Practice Standards
 - Collect, review, and assess all required course materials submitted by students.
 - Consult with the Clinical Director and Fitness to Practice Coordinator as necessary.

Site supervisors are expected to:

- Complete and return the Practicum and Internship Site Agreement. Supervisors must hold an independent clinical license/certification and have at least three years of post-master's experience (e.g., LMHC, LPC, LPCC, LMFT, LCSW, counseling psychologist, or

licensed/certified school counselor). Supervisors with advanced supervisory credentials (LPC-S, ACS, LMHC-QS, LMFT-S, LCSW-S) are strongly preferred.

- Be physically present at the site and employed or contracted by the organization.
- Offer opportunities for both individual and group counseling
- Demonstrate counseling approaches used at the site and share professional insights about effective counseling practice.
- Provide constructive feedback and clear suggestions for strengthening the student's counseling skills.
- Provide at least one hour of weekly clinical supervision; this supervision may be shared with only one additional student. Groups larger than the supervisor plus two students do not count for required supervision hours.
- Notify the university supervisor of any difficulties or concerns related to the student counselor. University supervisors will connect with site supervisors at least twice each term.
- Inform the university supervisor if certain assignments cannot be completed at the site so appropriate alternatives can be arranged.
- Complete evaluation forms for the student counselor. Although site supervisors do not issue final grades, they must document concerns about student performance and indicate if additional training, potential remediation, or repetition of practicum/internship is necessary.
- Verify that the student has completed the required number of direct and indirect hours (100 hours for Practicum; 300 hours for each Internship). Students must complete activity logs in Site Management System, and supervisors must review and sign them within the system in a timely manner.

RECORDING EXPECTATIONS AND PROCEDURES

As part of the clinical experience, ALL students must submit a minimum of 2 Tapescript Assignments in Practicum (COUN 8390). Students may be required to submit additional tapescripts to ensure counseling competencies.

Additionally, CMHC Internships (COUN 8391), and CRC Internships (COUN 8375). Students shall adhere to the standards of confidentiality laid out in the ACA Code of Ethics (2014), HIPAA, and state guidelines for professional counselors. Clients must be informed that they are being recorded and consent to the recording by signing one of the following forms: [OLLU Informed Consent for Audio_Video Recording Counseling_Spanish.pdf](#) [Request to Video_Audio Informed Consent \(rev.9.18\).pdf](#).

Clients who do not consent may not be recorded. All recordings will be uploaded into the student's OLLU provided OneDrive – as it has a dual factor authentication feature complying with HIPAA. Students will be required to share the One Drive video link with their faculty of record for any assignment requiring a recording of client(s). Students are responsible for deleting the video at the end of the semester. If a site allows video recording, it is the expectation that students submit these videos each term of practicum and internship. In the event that a site only allows audio recording, site supervisors will be expected to live observe the student and provide additional feedback on CIT performance in the areas of physical presence, mirroring, facial expressions, etc., on the CCS-R.

Students should make every effort to locate sites that allow video recording. If a site does not allow video recording, please consult with the Clinical Director or Faculty Advisor to discuss if securing two sites may be a feasible option.

If a student encounters challenges obtaining client consent for recording, it is essential that they contact both the faculty instructor of record and the site supervisor **as early as possible**. Addressing these concerns promptly allows time for collaborative problem-solving and helps ensure that appropriate recording opportunities can be arranged. Early communication is especially important for securing the recordings required for the tapescript assignment and for preventing delays that could interfere with course completion. *Students are responsible for initiating this communication and working with their supervisors to identify solutions.*

SCHOOL COUNSELING FIELD OBSERVATIONS

Each school counselor-in-training will be observed a minimum of two times in each school counseling internship course. Counselors-in-training will be observed conducting a counseling session (individual or group) with a client volunteer (or volunteers) from their internship site. For each observation, counselors-in-training are required to participate in a pre-conference and post-conference meeting with their faculty of record. The student is responsible for scheduling these observations with the faculty of record in order to meet courses requirements.

HIPAA and CONFIDENTIALITY

Students are required to uphold strict confidentiality regarding all client information and any case

material discussed during practicum or internship classes. This obligation applies at all times, independent of policies or procedures at the placement site. Students must be familiar with and adhere to the legal and ethical confidentiality standards of their field site, as well as all relevant professional codes and state or federal laws. Confidentiality rules also prohibit sharing client information on social media or online platforms. Students are expected to understand HIPAA and/or FERPA requirements. Students may review this linked brief [HIPAA training resource](#).

Additionally, students may not include identifying client details in any practicum or internship documents, including video recordings. Any recordings, notes, or other client-related materials used for coursework must be stored securely in a manner that complies with ethical and legal guidelines. Once these materials have been reviewed for class purposes, they must be permanently destroyed (e.g., erased or shredded), unless the site's policies require the agency to retain and safeguard them. Students should consult both their university instructor and site supervisor whenever questions about confidentiality arise.

TELEHEALTH

The OLLU Counseling Program faculty recognize the landscape of counseling practice continues to evolve rapidly. Community counseling settings increasingly integrate a range of service delivery modalities including telehealth, hybrid models, digital mental health tools, and mobile apps as part of comprehensive client care. We are committed to preparing our students to deliver high-quality, ethical, culturally responsive counseling services across diverse platforms.

We support students in acquiring the knowledge, skills, and competencies needed to effectively utilize evolving technologies while maintaining professional standards and client well-being. This includes attention to digital equity, cultural humility in virtual spaces, and up-to-date legal/ethical practice in remote counseling.

The following requirements must be met for students to participate in virtual counseling on site:

- The site supervisor must be trained in telehealth counseling and is required to upload a telehealth training certificate to Tevera prior to the start of the semester.
- Students must complete a three-hour training in telehealth counseling before providing any telehealth services. Students who successfully completed COUN 8352 in Fall 2024 or later have already met this requirement. All students are responsible for uploading their training certificate to Tevera.
- **Students may only provide telehealth counseling while physically located at their practicum or internship site.** The site supervisor—or another qualified mental health professional—must be present on-site during delivery of counseling services.
- Students must adhere to all HIPAA and FERPA regulations related to telehealth counseling, including requirements for confidentiality, secure technology use, and appropriate documentation.
- Practicum students may complete up to 20% of their direct service hours (a maximum of 8 hours) through telehealth platforms. All remaining direct hours must be completed in person and on site.

- Internship students may complete up to 30% of their direct service hours (a maximum of 36 hours) through telehealth platforms. All remaining direct hours must be completed in person and on site.

***Fully virtual sites will not be approved. ***

UNIVERSITY & PROFESSIONAL REGULATIONS & STANDARDS

Satisfactory Academic Progress in Clinical Coursework

The OLLU counseling clinical coursework has been developed to meet the requirements for CACREP Accreditation, the Texas State Board of Examiners of Licensed Professional Counselors, the Texas Education Agency, and The Commission on Rehabilitation Counselor Certification. These content areas will aid the development of basic competencies in awareness, knowledge, and skills that are fundamental for professional counselors. Course instructors will provide a syllabus with expectations regarding course content mastery, activities, and due dates at the beginning of each semester. Students enrolled in the OLLU Master of Arts in Counseling Program, must maintain an 'A' or B average in all clinical coursework. *If a student receives less than an overall grade of 80 in the course will result in an F requiring students to either repeat the course or will not be allowed to continue as a student in the program.* (See 'Enforced Scholastic Withdrawal' below).

Enforced Scholastic Withdrawal

The academic records of all MAC Program students are reviewed at the end of each semester. When a course grade of 'F' is earned in a clinical course, the student will be placed on *Enforced Scholastic Withdrawal* (ESW). Students placed on ESW are required to sit out for a one semester suspension. To resume classes the student must submit a letter of appeal requesting approval to continue in the program. If approved, the student may register to repeat the failed course in the semester following their ESW suspension. If a passing grade is earned, the student may fully resume their coursework in the program. Students who are placed on Enforced Scholastic Withdrawal (ESW) a second time are not eligible for readmission to the MAC Program.

Fitness to Practice

Admission into the MAC program does not guarantee fitness to remain in the program; Students must meet and maintain program standards to continue in the program. As counselors-in-training, students are expected to conduct themselves in accordance with ethical and professional standards of the counseling profession. Routine Fitness-to-Practice (FTP) evaluations are completed at designated points within the program (at the conclusion of the following courses: COUN 6315 Professional Orientation & Ethics, COUN 8312 Group Dynamics in Counseling, COUN 8352 Foundational Counseling Skills; COUN 8390 Practicum in Counseling, and all internship courses: COUN 8391, COUN 8325, COUN 8375, COUN 8600. Any concerns found will be documented and shared with the student outlined in the FTP Policy & Procedures.

In addition, an FTP review may be initiated for any student, at any time, if a faculty member, staff member, or field supervisor believes the student has displayed behavior that suggests the student does

not possess sufficient competency in one or more of the program's FTP criteria. Faculty may also initiate an immediate FTP review at any time for:

- Students who engage in illegal or unethical behaviors
- Students who present a threat to the well-being of others
- Students who violate the OLLU Student Code of Conduct or any other OLLU policies

If areas of concern are identified, which may prohibit your ability to ethically practice as a professional counselor, these concerns will be discussed with you, documented, and when necessary, a plan of action will be formulated.

Site Dismissal

Students dismissed from a practicum or internship placement by the site due to any unsatisfactory performance in any aspect of the practicum or internship will result in an FTP review by committee. Exceptions to the process outlined in the Dismissal and Fitness to Practice Sections of this manual include highly egregious, unethical, or unlawful student behaviors resulting in immediate dismissal from the program without a plan of action.

Professionalism

Students in the OLLU MAC Program are expected to demonstrate professionalism at all times during their Practicum and Internship placements. Professional behavior includes, but is not limited to:

- Adhering to the site's dress code and professional expectations
- Maintaining a consistent and reliable schedule
- Arriving on time and providing advance notice of anticipated absences
- Interacting with clients, staff, and peers with respect and courtesy
- Completing all required documentation, case notes, and site paperwork
- Upholding relevant ethical standards, including those outlined by the ACA

Absences during scheduled hours should be infrequent. Consistent attendance is essential for ensuring continuity of client care and maintaining ethical standards. In the event of illness or unforeseen circumstances, students must notify both their site supervisor and their faculty instructor as soon as possible.

Students are expected to honor all commitments to their site and clients, even if they have already met the minimum hour requirements for their course. Students who are asked to leave a site due to unprofessional or unethical conduct may be removed from the course, assigned a failing grade, and/or be subject to further departmental review including dismissal from the OLLU MAC Program.

Counselor Self-Awareness

The OLLU MAC Program affirms that the counselor's personal development is a vital component of effective counseling. Extensive research demonstrates that the therapeutic relationship—shaped in part by the counselor's self-awareness, interpersonal presence, and emotional insight—is central to positive client outcomes.

Students will engage in reflective activities throughout the curriculum, with an increased emphasis on self-exploration during Foundational Counseling Skills, Practicum, and Internship. Expectations include:

- Examining personal values, biases, and assumptions

- Participating fully in experiential and reflective learning activities
- Taking appropriate emotional risks to support personal growth
- Considering and applying feedback from faculty, site supervisors, and peers

Faculty strive to support an environment that promotes emotional safety; however, growth often occurs outside of one's comfort zone. Students are encouraged to use these moments to deepen self-understanding and strengthen their effectiveness as emerging counselors. (See Appendix D: Tips on Giving and Receiving Feedback.)

Personal Counseling

Counselor training in the **OLLU MAC Program** extends beyond academic instruction to include personal reflection and self-evaluation. During Practicum and Internship, students often become more aware of the complex emotional experiences encountered in counseling work. Exposure to clients' challenges may impact students personally, making self-care an essential component of professional functioning. The counseling faculty strongly encourage all MAC students to consider participating in personal counseling. Engaging in counseling provides opportunities to:

- Process personal reactions to clinical work
- Experience the counseling process from the client's perspective
- Strengthen emotional resilience and self-awareness
- Develop strategies for managing stress, relationships, and overall well-being

APPENDIX A: DIRECT & INDIRECT EXPERIENCES

The following table provides examples of direct and indirect experiences for the Clinical Mental Health, Clinical Rehabilitation, and School Counseling program specialty areas. Essentially, direct hours are time spent with clients/students that contribute to the development of counseling skills. Please note that indirect hours (also known as “other professional activities”) are activities that contribute to the care of the client/student, utilizing the specialized skill set of a counselor. If students have questions about specific duties or assignments at the site, they should ask their course instructor and/or site supervisor.

CLINICAL MENTAL HEALTH	CLINICAL REHABILITATION	SCHOOL COUNSELING
<p style="text-align: center;">DIRECT HOURS</p> <p>Individual Counseling Couples Counseling Family Counseling Group Counseling Intake Sessions</p>	<p style="text-align: center;">DIRECT HOURS</p> <p>Individual Counseling Couples Counseling Family Counseling Group Counseling Intake Sessions Psychological Assessments Interventions for Prevention Consultation with Legal System Consultation with Integrated Behavioral Healthcare Professionals Mental Health Advocacy</p>	<p style="text-align: center;">DIRECT HOURS</p> <p>Individual Counseling Family Counseling Small Group Counseling Classroom Guidance Lessons Intake Sessions Academic Advising Field Supervision Sessions</p>
<p style="text-align: center;">INDIRECT HOURS</p> <p>Individual Site Supervision University Supervision Progress Notes Documentation Treatment Plan Documentation Case Consultation Testing and Reports Workshops & Seminars Training Individual Counseling Observations Group Counseling Observations Coordination of support services Consultation/Follow Up with Client or Family Members Preparation of Counseling Sessions with Clients</p>	<p style="text-align: center;">INDIRECT HOURS</p> <p>Individual Site Supervision University Supervision Progress Notes Documentation Treatment Plan Documentation Case Consultation Testing and Reports Workshops & Seminars Training Individual Counseling Observations Group Counseling Observations Consultation/Follow Up with Client or Family Members Preparation for Counseling Sessions with Clients</p>	<p style="text-align: center;">INDIRECT HOURS</p> <p>Individual Site Supervision University Supervision Field Supervision Pre/Post Conferences Progress Notes Documentation Treatment Plan Documentation Case Consultation Testing and Reports Workshops & Seminars Training Individual Counseling Observations Group Counseling Observations Coordination of support services Consultation/Follow Up with Client or Family Members Development of Guidance Lessons or Preparation for Counseling Sessions</p>

Tips on Increasing Direct Hours

- To increase direct service hours, students may consider the following strategies:
- Ask the site supervisor about opportunities to co-counsel with another counselor or student intern.
 - Co-counseling requires active participation in the counseling process and should not be

limited to passive observation.

- This approach is often effective in work with couples, families, and groups.
- Design and implement a psychoeducational or process group that meets the needs of the site's population.
 - If such groups are not already offered, this can be an effective way to provide meaningful services and increase client engagement.
 - Consult with the site supervisor regarding which group topics would be most beneficial.
- Conduct wellness checks for clients who ended counseling early, may need additional support, or could benefit from referrals.
 - Phone-based wellness checks allow for brief needs assessments, check-ins, and distribution of relevant resources.
 - Given ongoing community stressors, offering crisis line information and other mental health resources may be particularly helpful.
- Engage in crisis counseling when appropriate.
 - Ask the site supervisor about opportunities to assist with crisis hotlines or work with clients who frequently experience crises.
 - When significant events occur in the community (e.g., natural disasters, public health crises, mass violence, or large-scale accidents), inquire whether you may support agency response efforts.
- Provide free or reduced-fee services when permitted by the site.
 - Some agencies allow interns to see clients at no cost or a reduced fee, which can benefit both the agency and the intern.
 - When a site primarily serves children and adolescents, interns may also offer counseling to parents or family members as appropriate.
- Participate in outreach activities for the agency.
 - Interns may help expand the agency's service reach by assisting with programming for underserved or emerging populations.
 - Opportunities may exist to provide services within schools, faith-based organizations, or other community settings.
- Reevaluate personal priorities and schedules to create additional availability for client services.
 - Adjusting time commitments, reorganizing weekly schedules, or planning ahead for high-demand periods may help increase opportunities for direct client contact.
 - Students are encouraged to discuss scheduling needs with their site supervisor to ensure alignment with site expectations and client needs.

APPENDIX B: FITNESS TO PRACTICE



Fitness-to-Practice Standards and Process

As a Catholic university sponsored by the Sisters of Divine Providence, Our Lady of the Lake University is a community whose members are committed to serving students by ensuring quality innovative learning experiences; fostering spiritual, personal, and professional growth; and preparing students for success and continued service.

In the spirit of the OLLU tradition, counseling students are expected to conduct themselves in an ethical, responsible, and professional manner while fostering their own spiritual and professional growth. The OLLU Counseling Program evaluates each student's growth through the Fitness-to-Practice (FTP) process as an element of students' performance. All counseling students are regularly monitored throughout their matriculation in the program, to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as a counselor-in-training (CACREP, 2024). The manner in which a student's progress may be routinely monitored includes consultation during faculty meetings, small group faculty consultation, or faculty consultation with department chair. All students are encouraged to review these standards and seek clarification regarding the FTP policies and procedures when needed.

For successful completion of the program and endorsement from the OLLU Counseling Program for any relevant certifications or licensure, students must demonstrate performance meeting or exceeding program standards in all settings, including classes, advising sessions, practicum/internship sites, and all verbal and written communication. These standards include:

1. Maintain a cumulative GPA of 3.0 or better with a grade of 'C' in no more than one course that is to be counted toward the degree. Students may NOT receive a 'C' in any of the following courses: COUN 6315, COUN 8312, COUN 8352, COUN 8390, COUN 8391, COUN 8325, COUN 8375, and COUN 8600.
2. Demonstrate professional fitness-to-practice in their interactions with others as measured by the standards on the *OLLU Counseling Program Fitness-to-Practice Form* (below).
3. Adhere to the codes of ethics of professional associations in counseling and all related national and state licensure and certification boards.

The FTP Evaluation Process:

The fitness-to-practice evaluation process includes an evaluation by the instructor of record using the *OLLU Counseling Program Fitness-to-Practice Form*. All students are evaluated in the following courses by the instructor of record: COUN 6315, COUN 8312, COUN 8352, COUN 8390, COUN 8391, COUN 8325, COUN 8375, & COUN 8600.

An FTP review may be initiated for any student, at any time, if a faculty member, staff member, or site/field supervisor believes the student has displayed behavior that suggests the student does not possess sufficient competency in one or more FTP criteria. Faculty may also initiate an immediate and unscheduled FTP review at any time for:

- Students who engage in illegal or unethical behaviors,
- Students who present a threat to the well-being of others, or
- Students who violate the OLLU Student Code of Conduct or any other OLLU policies or procedures.

In such cases, depending upon the circumstances, the fitness-to-practice process may result in the student being dismissed from the OLLU Counseling Program without the opportunity for remediation.

Faculty members, staff members, and site/field supervisors may evaluate all students according to the fitness-to-practice standards within the OLLU Counseling Program Fitness-to-Practice Form. Students will have the opportunity to participate and respond at each step of the FTP process.

Performance on the FTP standards will be rated based on the following scales: 'N/A- Not Observed', '3- No Concern', '2- Concerned', or '1- Highly Concerned', as described in the *OLLU Counseling Program Fitness-to-Practice Form*. A rating of '3- No Concern' indicates competence achieved. A rating of 'N/A- Not observed' indicates that the evaluator did not have the opportunity to observe the described standard for the student, therefore it does not indicate that competence has or has not been achieved. A rating of '2- Concerned' or '1- Highly Concerned' on any of the FTP standards indicates that competence has not been achieved and will initiate the FTP procedures described below in steps 1-3. **If a student receives a rating of '2- Concerned' on their FTP evaluation the FTP process will begin at step 1. If a student receives one or more rating(s) of '1- Highly Concerned', or if they have previously received a rating of '2 - Concerned' on an FTP evaluation at any other time throughout their program of study, the FTP process will automatically proceed to step 2. If the FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others, or has violated the OLLU Student Code of Conduct, the FTP process will proceed directly to step 2.**

STEP ONE:

The student with identified FTP concerns will be contacted to schedule a meeting to review the *OLLU Counseling Program Fitness-to-Practice Evaluation*. The meeting will be held with the issuing faculty member. The student's assigned faculty advisor and the OLLU Counseling Program Fitness-to-Practice Coordinator should be included in all FTP communication with the student and may also be present at the FTP meeting with the student/issuing faculty.

The student has five business/semester days to respond to the request to schedule a meeting. If the student does *not* respond by the close of business on the fifth business/semester day, the matter will proceed to steps 2 or 3 described below.

At the meeting, the issuing faculty will review the *OLLU Counseling Program Fitness-to-Practice Form* with the student and discuss plans for improvement on the standard(s) that competency was not achieved. Within five business/semester days after the meeting, the issuing faculty will provide a copy of the Fitness-to-Practice Form (incorporating any plans for improvement agreed upon at the meeting) to the student for review and signature. The student will have five business/semester days to review, sign, and return the Fitness-to-Practice Form. Failure of the student to sign and/or return the Fitness-to-Practice Form by the close of business on the fifth business/semester day will not impede the process and may be considered during the fitness-to-practice process.

Both the student and issuing faculty may retain copies of the signed OLLU Counseling Program Fitness-to-Practice Form and copies will be placed in the student's academic record/file. At any time during the remediation process, the issuing faculty member may refer the student to a faculty review committee (step 2).

STEP TWO:

A faculty review committee will be convened if:

- A.** The FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the well-being of others, or violated the OLLU Student Code of Conduct or the Handbook of Operating Procedures,
- B.** A student fails to respond to the issuing faculty's request to schedule a meeting to review the OLLU Counseling Program Fitness-to-Practice Form,
- C.** A student fails to show reasonable improvement in the area(s) of concern discussed with the professor of record in step 1 of the FTP process, or
- D.** A student receives more than one '2- Concerned' rating on the OLLU Counseling Program Fitness-to-Practice Form during their Program of Study; or the student receives a '1- Highly Concerned' rating on any standard at any time.

The faculty review committee will be comprised of three or more faculty members from the OLLU Counseling Program. The faculty review committee may consult with any of the counseling program faculty or supervisors regarding the development of remedial strategies and/or evaluation of the student's fitness for continuation in the Counseling Program.

At the meeting, the faculty review committee will review the *OLLU Counseling Program Fitness-to-Practice Form* with the student and create/review a remediation plan to address the standard(s) in which competency was not achieved. Within five business/semester days after the meeting, the issuing faculty will provide a copy of the Fitness-to-Practice Form and remediation plan (incorporating any changes agreed upon at the meeting) to the student for review and signature. The student will have five business/semester days to review, sign, and return the Fitness-to-Practice Form and remediation plan. Failure of the student to sign and/or return these documents by the close of business on the fifth business/semester day will not impede the process and may be considered during the fitness-to-practice process.

The remediation plan should address, but is not limited to:

1. Specific competency(ies) from the Fitness-to-Practice Standards which require(s) remediation,
2. Specific tasks being required to demonstrate remediation of specified standards,
3. Specific deadline for completion of requirements and timeline of subsequent monitoring/evaluation of progress.

The remediation plan should be time-specific and outcome-focused. Tasks included in remediation plans should be directly related to the specific standard(s) identified as lacking competency for the student in question. Such tasks may consist of, but are not limited to, the following:

- Referral to personal counseling (i.e.- student must participate in weekly counseling sessions for 3 consecutive months prior to being re-enrolled in clinical coursework)
- Increased professional supervision (by site supervisor, faculty supervisor, faculty advisor, etc.)
- Requirement to repeat specified academic coursework
- Attendance at relevant professional seminar(s)
- Special assignment (i.e.- completion of essay addressing importance of specific ethical codes violated)
- Requirement of formal probation or leave of absence for specified period of time

Both the student and issuing faculty may retain copies of the signed *OLLU Counseling Program Fitness-to-Practice Form* and remediation plan and copies will be placed in the student's academic record/file.

The faculty review committee will monitor the student's progress on the remediation plan. If at any time the student is determined not to be making satisfactory progress, the faculty review committee may either modify the remediation plan or dismiss the student from the program.

STEP THREE:

All faculty review committee decisions for a student's dismissal from the OLLU Counseling Program will be forwarded to the Department Chair. The Department Chair will forward the committee's decision to the OLLU Dean of Academics. The student may appeal the committee's decision to the Associate Provost for Academic Affairs. The decision of the Associate Provost is final.

My signature indicates that I have read the Fitness-to-Practice (FTP) Standards & Process Document and understand my responsibilities as a counselor-in-training. If at any time I have questions about the FTP evaluation, I will contact the OLLU Program Director and/or Department Chair.

(Printed Name)

(Signature)

(Date)



Our Lady of the Lake University MAC Program Fitness-to-Practice (FTP) Evaluation Form

Student _____

Today's Date _____

Faculty _____

Course Number _____

Routine fitness-to-practice evaluations are completed at designated points within the program. Instructors complete fitness-to-practice evaluations for all students at the conclusion of the following courses: COUN 6315 Professional Orientation & Ethics; COUN 8312 Group Dynamics in Counseling; COUN 8352 Foundational Counseling Skills; COUN 8390 Practicum in Counseling; and all internship courses: COUN 8391, COUN 8325, COUN 8375, COUN 8600.

In addition to these systematic FTP evaluations of all students, an FTP review may be initiated for any student, at any time, if a faculty member, staff member, or field supervisor believes the student has displayed behavior that suggests the student does not possess sufficient competency in one or more of the program's FTP criteria. Faculty may also initiate an immediate FTP review at any time for students who engage in illegal or unethical behaviors, present a threat to the well-being of others, or violate university policies or codes of conduct.

Each use of the fitness-to-practice evaluation form, including documentation of any remediation plans, must be placed in the student's file.

Students should achieve a rating of 'No Concern' or 'Not Observed' on each item of the FTP evaluation. Based on your observations of the student, select the rating that corresponds to your level of concern for each standard:

3 = No Concern 2 = Concerned 1 = Highly Concerned N/A = Not Observed

Professionalism

1. The student conducts themselves in a manner consistent with the professional and ethical standards of the counseling profession and OLLU Counseling Program.
2. The student conducts themselves in a manner consistent with Our Lady of the Lake University's core values (community, integrity, trust, service).
3. The student demonstrates a respectful attitude toward peers, professors, and others.
4. The student demonstrates sensitivity to real and ascribed differences in power between them and others.
5. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.
6. The student is timely and adheres to course schedules and assignment due dates.
7. The student willingly increases knowledge (and implementation) of effective counseling strategies.
8. The student presents themselves professionally within course discussions and assignments.

Comments:

General Competency

1. The student recognizes the boundaries of their particular competencies and limitations of their expertise.
2. The student takes responsibility for compensating for their deficiencies in a timely manner.
3. The student takes responsibility for assuring client welfare when faced with the boundaries of their expertise.
4. The student provides only those services, and applies only those techniques, for which they are qualified by education, training, supervision, or experience.
5. The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.
6. The student demonstrates oral and written language skills consistent with a graduate level education.
7. The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.

Comments:

Social & Emotional Maturity

1. The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.
2. The student is honest.
3. The student is aware of their own belief systems, values, needs, and limitations and the effect of these on their counseling work.
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.
6. The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.
7. The student contributes appropriately to classroom and supervisory discussions.

Comments:

Integrity and Ethical Conduct

1. The student refrains from making statements which are false, misleading, or deceptive.
2. The student avoids improper and potentially harmful dual relationships.
3. The student respects the fundamental rights, dignity, and worth of all people.
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.
5. The student respects cultural, individual and role differences, including those of age, gender, race, ethnicity, nationality, religion, sexual orientation, disability, language, and socioeconomic status.
6. The student adheres to the professional standards outlined in the ACA Code of Ethics (2014).

Comments:

*******The following section is to be filled out for clinical/synchronous classes ONLY*******

Clinical Competency

1. The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy.
2. The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.
3. The student demonstrates a capacity for understanding the influence of others on their own development (e.g., family of origin).
4. The student demonstrates a willingness and an ability to explore their own emotions, behavior, and cognitions in order to enhance self-awareness and self-knowledge.
5. The student consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation of others, a respect for others, and an ability to interact with others in an appropriate manner.
6. The student demonstrates a potential for working effectively with distressful emotions (their own and the emotions of others).
7. The student presents a professional demeanor and image at field placement sites.
8. The student regularly attends class, is on time for class, and stays for the entire class meeting.
9. In field placements, the student establishes and maintains a regular schedule of attendance and service for the entire semester.

Comments:

Faculty Signature: _____

Date: _____

Student Signature: _____

Date: _____

APPENDIX C: Client Consent for Recording

Please keep in mind consent for treatment and counseling services will be provided by your site per their practices and policies. If you are recording a client, you must have documented consent on forms provided in this Appendices. These forms will be required as part of the documentation for your Tapescript Assignments in Clinical Courses.



Request to Audio/Video Informed Consent Form

Purpose

The purpose of this *request to audio/video* is to give a counselor-in-training at Our Lady of the Lake University the opportunity to demonstrate proficiency in conducting a variety of counseling skills. This is a voluntary project designed to satisfy the experiential components required for the successful completion of graduate-level counseling practicum and internship classes taught at Our Lady of the Lake University.

Consent Information

By signing this form, you give your consent for the Counselor-in-Training to audio/video activities in which you and/or your minor children are observed and share the audio/video as needed to assist with the course assignment. You understand that the audio/video will only be used for evaluation and training purposes and that the Counselor-in-Training will only share audio/video pertinent to the assignment and only what is needed to meet the requirements of the assignment. In order to protect confidentiality, pseudonyms will be employed and your information will not be shared with anyone but the instructor and members of the class. All audio/video recordings will be destroyed at the end of the semester.

All Counselors-in-Training at Our Lady of the Lake University are professionally supervised and are mandated to follow all applicable legal, ethical, and professional guidelines. This is a voluntary project. You have the right to stop at any time without cause or penalty. Your participation is greatly appreciated.

If you agree to participate in this project of your own volition, please sign below. The copy marked “Volunteer Copy” is for your records. The “Instructor Copy” will be returned to the OLLU practicum instructor of record for course requirement purposes.

Volunteer (Print name)

Volunteer (Signature)

Date

Parent/Guardian (if applicable)

Date

OLLU Counselor-in-Training

Date



Request to Audio/Video Informed Consent Form

Purpose

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All Counselors-in-Training at Our Lady of the Lake University are professionally supervised and are mandated to follow all applicable legal, ethical, and professional guidelines. This is a voluntary project. You have the right to stop at any time without cause or penalty. Your participation is greatly appreciated.

If you agree to participate in this project of your own volition, please sign below. The copy marked "Volunteer Copy" is for your records. The "Instructor Copy" will be returned to the OLLU practicum instructor of record for course requirement purposes.

Volunteer (Print name)

Volunteer (Signature)

Date

Parent/Guardian (if applicable)

Date

OLLU Counselor-in-Training

Date



Solicitud de Consentimiento Informado para Audio/Video

Propósito

El propósito de esta solicitud de audio/video es brindar a un consejero en formación de la Universidad Our Lady of the Lake la oportunidad de demostrar competencia en la realización de una variedad de habilidades de consejería. Este es un proyecto voluntario diseñado para cumplir con los componentes experienciales requeridos para la finalización exitosa de Práctica y/o Internado, todos cursos de posgrado de consejería impartidos en la Universidad Our Lady of the Lake.

Información de Consentimiento

Al firmar este formulario, usted otorga su consentimiento para que el Consejero en Formación grabe en audio/video actividades en las que usted y/o sus hijos menores sean observados, y para que el audio/video sea compartido según sea necesario para apoyar la asignación del curso. Usted entiende que el audio/video se utilizará únicamente con fines de evaluación y capacitación, y que el Consejero en Formación solo compartirá el audio/video pertinente a la asignación y únicamente lo necesario para cumplir con los requisitos de la misma.

Con el fin de proteger la confidencialidad, se utilizarán seudónimos y su información no será compartida con nadie más que con el instructor y los miembros de la clase. Todas las grabaciones de audio/video serán destruidas al final del semestre.

Todos los Consejeros en Formación de la Universidad Our Lady of the Lake están supervisados profesionalmente y están obligados a cumplir con todas las normas legales, éticas y profesionales aplicables. Este es un proyecto voluntario. Usted tiene el derecho de retirarse en cualquier momento sin causa ni penalización. Su participación es muy apreciada.

Si acepta participar en este proyecto por su propia voluntad, por favor firme a continuación. La copia marcada como “**Copia del Voluntario**” es para sus registros. La “**Copia del Instructor**” será devuelta al instructor de práctica de OLLU correspondiente para fines de cumplimiento del curso.

Voluntario (Nombre en letra de molde)

Voluntario (Firma)

Fecha

Padre/Madre o Tutor Legal (si aplica)

Fecha

Consejero en Formación de OLLU

Fecha



Solicitud de Consentimiento Informado para Audio/Video

Propósito

El propósito de esta solicitud de audio/video es brindar a un consejero en formación de la Universidad Our Lady of the Lake la oportunidad de demostrar competencia en la realización de una variedad de habilidades de consejería. Este es un proyecto voluntario diseñado para cumplir con los componentes experienciales requeridos para la finalización exitosa de Práctica y/o Internado, todos cursos de posgrado de consejería impartidos en la Universidad Our Lady of the Lake.

Información de Consentimiento

Al firmar este formulario, usted otorga su consentimiento para que el Consejero en Formación grabe en audio/video actividades en las que usted y/o sus hijos menores sean observados, y para que el audio/video sea compartido según sea necesario para apoyar la asignación del curso. Usted entiende que el audio/video se utilizará únicamente con fines de evaluación y capacitación, y que el Consejero en Formación solo compartirá el audio/video pertinente a la asignación y únicamente lo necesario para cumplir con los requisitos de la misma.

Con el fin de proteger la confidencialidad, se utilizarán seudónimos y su información no será compartida con nadie más que con el instructor y los miembros de la clase. Todas las grabaciones de audio/video serán destruidas al final del semestre.

Todos los Consejeros en Formación de la Universidad Our Lady of the Lake están supervisados profesionalmente y están obligados a cumplir con todas las normas legales, éticas y profesionales aplicables. Este es un proyecto voluntario. Usted tiene el derecho de retirarse en cualquier momento sin causa ni penalización. Su participación es muy apreciada.

Si acepta participar en este proyecto por su propia voluntad, por favor firme a continuación.

La copia marcada como “**Copia del Voluntario**” es para sus registros. La “**Copia del Instructor**” será devuelta al instructor de práctica de OLLU correspondiente para fines de cumplimiento del curso.

Voluntario (Nombre en letra de molde)

Voluntario (Firma)

Fecha

Padre/Madre o Tutor Legal (si aplica)

Fecha

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APPENDIX D: Tips on Giving and Receiving Feedback

Clinical courses within the OLLU MAC Program intentionally incorporate peer feedback as a core component of professional development and skill-building. Through structured activities such as role-plays, group discussions, and supervised practice sessions, students both give and receive constructive feedback from their peers. This process encourages reflection on counseling skills, communication style, and professional behavior, while helping students learn to provide feedback thoughtfully and receive it openly.

Learning to engage effectively with feedback during training is critical for future practice as professional counselors. In post-graduate settings, counselors regularly receive supervision, peer consultation, and client feedback. Developing the ability to process feedback constructively during clinical courses fosters self-awareness, strengthens clinical competence, and prepares students to respond professionally to feedback throughout their careers, ensuring continued growth and effective client care.

Feedback is a form of discourse that takes place in a here-and-now interaction and provides information to help the receiver recognize the impact of one's words or behaviors. To be effective, feedback must be kindly delivered by the sender and graciously accepted by the receiver, without becoming defensive or hurt. It is conveyed in such a way that the relationship remains intact.

Delivering feedback effectively:

- Be specific when you describe the behavior of interest. What exactly has happened? What did the receiver do that elicited the feedback?
- Deliver the feedback as quickly as possible following the behavior.
- Deliver the feedback directly to the receiver.
- Use "I" messages to indicate that you assume full ownership and responsibility for what is being said.
- Address behaviors that can be changed, not traits or characteristics of which the receiver has no control.

Receiving feedback effectively:

- Be open and listen first, without interrupting or immediately objecting to what is being said.
- Listen without turning the focus of the discussion back on the sender.
- Accept the feedback, rather than immediately refuting it.
- Recognize that the speaker has a right to his or her perceptions and to say what he or she is sharing.
- Be open and attentive to the sender and ask for clarification, if needed.
- Actively *hear* what is being said and try to understand what the sender means.
- Reflect upon what is being said about the behavior that prompted the feedback and accept responsibility for that behavior.
- Convey a genuine interest in receiving the feedback and in making the appropriate personal changes.

APPENDIX E: PREPPING FOR SUPERVISION

Counselors-in-training (CITs) have a professional responsibility to come to supervision prepared. Supervision is a collaborative learning process, not a passive experience in which the supervisor leads entirely. Students are expected to actively engage by bringing cases, questions, reflections, and concerns for discussion. Taking responsibility for preparation demonstrates accountability, ensures productive use of supervision time, and supports professional growth, clinical skill development, and ethical practice. By coming prepared, students contribute to a meaningful learning experience for themselves, their clients, and the supervisory relationship.

Use this sheet to organize your thoughts, reflect on your work, and make the most of your supervision sessions.

1. Case Preparation

- Bring detailed case notes and any session summaries required by your site.
- Identify specific clients or sessions you want to discuss.
- Prepare questions about clinical decisions, interventions, or session outcomes.

2. Self-Reflection

- Reflect on your strengths and areas for growth in your counseling sessions.
- Note any emotional reactions you had during sessions (e.g., countertransference, frustration, empathy).
- Consider how your personal values, biases, or assumptions may have influenced the session.

3. Clinical Skills & Techniques

- Ask for feedback on your use of specific counseling skills (e.g., open-ended questions, reflection of feelings, summarization).
- Discuss interventions you tried and their effectiveness.
- Explore alternative strategies or approaches you could use in future sessions.

4. Ethical & Professional Issues

- Bring any ethical dilemmas or concerns for guidance.
- Ask questions about confidentiality, informed consent, or boundary management.
- Discuss professional behavior, documentation, and adherence to site policies.

5. Goal Setting

- Identify specific goals for your next supervision session or upcoming client sessions.
- Set small, measurable objectives to improve clinical skills or address areas of growth.

6. Feedback

- Be open to receiving constructive feedback from your supervisor.
- Ask clarifying questions if you do not fully understand the feedback.
- Reflect on feedback and make a plan to incorporate suggestions into your practice.

7. Personal Development & Self-Care

- Share any emotional challenges or stressors related to your counseling work.
- Discuss self-care strategies to prevent burnout and maintain professional functioning.
- Ask for guidance on managing challenging client situations while maintaining well-being.

8. Additional Tips for Effective Supervision

- Arrive prepared and on time with all materials organized.
- Be honest about your strengths, struggles, and questions.
- Take notes during supervision and review them afterward to implement feedback.
- View supervision as a safe space for learning and growth—not evaluation alone.

APPENDIX F: FREQUENTLY ASKED QUESTIONS

When should I start looking for a clinical site?

Now! Even if you plan to begin in a future semester, starting early gives you time to explore, connect, and secure a good fit. Some sites fill quickly, so don't wait until the last minute.

What's the difference between practicum and internship?

- Practicum: Your first supervised clinical experience (100 hours minimum; 40 must be direct client hours).
- Internship: A deeper dive into clinical work over two semesters (600 total hours; 240 must be direct client hours).

What counts as “direct” vs. “indirect” hours?

- Direct hours involve actual client contact (e.g., individual counseling, co-facilitating groups, intake interviews).
- Indirect hours include supervision, note writing, case consultations, trainings, and staff meetings.

How many group hours do I need, and can they count toward individual hours?

Students are required to complete a minimum of 4 group counseling hours during Practicum and Internship. These hours can only be counted toward group hours and cannot be applied toward individual counseling hour requirements.

How many telehealth hours are allowed?

For telehealth, students may complete up to 20% of their direct hours (8 hours) via telehealth during practicum, and up to 30% (36 hours) during internship, provided these hours meet all site and supervision requirements.

Are we responsible for contacting our site supervisors to ensure paperwork is completed on time?

Yes, it is both appropriate and expected that students take the initiative to communicate with their site supervisors regarding paperwork, deadlines, and placement requirements. Practicing professional communication and self-advocacy is a critical part of your clinical training and supports a successful placement process.

Do I have to use a site from the approved list?

We strongly recommend starting with approved sites (attached in the application email). If you find a site not on the list, contact the clinical team—it may still be possible to get it approved!

Can I get paid during internship?

Sometimes, yes! Paid internships are rare but not unheard of. You can ask sites if they offer stipends or part-time pay—but don't count on it. Most positions are unpaid. If you are offered a paid internship, please speak directly to the Clinical Coordination Team to ensure all legal and ethical considerations are taken.

Do I need liability insurance for practicum or internship, and where can I find information on how to get it?

Yes, you are required to carry professional liability insurance before beginning any clinical work during your practicum or internship. Most counseling programs, including ours, require this as a safeguard for both you and your clients.

What if my site doesn't allow me to record sessions?

You must record counseling sessions for supervision and course requirements. If your site does not permit recordings, you will need to secure a second site that does. Talk to the clinical team ASAP—we're here to help you plan for this.

What if I can't find a site in time?

Stay in touch with the clinical team early and often. We're here to help problem-solve and support you. In some cases, students may need to defer a semester—but proactive planning can usually prevent this.

What should I bring to an interview with a potential site?

- Your resume
- A cover letter (optional, but great!)
- A copy of your clinical orientation checklist (if needed)
- Questions about supervision style, client population, and expectations
- A curious, open, and professional attitude!

What if I plan to stay at the same site for internship?

That's totally fine—and often a great choice if the fit is working well! However, you still need to renew your application in Tevera for each new semester. Make sure to:

- Submit a renewal (even for the same site)
- Confirm your supervisor is re-approved for the term
- Complete each required step in Tevera by the deadline

Can I count my employment hours as clinical hours?

You cannot count hours with the same clients you see as part of your job. Clinical hours must be separate from your employment role, with clearly distinct responsibilities and documentation. If your job is primarily administrative or focused on case management (rather than providing therapeutic services), it likely won't qualify for clinical credit.

Who should I contact if I have questions?

Email the Clinical Team—we love hearing from you and want to support your success. That's what we are here for! Deadlines are firm, so don't wait—late submissions could delay your ability to register, begin hours or delay graduation!

