Instructor: Tammy D. Villanueva, Ph.D., LPC
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Email: tammy.villanueva@sfasu.edu

Course Time: Tuesdays
Location: Zoom Class
Office Hours: Available via zoom and by Appointment Only, Email or text to schedule appointment.
Credits: 3 hours

Course Description:
A post practicum field placement requiring a minimum of 600 clock hours of supervised counseling experience. Placements may include such settings as rehabilitation centers, schools and community agencies.

Your internship is the culmination of the academic sequence leading to your degree in counseling that should provide you with a supportive, structured learning environment for acquiring clinical experience and practical on-the-job training. In addition to on-site experience and supervision, you will participate in class meetings with other interns to discuss placement experiences.

Prerequisites: Completion of all Core Classes (PCOU 5310, 5305 or 5320, 5323, 5325, 5328, 5331, 5333, 5335, 5341, 5359, 5385, 5391, 5394), Admission to Candidacy, and Passing Grade on CPCE (Comprehensive Exams)

Course Delivery Modality:
This course will be delivered via zoom. A zoom link will be provided. This is a class and professionalism is expected. During the zoom class, cameras must be on and you must participate. If not speaking put your microphone on mute. This class will use a variety of teaching methods including readings, discussions, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

Texts/Readings:
*The Counseling Practicum and Internship Manual: A Resource for Graduate Counseling Students*
*By Shannon Hodges*
Reading will be assigned based upon the individual client cases and professional development needs.

Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.
Counseling Services
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Program Learning Outcomes

Professional Orientation and Ethical Practice (CACREP 2.F.1)
Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2)
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5)
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6)
Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)
Students identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)
Students evaluate research methods to inform evidence-based practice.

Intended Learning Outcomes/Goals/Objectives:
Through the activities and objectives in PCOU 5395 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity and service within the counseling profession and following the American Counseling Association guidelines will also be integrated into all aspects of the course. As described in this syllabus, PCOU 5395 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments. Because there are numerous CACREP and CORE Standards assessed in this course, the specific standards are listed in the Internship Manual. They will be assessed through the mid-term and final CIT evaluations. This course is
designed to meet SACS, SBEC, and CAEP standards.

A complete list of standards assessed in Internship can be found in the Internship Manual and on the CIT evaluation documents for each specialty area. Standards are based upon the individual specialization tracks and are aligned with CACREP and CORE practice standards.

Any violation of the ACA Code of Ethics, Intern policies, or legal statute may result in a failing grade in the course and/or removal from the program. In the event this occurs, the Counseling faculty will be consulted, as well as the Department Chair.

Course Requirements and Expectations:

The requirements are directed to assuring that you have the types of experiences that will produce a capable, competent professional counselor, regardless of which setting you have chosen. There are a number of requirements that you must meet to successfully complete your internship experience.

These requirements are found in detail in your copy of the Counseling Program Internship Manual.

The following paperwork the must be completed and returned prior to being allowed to accrue hours:

1. **Joint University and Agency contract.** In the Manual is a copy of the Joint University/Agency contract (p. 15-18). Submit this to your supervisor and have him/her or the agency designate to sign the contract. Make two copies, keep one for yourself, one goes to the agency and the original to me at the Department of Human Services. I cannot assign you a grade for your internship experience without this contract.

2. **The Counseling Intern Agreement** (p. 3 of Internship Manual) is to be signed and returned.

3. **Statement of Site Supervisor Credentials** (p. 19-20 of Internship Manual), along with a copy of the supervisor’s license/certification and a vita verifying years of experience

4. **Intern Data Form** (in D2L) This form provides contact information on your site and your supervisor.

Required Documentation

1. **The Internship Log** is a chronological record of daily activities showing actual clock hours spent in various counseling activities. I have provided you with an electronic file that will total your weekly and total hours. You will need to maintain a detailed daily log of activities (This can be in the format of your choice). **Your weekly log should be signed by you and your on-site supervisor and turned in each week during class.** Daily logs should be available for review upon request of your site or university supervisor. **In order to document experience in working with a diverse population, students are to indicate in the notes section of the log the different aspects of client diversity (racial, ethnic, gender, gender identity, sexual orientation, age, socioeconomic, religious/spiritual, affiliation, education level, etc.)**

2. **The Weekly Supervision Log Form** is to document supervision activities and recommendations, as well as give formative assessment information on a weekly basis. **It is to be signed by site supervisor and returned weekly.**

3. **Weekly Journal** – each student will write a weekly journal utilizing the Integrative Processing Model format explained in the article provided in D2L. There is also a template for the journal in D2L.

Assessment (Copies of all forms can be found in D2L)

1. The site supervisor will do **two live observations and complete the form provided.** On will need to be done prior to mid-term and the second one prior to finals week.

2. The site supervisor will complete the mid-term and final evaluation in Livetext.

3. The University supervisor will do one or two observations and provide feedback utilizing program forms. For school counselors, there must be three observations completed by a Certified School Counselor (individual is contracted through the university) one observation must be a classroom guidance lesson and the other will be individual or group counseling. For Clinical Mental Health and Clinical Rehabilitation, the observations can be an intake, assessment, or individual or group counseling. Interns need to obtain permission for the supervisor to be present prior to the observation.

Supervision

1. Interns will participate in one hour of individual/triadic supervision with the site supervisor each week.

2. Interns will participate in the group supervision class with the University supervisor each week.

Failure to attend supervision may result in a loss of hours for the week.

Other requirements

1. Each student will complete a learning plan that outlines professional growth goals for the internship experience. An
article explaining the format of the learning plan can be found in D2L.
2. All students will complete 3 hours of approved professional development related to the counseling profession during the semester. Proof of attendance will be required and should be turned in by the date indicated on the calendar.
3. Each student will present a case to the class in order to engage in consultation with other professionals. A schedule will be established the first night of class.
4. Students will develop a resume and cover letter to include in the digital portfolio on Livetext.

Grading:

The internship course is based on a pass/fail method of evaluation. **Grades are assigned based upon successful completion of the 600 hours of supervised experience, which includes 240 hours of direct client contact.** The university supervisor assigns the final grade, however, input from the on-site supervisor is vital. As detailed below and in the Internship Manual, you will be required to submit two (2) on-site supervisor evaluations of your professional and personal performance during the semester.

There are several documents that must be completed prior to final grades being posted. Sign in to LiveText and click on the Forms tab at the top. You will complete the following:
1. Candidates Final Disposition Checklist
2. PCOU 5395 CIT Evaluation of On-site Supervisor
3. PCOU 5395 CIT Field Placement Evaluation
4. PCOU 5395 Program Completer Survey

Final grades will not be posted until all paperwork is returned and Livetext forms and digital portfolio are completed.

**LiveText/Watermark Statement:** This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**FEM Statement:** FEM is used for field experiences, practicum, and internships in a way to document the offsite experiences.

**Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethics and Other Policy Information**

**Class Attendance and Excused Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation
in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. Because this is a skills-based course, experiential learning that occurs in class cannot be recaptured. For that reason, students are permitted to miss only one class (3 hours) with no penalty, but an email to the professor of the class is expected to determine whether the absence will be excused or not. Failure to notify the professor will result in the absence being unexcused and will result in a drop of one letter on the final grade. (2) With a second absence, a drop of one letter grade will occur. (3) A drop of an additional letter grade will occur for each subsequent absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods.

I strongly recommend that you review this information.
http://www.msresource.com/format.html
http://owl.english.purdue.edu/owl/printable/589/

Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14)). If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of
the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

ACA Code of Ethics
All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

https://www.counseling.org/resources/acca-code-of-ethics.pdf

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

***RUBRICS will be provided for all assignments in D2L

Graduation
You should have already applied. If you have not, do so immediately! If there were problems with your graduation audit, we would know by now.

1. Order regalia through the bookstore.

2. Students who are members of Chi Sigma Iota can order honor cords and stoles through CSI online. Students who are members of Sigma Phi Alpha will get honor cords and stoles the last night of class.

LPC License

Testing (Be sure to keep a copy of your results. NCE will not mail official results)
You cannot apply to test until after your degree has posted, unless you have signed up for the NBCC. Speak to Practicum/Internship Coordinator for additional information. You will need to have a final transcript with your degree conferred.

Temporary License
Once you have passed the NCE and taken the Jurisprudence exam (you can take this at any time. It is online and is a no fail exam), you can apply for your Temporary License. You cannot apply for your license until you have obtained an LPC supervisor. This link gives you directions: [https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html](https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html)
I will give you a Practicum/Internship verification form the last night of class. DO NOT LOSE THIS! You will need it to apply for your license.

CRC Certification Testing
All information on the CRC exam and certification can be found at [http://www.crccertification.com/](http://www.crccertification.com/)

CSC Certification and Testing
If you have not already taken your certification test, you need to obtain clearance paperwork from me and submit the application to test to the Certification Office.
To apply for certification:

**Certificate recommendations require the following:**

- All coursework completed
- All grades posted
- Degree conferred on final transcript – (1-2 weeks after graduation)
- Field experience completed (internship)
- Certification tests completed for specific certificate (TExES 152)*
- An online application submitted to TEA ([www.tea.state.tx.us](http://www.tea.state.tx.us))
- Payment to TEA for the certificate and fingerprint check

**Dates to apply for certificates:**

- *December* graduates may begin applying November 1\(^{st}\)
- *May* graduates may begin applying April 1\(^{st}\)
- *August* graduates may begin applying July 1\(^{st}\)

*Please note* – recommendation cannot be made by SFA until degrees have been conferred on the final transcript. If you are seeking certification only, recommendation cannot be made until all coursework/field experience is complete and grades are posted. Students should be notified by TEA that they have been recommended by SFA within 4-6 weeks of graduation/coursework completion.

**Application Procedures:**

- Go to the Texas Education Agency (TEA) website at [www.tea.state.tx.us](http://www.tea.state.tx.us)
- On the left hand side of the screen, click on the link for Educator Certification.
- On the left hand side of the screen, click on the link for Educator LOGIN/ACCOUNT SET UP
- After you have logged in to your account, click on Applications on the left side of the Educator Main Menu and select Standard Certificate Texas Program
- Answer questions on the applicant’s affidavit
- Choose Stephen F. Austin State University as the entity
- Indicate specifically the certificate for which you are applying (EC-4 Generalist, 4-8 Math, 8-12, Life Science, etc.)
- Complete the remaining portion of the application and select SFASU University based, College Recommendation
- Submit your application
- Submit your payment and fingerprint fee
- After payment for fingerprints has been made, students will receive an email with instruction on how to make arrangements for the fingerprint scan

**Case Consultation Requirements**

Each intern will present a case in class and lead the consultation process. The case consultation should include:

1. Demographics of the client
2. Presenting problem
3. Diagnosis (if appropriate)
4. Treatment goals
5. Interventions planned/attempted
6. Where additional help is needed from consultation process
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Assignments Due</th>
<th>Target Hours Direct/Indirect (end of week)</th>
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</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Internship Overview/Review LPC changes</td>
<td>Learning Plan Due</td>
<td>17/23</td>
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<tr>
<td>8/30</td>
<td>Discussion of Supervision Expectations</td>
<td>Read Supervision article</td>
<td>34/46</td>
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<tr>
<td>9/7</td>
<td>Legal Issues in Counseling Supervision activities</td>
<td>Journal 1 Bring a copy of the current LPC Rules to class with you.</td>
<td>51/69</td>
</tr>
<tr>
<td>9/14</td>
<td>Ethical Issues in Counseling Supervision activities</td>
<td>Bring a copy of the current ACA Code of Ethics to class with you. Journal 2</td>
<td>68/92</td>
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<tr>
<td>9/21</td>
<td>Crisis Intervention &amp; Suicide Prevention Supervision activities</td>
<td>Journal 3 Read Suicide Article in D2L.</td>
<td>85/115</td>
</tr>
<tr>
<td>9/28</td>
<td>Case Conceptualization Supervision activities</td>
<td>Journal 4 Read Case Conceptualization Article in D2L.</td>
<td>102/138</td>
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<td>10/5</td>
<td>Creative Arts in Counseling Supervision activities</td>
<td>Journal 5</td>
<td>119/161</td>
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<td>10/12</td>
<td>Trauma-Focused-CBT/EMDR Supervision activities</td>
<td>Journal 6</td>
<td>136/184</td>
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<tr>
<td>10/19</td>
<td>Spring Break – No Class</td>
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<tr>
<td>10/26</td>
<td>Case Consultation</td>
<td>Journal 7 Mid-semester evaluations due</td>
<td>153/207</td>
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<tr>
<td>11/2</td>
<td>Case Consultation</td>
<td>Journal 8</td>
<td>170/230</td>
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<td>11/9</td>
<td>Case Consultation</td>
<td>Journal 9</td>
<td>187/253</td>
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<tr>
<td>11/16</td>
<td>Case Consultation</td>
<td>Journal 10</td>
<td>204/276</td>
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<tr>
<td>11/30</td>
<td>Case Consultation</td>
<td></td>
<td>221/305</td>
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<tr>
<td>12/7</td>
<td>Next Steps – Licensure/Certification, Job Hunt, Choosing a Supervisor</td>
<td></td>
<td>238/328</td>
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<tr>
<td>12/14</td>
<td>Q &amp; A, Reflections</td>
<td>Professional Development verification due</td>
<td>240/360</td>
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<tr>
<td>12/14</td>
<td><strong>Final Meeting</strong></td>
<td>Final evaluations and logs due</td>
<td></td>
</tr>
</tbody>
</table>

Schedule is tentative and is subject to change.