

Clinical Rehabilitation Counseling

REHC 5390/5391/5392



University of Texas at El Paso
Clinical Rehabilitation Counseling Program
Practicum/Internship Handbook

Welcome to your clinical experience!

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Introduction

The Counseling program requires a practicum that includes a **minimum of 100 hours** and an internship that includes a **minimum of 600 hours** total (internship I = 300 hours; internship II = 300 hours) of clinical experience. The practicum and internship should be completed near the end of the program.

Purpose

The purpose of the practicum and internship (Internship I & II) is to provide students with meaningful field experiences in community agencies that serve and advocate for individuals with disabilities. Through these experiences, students will explore career interests, develop professional and communication skills, and apply theoretical and practical counseling knowledge in real-life settings. Under the supervision of site and faculty supervisors, these courses support the development of entry-level professional competencies and contribute to meeting CACREP accreditation standards.

CACREP Standards Related to Practicums and Internships

The following standards apply to entry-level programs for which accreditation is being sought. Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients.

4.A The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.

4.B Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.

4. C Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

4.D Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.

4.E In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

4.F Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

4.G Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:

1. CACREP standards and definitions related to supervised practicum and internship;
2. supervision agreement;
3. evaluation procedures and requirements; and
4. policy for student retention, remediation, and dismissal from the program

4.H Written supervision agreements:

1. define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship;
2. include emergency procedures; and
3. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.

4.I The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.

4.J During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement.

4.K The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.

4.L Students have opportunities to evaluate their experience with the practicum and internship placement process.

4.M Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

4.N Counselor education program core or affiliate faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:

1. relevant certifications and/or licenses,
2. relevant training for in-person and/or distance counseling supervision, and
3. relevant training in the technology utilized for supervision.

4.O Doctoral students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must:

1. have completed entry-level counseling degree requirements consistent with CACREP standards;
2. have completed or are receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision; and
3. be under supervision on a regular schedule that averages one hour a week from a qualified core or affiliate counselor education program faculty supervisor.

4.P. Fieldwork site supervisors have:

1. a minimum of a master's degree, preferably in counseling or a related profession;
2. active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
3. a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
4. relevant training for in-person and/or distance counseling supervision;
5. relevant training in the technology utilized for supervision; and
6. knowledge of the program's expectations, requirements, and evaluation procedures for students.

4.Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar

4.R. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

4.S. Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program core or affiliate faculty member, or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

4.T. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program faculty member or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member

4.U After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area

4.V Internship students complete a minimum of 240 hours of direct service with actual clients.

4.W Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program faculty member, or

2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

4.X Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program faculty member or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

4.Y When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

4.Z. When individual/triadic supervision is provided solely by a fieldwork site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

4.AA. Practicum and internship students are not combined for group supervision.

4.BB. Group supervision for practicum or internship students should not exceed 12 students per group.

Roles and Responsibilities

Faculty Clinical Coordinator responsibilities

- Respond to inquiries about and inform students regarding the Clinical Rehabilitation Counseling Program's practicum/internship expectations and application procedures.
- Accept and review applications from students for placement at practicum/internship sites.
- Review criminal background check reports before students begin working at the sites.
- Seek out and negotiate placements with agencies.
- Facilitate the field placement agreement form procedure.
- Inform agency supervisors of the Counseling Program policies and procedures regarding practicum/internship placements and supervision expectations.
- Intervene with supervisors on behalf of students when needed.

- Inform group supervisors (e.g. full-time and adjunct faculty) of the Counseling Program policies and procedures regarding practicum/internship placements and supervision expectations.
- Coordinate supervisor training workshops.
- Coordinate site supervisor orientation.
- Coordinate Practicum student orientation.
- Implement relevant clinical training policies and procedures to meet CACREP standards and program goals/objectives.

Practicum/Internship Course Instructors (Group Supervisors) Responsibilities

- Provide group supervision a minimum 1.5 hours per week
- Establish liaisons with sites and site supervisors.
- Provide consultation to the site supervisor regularly
- Monitor student progress toward completion
- Intervene with supervisors on behalf of students when needed.
- Complete forms to evaluate practicum/internship students.
- Retrieve and disseminate forms to students to evaluate practicum/internship supervisors and sites.
- Grade the course assignments.
- Implement relevant clinical training policies and procedures to meet CACREP standards and program goals/objectives.
- Suggest changes to the forms or logs used for Practicum/Internship

CACREP Liaison responsibilities

- Maintain and update the Practicum/Internship Handbooks according to CACREP standards
- Maintain and update the forms, and hour logs according to the feedback from the clinical coordinator
- Suggest relevant clinical training policies and procedures to meet CACREP standards and program goals/objectives.

Site Supervisor Responsibilities

- a. Possess the appropriate credentials, experience, and training. The criteria include: 1) a

master's or doctoral degree in a mental health-related field (e.g., counseling, social work, psychology), 2) active certification and/or licenses in the geographic location where the student is placed, 3) a minimum of two years relevant professional counseling experience following completion of the master's degree, 4) training in counseling supervision, and 5) knowledge of the program's expectations, requirements, and evaluation procedures for students.

- b. Participate in the orientation and supervisor training provided by the counseling program faculty to fulfill criteria #4 and #5 specified above.
- c. Provide on-site synchronous individual supervision to the student for a *minimum* of one hour per week during the specified period of the practicum/internship placement at the site.
- d. Review, verify, and sign the student's hourly logs and reports.
- e. The Site Supervisor should be available by phone or email to the counseling faculty supervisor for regular (e.g., bi-weekly) consultation regarding the practicum/internship student's progress. The practicum/internship class supervisor or a designee of the Counseling Program clinical coordinator will initiate contact with the Site Supervisor during the practicum/internship.
- f. If any problem arises with the student during the field placement, Site Supervisors are requested to contact the practicum/internship student's Group Supervision faculty Supervisor to request a telephone conference or a site visit from the Group Supervision faculty Supervisor and/or the Clinical Coordinator when warranted.
- g. The site supervisor provides timely and ongoing written evaluations of the student's performance to the university and shares those evaluations with the student.

Details regarding the responsibilities of the student, faculty, site, and site supervisor are outlined in the agreement form provided in a later section.

Practicum Site Placement Application, Procedures, and Timeline

| Timing | Actions needed | Note |
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| The semester before beginning the practicum | -Completion of pre-requisite courses for Practicum: 36 credits foundational coursework, including <i>EDPC 5339, REHC 5300, EDPC 5320, EDPC 5341 with a grade of B or higher</i> - Students are notified to access and review the | Consult with your faculty advisor if you are not sure if you are eligible. The faculty clinical coordinator will make sure the |

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| | <p>Practicum/Internship Handbook</p> <ul style="list-style-type: none"> -Students review the list of sites provided by the clinical coordinator -If students are interested in a site that is not on the list, students need to contact the clinical coordinator early to determine the eligibility of the site | sites have qualified supervisors |
| The semester before the Practicum | <ul style="list-style-type: none"> -Students identify site preferences, at least two or three sites -Students need to meet with the clinical coordinator and determine the placement -Faculty review the students' coursework completion -Students prepare a resume for a potential site interview | |
| Approximately two weeks after students communicate with the clinical coordinator | <ul style="list-style-type: none"> -Faculty (clinical coordinator) assigns and matches a site according to the student's preference and availability. -Students attend the interview with the potential site if needed | |
| Once the Site Tentatively Accepts the Student | <ul style="list-style-type: none"> - Students follow through with procedures required by the site for placement, including site orientation/training, additional background check and drug screening -Students submit the background check form 30 days before the practicum/internship -Students purchase liability insurance and upload the document on ELC (formerly Tevera) | <p>The faculty clinical coordinator reviews the background check results and verifies students' eligibility.</p> <p><i>Note. Liability insurance needs to be presented before the first day of Practicum.</i></p> |
| After being accepted by the site | <ul style="list-style-type: none"> -The site assigns a site supervisor to the student -Site supervisors upload credentials on ELC (formerly Tevera) | |

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| | -Faculty clinical coordinator verifies the eligibility of the site supervisors | |
| 30 days before the first day of the class | <ul style="list-style-type: none"> -The faculty clinical coordinator arranges for all parties to sign the Memorandum of Agreement, including the site/site supervisor, faculty, and students - Site supervisors are provided with Practicum/Internship Handbook -Faculty offers site supervisor orientation/training - Course instructors are provided with the Practicum/Internship Handbook -Students attend orientation provided by the faculty clinical coordinator | |
| During the Course Registration Period | <ul style="list-style-type: none"> -Receive clearance to enroll from the administrative assistant -Register in REHC 5390 - practicum class | |
| Before the first week of Practicum class | -Students are encouraged to evaluate their experience with the practicum and internship placement process by completing a survey | |
| Throughout the Practicum/Internship semester | <ul style="list-style-type: none"> -Students log their hours and submit weekly hour reports signed by the site supervisor -Students complete the assignments specified in the course syllabus | |
| At the end of the Semester of the Practicum/Internship Experience | <ul style="list-style-type: none"> -Students complete hour requirements -Students submit semester hour summary report -Students complete an evaluation of the site and site supervisor | |

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| | -Students complete all required assignments specified in the syllabus -Students delete all recordings and client information from devices and OneDrive shared folder | |
| Important: If there are no changes of site supervisor and the student continues at the same site for Internship, no new forms are required. Students are required to submit updated copies of each form any time there is a change in supervisor or site. | | |

Election of Field Placement

The Rehabilitation Counseling Program Clinical Coordinator will review the Applications for Counseling Practicum, determine approval, and attempt to assign Practicum/Internship sites based on the preferences of student and the needs of the affiliated sites. Students will then be notified of approval status and site placement.

Practicum/Internship approval must be obtained before initiating any contact with a potential Practicum/Internship site. The Clinical Coordinator typically contacts potential sites to ascertain their willingness and availability to have a student at that site during the intended semester of Practicum. Students may apply and begin to interview at prospective Practicum sites after receiving approval to do so from the Clinical Coordinator.

Students are eligible to complete Practicum, Internship I, and Internship II training at different sites. If a student wishes to remain at an approved Practicum site for the Internship, it is not necessary to obtain additional site approval, unless there would be significant changes in the site experience (e.g., a change in the Site Supervisor or counseling duties). However, students may, upon approval by the Clinical Coordinator, be permitted to complete Practicum and Internship placements at two different sites when this arrangement would be more tailored to meet specific program needs and/or a student's professional aspirations.

Students may apply to complete their Practicum and/or Internship experience at a site in which they are currently employed. When this request is made, the Clinical Rehabilitation Counseling program requires specific conditions as follows:

1. The student's place of employment is subject to evaluation by the Clinical Coordinator to ensure that it is an appropriate counseling setting for the Practicum/Internship field experience.
2. The student is required to obtain a Site Supervisor for Practicum/Internship who meets the qualifications.
3. The student is required to conduct work and to be exposed to counseling experiences that are not normally part of his/her regular employment duties, unless these employment duties began no more than 6 months preceding the start of the Practicum or Internship. Exceptions to this requirement can be made only with the permission of the Clinical Coordinator in consultation with the Rehabilitation Counseling Program Coordinator

Criminal Background Checks

Rehabilitation Counselors are entrusted with the health, safety and welfare of clients, have access to confidential and sensitive information and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student's suitability to function in a clinical setting is imperative to promote the highest standards in counseling services. Most agencies/facilities are required to conduct background checks for security purposes on individuals who supervise, care, render treatment, and provide services within or for the facility. Furthermore, field-based clinical training is an essential element of the Rehabilitation Counseling curriculum. Students who cannot participate in clinical rotations due to criminal or other adverse activities that are revealed in a background check are unable to fulfill the requirements of a degree program. Therefore, it is in everyone's interest to resolve these issues prior to a commitment of resources by the College or the student. Last, an important rationale for extending these requirements includes compliance with UTEP policy (see UTEP Handbook of Operating Procedures, Section V, Chapter 12) that requires students who are in an educational program that requires assignment to a clinical health care facility to pass a criminal background check, including a sex offender registration check.

Policy

Comprehensive criminal background checks are required of all students applying for placement/enrollment in practicum/internship courses. Students who do not pass the background check requirements may be denied approval to be placed at practicum/internship sites and may be unable to complete Clinical Rehabilitation Counseling degree requirements.

Timing of the Background Check

The UTEP required background check must be satisfactorily completed no more than 30 days prior to the expected date of beginning a placement at a clinical training site and the first day of classes of the term in which enrollment in the Rehabilitation Counseling clinical training course (i.e., practicum/internship) ensues. An offer of placement at a site or enrollment in a clinical course will not be final until the completion of the background check is deemed favorable.

A "HOLD" will be placed on student enrollment in clinical training courses until the background check clearance documentation is received or permission is granted by the Dean of the College of Education in consultation with the Department Chair or an appropriate designee. Individuals who do not give permission for UTEP to review the results of the background check will not be placed at a clinical training site and will be barred from enrollment in clinical training courses.

Identification of Vendors

UTEP will designate the company (or companies) approved to do the background check. Results from any company or government entity other than those designated will not be accepted.

Allocation of the Cost

Students are required to pay **the fee for** the background check.

Period of Validity

The background checks will be honored for a five-year period as long as the student has not had a break in enrollment in the clinical course training sequence. A student who has a break in enrollment will be required to complete a new background check.

Student/Applicant Access to Background Check and Report

The background check report provided by the vendor(s) will be available to the student online via a secure, individually password-protected web page. Under the Fair Credit Reporting Act, the student will be informed if any adverse decision is based on the report and provided with the name and contact information of the company that issued the report.

Significant Findings in Background Check Report

Students have the right to request that the vendor who performed the check re-verify that the background check is correct. Upon review of the background check, a determination will be made in consultation with a campus licensed law enforcement officer as selected by the UTEP Campus Chief of Police, whether to grant or deny the student's continued enrollment or to refer the matter to a review panel appointed by the Dean in consultation with the Department Chair. The decision is based off the Texas State Board professional licensing requirements which can be found [here](#).

The appointed panel will review the case and determine whether the student: 1) is prohibited from placement at a site and enrollment in the clinical training course; 2) is allowed placement at a site and enrollment in the clinical training course; or 3) is to be interviewed to determine appropriate action. Any student whose case is referred to the review panel may submit information to the panel to contest or explain the negative contents of their background check.

In reviewing the background check and any supplementary information submitted, the following factors may be considered: the nature and seriousness of the offense or event, the circumstances surrounding the offense or event, the relationship between the duties to be performed as part of the educational program and the offense committed, the age of the person when the offense or event occurred, whether the offense or event was an isolated or repeated incident, the length of time that has passed since the offense or event, past employment and history of academic or disciplinary misconduct, evidence of successful rehabilitation, and the accuracy of the information provided by the student application materials, Disclosure Forms or other materials.

If the background check uncovers a question which can be cleared by the applicant, placement at a site and enrollment in the clinical training courses can be deferred up to one year while the matter is resolved. However, the student may be granted permission to re-enroll in clinical training courses only if space is available.

The decision to allow a student who has negative findings in their background check to be placed at a site and enrolled in the clinical training course is not a guarantee that any clinical

training facility will permit the student to participate in clinical training at its facility, or that a state will accept the individual as a candidate for licensure.

Appeal of Panel Decision

Students or applicants who are denied placement and enrollment may appeal the decision to the Department Chair. If the student is not satisfied with the disposition from the Chair, they may further appeal to the Dean of the College Education.

Falsification of Information

Falsification of information will result in immediate removal of approval for placement at a site and enrollment in clinical training courses and also in removal from the Clinical Rehabilitation Counseling degree program.

Criminal Activity while Placed at a Site and Enrolled in Clinical Training Courses

Criminal activity that occurs while a student is in attendance at the university may result in disciplinary action, including removal from the clinical site and dismissal from the program, and will be addressed through the university's academic or disciplinary policies.

Confidentiality of Records

Background check reports and all records pertaining to the results are considered confidential with restricted access. The results and records are subject to the Family Educational Rights and Privacy Act [FERPA] regulations. Information contained in the reports/records will not be shared with facilities participating in the clinical rotations unless a legitimate need is demonstrated and approved by the Dean in consultation with the Department Chair or his/her designee. Reports and related records (both electronic and paper media) are retained in a secure location and are maintained in the Department for the duration of the student's enrollment or until the applicant is removed from the Rehabilitation Counseling program. The reports and records will be physically and or digitally destroyed at that time.

Professional Liability Insurance Requirements

All students placed at practicum/internship sites must acquire individual professional liability insurance. Liability insurance policies for students may be purchased through a private insurance company or may be purchased at a discount by joining a professional organization (e.g., Texas Counseling Association (TCA), American Counseling Association (ACA), etc.).

The Structure of Practicum and Internship

Practicum

The REHC 5390 - Practicum in Rehabilitation

The Practicum course is the first formal clinical field experience required by the Clinical Rehabilitation Counseling program. It is designed to lead consecutively to the Internship I and II courses. Practicum is offered during either the Fall, Spring, and Summer semesters. Internship I & II must be consecutively completed in the next two semesters following the Practicum semester. In Practicum, the primary focus is to gain an initial field experience in direct service (e.g., individual and group counseling) as well as to acquaint the student with a wide variety of other professional activities conducted in rehabilitation counseling settings. The Practicum course should provide the student with a broad orientation to the clinical aspects of the rehabilitation counseling field, allow the student to learn how to interact with Site personnel and community networks, initiate the student into a clinically supervised counseling experience, and prepare the student for the more intensive and demanding responsibilities of the Internship courses which follow.

Length requirement:

Practicum requires a semester-long (approximately 15 weeks in the fall and spring and 10 weeks in the summer) supervised practicum experience. **It would not be acceptable for students to finish practicum partway through a full semester.** Students are expected to remain in practicum for the full duration of the full semester.

Hour requirement:

Students need to complete a total of 100 clinical supervised on-site clock hours. As part of this 100-clock-hour requirement, the student must complete a minimum of 40 clock hours of direct service. The remaining 60 hours can include non-direct clinical experiences as directed by the site.

Definition of Direct service:

Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

Non-direct clinical experiences examples:

(1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

Supervision requirement:

(1) One (1) hour per week of face-to-face individual or triadic clinical supervision by the Site Supervisor which is counted toward the indirect hours spent in non-direct clinical experiences. The fieldwork site supervisor works in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

(2) Minimum 1.5 hours per week of group supervision at UTEP with other practicum students provided by the counseling department faculty (course instructor).

(3) The fieldwork site supervisor works in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Other requirements:

Refer to the REHC 5390 Practicum course syllabus for other required assignments.

Internship I & II

REHC 5391 – Internship I and REHC 5392 – Internship II

Internship I and Internship II are the second phase of clinical field experience. The student must successfully complete the requirements for the Practicum to be allowed to continue into the Internship which is designed to immediately follow the Practicum. Internships may not begin until the student has successfully completed the practicum. Students will enroll in REHC 5391 – Internship I and REHC 5392 – Internship II each requiring a semester-long (approximately 10-15 weeks) placement.

Hour requirement:

The student must complete 300 clock hours under supervision during each internship semester for a total of 600 hours. Out of the 600 clock hours, **a minimum of 240 clock hours must be of direct service with clients. (i.e., 120 clock hours each semester of Internship).** The remaining 360 clock hours can be indirect services.

Definition of Direct service:

Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction

with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

Indirect service examples:

(1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

Supervision requirement:

(4) One (1) hour per week of face-to-face individual or triadic clinical supervision by the Site Supervisor.

(5) Minimum 1.5 hours per week of faculty/group supervision at UTEP with other Internship students provided by and counseling department faculty.

(6) The fieldwork site supervisor works in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Other requirements:

Refer to REHC 5391/5392 course syllabi for other required assignments.

Requirements for both Practicum and Internship

- The student must lead or co-lead a psychotherapeutic group during each of the Internship (REHC 5391, 5391) experience. Refer to course syllabi for details
- Audio/video recording and live observation requirements. Some counseling sessions with clients will be documented via audio and/or video recording. Three recordings are required for Practicum, three recordings are required for Internship I, and three recordings required for Internship II. These recordings will also be submitted for review during supervision. Please follow the guidelines of privacy and confidentiality as follows. Refer to course syllabi for details about recording assignments.

Options for Completing the Clinical Hours in Practicum and Internship

Students are expected to complete the total number of required direct service hours and non-direct hours only during the semester they are enrolled in REHC 5390 - Practicum/ REHC 5391 – Internship I / REHC 5392 Internship II.

The following are the options available when students do not complete the hours required in each semester.

Early start Practicum

- Students are not permitted begin any service hours before the first day of the REHC 5390 - Practicum class. However, they may accrue non-direct service hours for attending required Site orientations prior to the beginning of the first day of REHC 5390 - Practicum class.

Early Start Internship I

- Students are **NOT** permitted to carry over hours from Practicum into Internship I.
- Students are **NOT** permitted to start their Internship I hours before the semester starts.

Deficit in the required hours for REHC 5390 Practicum

- (1) If a student is in good standing and has successfully completed all the required assignments of the REHC 5390 – Practicum class, the student with a deficit in the required hours will receive a grade of P (“in progress”) for REHC 5390 which will be changed to a grade of S once the hours are accrued to make up the deficit.
- (2) If the student has failed to meet one or more of the academic/clinical performance requirements of the REHC 5390 Practicum course, a grade of “U” or a grade of “I” will be assigned.
- (3) If the grade of “I” is received, the student may be denied permission to continue with the Internship/Internship II experience until those academic/clinical requirements are satisfactorily completed.
- (4) If a grade of “U” is received, the student would have to request permission to re-take REHC 5390 which must be successfully completed before enrolling in Internship I. Permission to enroll in REHC 5390 again may be denied depending on the nature of the reasons for receiving a grade of “U”.

Deficit in the required hours for REHC 5391 Internship I

- (1) If the student has failed to meet one or more of the academic/clinical performance requirements of the REHC 5391 Internship I course, a grade of “U” or a grade of “I” will be assigned. If the grade of “I” is received, the student may be denied permission to continue with the Internship II experience until those academic/clinical requirements are satisfactorily completed.
- (2) If a grade of “U” is received, the student would have to request permission to re-take REHC 5391 which must be successfully completed before enrolling in Internship II. Permission to enroll in REHC 5391 again may be denied depending on the nature of the reasons for receiving a grade of “U”.
- (3) If a student is in good standing and has successfully completed all the required assignments of the REHC 5391 – Internship I class, but has not completed the 120 clock hours of direct service and/or the total of 300 clock hours required for REHC 5391, the student may be allowed to enroll in and begin the Internship II experience with the

approval of the Clinical Coordinator, the Rehabilitation Counseling Program Coordinator, or the Department Chair if it is deemed likely that the student will be able to make up the deficit of accrued hours in a timely manner. A grade of P (“in progress”) will be submitted for EDPC 5372 which will be changed to a grade of S once the hours are accrued to make up the deficit.

Privacy and Confidentiality Policies & Procedures During Practicum and Internship

Counseling students are expected to ensure the ethical, secure, and responsible handling of client session recordings and all client-related information for educational and supervisory purposes. This responsibility must be maintained at all times, in accordance with professional ethical guidelines, legal standards, and site-specific agency policies.

The following policies outline required practices and procedures:

Informed Consent

- Additional written and verbal informed consent must be obtained from all clients prior to any audio or video recording. Students must use the university-approved consent form (See **Appendix I**), and, if required, also complete the agency’s consent documentation. All signed informed consent forms need to be securely stored at the agency as part of the client’s documents.
- The consent form must:
 - Clearly explain the purpose of the recording (e.g., supervision, educational review).
 - Specify how the recording will be used, stored, and shared.
 - Inform clients of their right to refuse or withdraw consent at any time without any impact on services.
- If **live observation** is applicable, this must be explicitly reflected in the informed consent.

Approved Recording Devices

- To ensure a smooth and secure process for recording and submitting your counseling session assignment, please follow the steps below:

Note. Microsoft Teams and Stream are the software you can use for this class as they are approved by the university information office as a secured software

Step 1: Record Your Session Using Microsoft Teams

- Use your **UTEP-provided Microsoft Teams account** to record your counseling session. You may record using either a **laptop or tablet**.
- All UTEP students have free access to Microsoft Teams through their UTEP credentials.

How to Record a Session in Microsoft Teams

1. **Open Microsoft Teams** and navigate to the **Calendar** tab.
2. Select **“Meet Now”** to start an instant meeting.
3. Once the meeting begins, click on the **More options (...)** menu and select **“Start recording.”**
4. When you’re finished with the session, click **More options (...)** again and choose **“Stop recording.”**
5. Click **“Leave”** to end the meeting. This will initiate the processing of your video recording.

Step 2: Access and Manage Your Recording

- After recording, your video will automatically be saved to your **Teams account** and may open in **Microsoft Stream**.

Accessing Your Recorded Video and Transcript in Microsoft Teams & Stream

- Open the **Microsoft Teams** application and go to the **Chat** tab.
- Locate the **first chat box** on the left-hand side—this will contain your meeting details and recording.
- Click on the **video recording** to open it in a new window.
- In the upper right corner, select **“Open in Stream”** to access the video in Microsoft Stream.
- In Stream, click the **“Transcribe”** icon on the right-hand side to generate a transcript of your session.

- Once the transcript is complete, **copy and paste it into a Word document** for your assignment.
- To save your video, click the **Download** button and save it to your computer.
- Finally, **upload the video file** to your professor's designated **SharePoint or OneDrive folder**.
- In Stream, you can:
 - **View** the recorded session
 - **Download** the video
 - **Generate a transcript** of the session

Step 3: Save and Upload Your Video

- Once the transcript is generated, **download the video file**.
- Upload the video to your **professor's SharePoint or OneDrive folder** as instructed.

Step 4: Complete Assignment Using the Transcript

- Use the **transcript** generated from Stream to complete the accompanying worksheet or written assignment.
- Remove all identifiable information of the clients in your final paper/assignments
- Follow all provided guidelines carefully.

Step 5: Submit Final Paper to Blackboard

- After completing the worksheet or written component, **upload your final paper to Blackboard** under the designated assignment submission area.

Storage and Data Security

- All recordings must be:
 - Stored on **encrypted drives or password-protected cloud services** approved by the university or agency.
 - Labeled **without client identifying information** (use only initials or pseudonyms).

- **Recordings must be deleted permanently** after the educational review and supervision process is completed, and no later than the end of the semester, following university and agency policies.
- Students must never share recordings via unprotected channels such as personal email, messaging apps, or public cloud storage (e.g., Google Drive, Dropbox, etc.).

Transmission and Access

- Transmission of recordings (if needed) must occur via **secure, encrypted platforms** approved by the university or clinical site.
- Only the following individuals may access the recordings:
 - The student counselor
 - The university supervisor
 - The on-site supervisor (if applicable)
 - Approved faculty for assessment purposes
- Recordings must not be copied, shared, or retained beyond the intended purpose.

Use in Supervision

- Students may present recorded segments of sessions in supervision for skill development and evaluation.
- In **on-site supervision**, recordings must be used in accordance with the site's confidentiality protocols.
- In **university-based supervision**, the instructor will ensure that discussions uphold client confidentiality and are conducted in secure, professional environments.
- Any playback in class or supervision must **not reveal client identities**.
- Students present during supervision are **strictly prohibited** from disclosing any client-related information outside of the classroom or supervision setting.
- Supervision should take place in a soundproof environment to ensure that individuals not involved in the supervision process cannot overhear confidential information.

Ethical and Legal Alignment

- All procedures align with:
 - **ACA Code of Ethics**
 - **Ethical standards of related professional bodies**
 - **HIPAA and FERPA** (where applicable)
 - **University and agency policies**
- Any breach of confidentiality or mishandling of recorded material may result in:
 - Disciplinary action under university policies
 - Immediate termination of clinical placement
 - Mandatory review by the program's retention and remediation committee

Student Responsibilities

- Thoroughly review and adhere to this policy before initiating any recordings or disclosing client information in supervision.
- Complete informed consent documentation and procedures prior to sharing any recordings or disclosing client information during supervision.
- Permanently delete recordings after use and confirm deletion with a signed attestation if required.
- Report any breach or suspected breach of privacy to the university supervisor immediately.

Practicum/Internship Student Responsibilities

1. **Academic Coursework** - It is the responsibility of each Practicum/Internship student to meet in a timely manner the Clinical Rehabilitation Counseling program's academic and clinical performance requirements as specified in the relevant syllabi for REHC 5390 – Practicum, REHC 5391 – Internship I and REHC 5392 – Internship II while enrolled in these courses. Students will be expected to complete various learning activities related to the application of clinical knowledge to the practice of mental health counseling (e.g., intake interviewing, case documentation, report writing, clinical assessment, treatment planning, counseling interventions, client advocacy, inter Site consultation, etc.) and will be evaluated on their performance so as to offer feedback and learning opportunities to further develop these skills.

2. **Professionalism** - In addition, students will be expected to demonstrate a high degree of personal maturity, ethically sound performance and decision-making, and exceptional professionalism in their relationships with fellow students, administrative and professional colleagues at their sites, Site Supervisors, university supervisors, public contacts, and their clients. Students are held accountable to the ethical standards of the counseling profession as identified in the 2014 American Counseling Association (ACA) Code of Ethics of the ([ACA Code of Ethics](#)), the [2023 Code of Professional Ethics for Certified Rehabilitation Counselors](#)

3. **Student Role at the Site Placement** – Practicum/Internship student site placements will vary in the nature of their purpose, scope, size, target population, client diversity, and specific function/role in the local community. Because of these Site variations, it is imperative that Practicum/Internship students receive a comprehensive orientation to the practices of the Site in which they are placed. The Practicum/Internship students request and attend to the specific expectations and objectives outlined for them by their agencies in general and by their Site Supervisors in particular. These expectations will be uniquely influenced by the nature of the Site and the professional expertise of the Site

Supervisor. It is the responsibility of each student to ensure that Site and Site Supervisor expectations are clearly communicated and understood.

- a. Students should adhere to all Site policies regarding dress, time of arrival and departure, Site paperwork and procedures, mandatory meetings, rules of privacy/confidentiality, office space usage, and so forth.
- b. Students should consider themselves as a "regular staff/employee" of their Site for the duration of their fieldwork and arrange their work schedule in accordance with Site protocol and requirements.
- c. Students are expected to engage in a broad range of professional activities afforded them by their Site and/or Site Supervisor, but at a level commensurate with their education and clinical experience.
- d. Students work under the supervision of their Site Supervisors, and the Site and Site Supervisor maintain the final responsibility for clients assigned to their Practicum/Internship students, client terminations, transfers, and referrals affecting those clients, and the overall disposition of each client case. All clinical decisions made by Practicum/Internship students must be done in consultation with the appropriate Site Supervisor.

4. Student Responsibility to Adhere to Clinical Training Requirements

Students have a responsibility to respond appropriately and ethically should it become apparent that any of the requirements of the Clinical Rehabilitation Counseling program are not being met by the site or the Site Supervisor. If the student is having difficulties with any of the required activities or any other problems or issues at the site, then they are directed to proceed as follows:

- a. Discuss the issue(s) with the Site Supervisor to seek solutions, clarity, and resolution.
- b. If Step (a) is not successful, the student is to inform their campus Practicum/Internship class Faculty Supervisor of their concerns, who, if appropriate, will intervene in a timely and fitting manner.
- c. If no resolution can be agreed upon, the Practicum/Internship Faculty Supervisor is to notify the Clinical Coordinator for assistance and intervention.

It is imperative for all involved to seek to resolve issues that affect the student's ability to fulfill the Practicum and/or Internship requirements in as timely a manner as possible.

Clinical Skills Evaluation Procedures and Requirements: Formative and Summative Evaluations

REHC 5390 Practicum

Formative evaluation

- SOAP notes
- Ethical Dilemma Presentation
- Recordings: Two recordings, reflection, and case presentation

Summative evaluation

- Site supervisor's mid-term and final evaluation (Appendix II)
- Agency and Service Provider Presentation
- Developmental Case Reflection

REHC 5391 Internship I

Formative evaluation

- Bi-Weekly evaluations
- Three recordings evaluation and reflection and case presentations
- SOAP notes

Summative evaluation

- Treatment Plan Presentation
- Mid-Semester supervisor assessment (Appendix II)
- End-of-semester supervisor assessment (Appendix II)

REHC 5392 Internship II

Formative evaluation

- Bi-Weekly evaluations
- Three recordings reflection and case presentations
- SOAP notes

Summative evaluation

- Treatment Plan Presentation
- Mid-Semester supervisor assessment (Appendix II)
- End-of-semester supervisor assessment (Appendix II)

Supervision Agreement

The supervision agreement outlines the responsibilities of the site, site supervisors, faculty/instructors, counseling program clinical coordinators, and students (Appendix III). The agreement needs to be signed by all parties before the start of the placement.

Policy for Student Retention, Remediation, and Dismissal

Students are expected to demonstrate professional behavior during Practicum and Internship. Failure to meet this expectation may result in a review under the program's retention, remediation, and dismissal policies, as outlined in the Student Handbook and copied below.

The counselor education program upholds high academic and professional standards to ensure students develop the necessary competencies for effective counseling practice. The formal **Retention, Remediation, and Dismissal Process (RRDP)** will be initiated when any of the following occurs:

- A student fails to demonstrate satisfactory improvement specified in the remediation plan.
- Faculty observe ongoing or significant concerns regarding the student's academic performance, professional dispositions, or conduct.
- A student violates the **University's Student Conduct and Discipline policies in the Handbook of Operating Procedures, Chapter 1: Student Conduct and Discipline**. The **Retention Committee** will determine whether the issue warrants a retention intervention or referral to the **University's Student Conduct Office**.

A. Initiating the Formal Process

When the need for formal intervention arises:

1. Faculty Consultation

- The faculty member with the initial concern will consult with the Counseling Program Coordinator and provide documentation of the failed remediation plan and other assessment results.
- If the Program Coordinator agrees that formal action is warranted, the Retention Committee will be convened.

2. Retention Committee Formation

- The Retention Committee will consist of a minimum of three members:
 - The Program Coordinator (chair of the committee).
 - One counseling program faculty member involved in the student's training.
 - A designee assigned from other faculty within or outside the College of Education by the Dean or the chair of the department to ensure impartiality and oversight.
- The committee will review all relevant documentation, including:
 - The student's KPI and professional disposition evaluation results.
 - Faculty observations and feedback.
 - The failed remediation plan and evidence of a lack of improvement.
 - Other relevant information (e.g., internship supervisor feedback and evaluation).

B. Committee Review Process

1. Information Review

- The committee will conduct a thorough review of the student's performance, considering all the documentation collected.
- The student will be given an opportunity to submit a written statement or meet with the committee to share their perspective.

2. Decision-Making

- After reviewing all the information, the committee will decide on one of the following outcomes:
 - **Improvement Plan:** The student is offered another chance to address the concerns. A formal improvement plan will be created, with clear conditions, specific benchmarks for improvement, and a timeline for reassessment.
 - **Professional Probation:** The student will be placed on "Professional Probation" with specific requirements established for remediation. Procedures will also be specified for progress to be monitored by the concerned faculty member, the student's Academic Advisor, and the

Counseling Program Coordinator. The Counseling Retention Review Committee will also decide if and or when the student may be removed from “Professional Probation.” While on “Professional Probation,” the student will not be allowed to enroll in the Practicum and internship courses but may be enrolled in other courses upon requesting and receiving permission to do so from the Counseling Program Coordinator.

- **Termination from the Counseling Program:** A student may be dismissed from the Counseling Program and prohibited from enrolling in further Counseling courses. This decision may be based on, but is not limited to, the following circumstances:
 - Failure to demonstrate an adequate level of professional or personal competency after an attempt at remediation.
 - Failure to abide by policies and/or procedures established by the UTEP Counseling Program and/or program requirements
 - Having been charged or convicted of a criminal offense.
 - Any action deemed a violation of the Code of Ethics and Standard Practices for Counselors.
 - Any action deemed a violation of the UTEP Student Code of Conduct.
 - Any action deemed a violation of agency, school district, and/or campus policy during field-based experiences.

3. Referral to the University Conduct Office

- If the committee determines that the student’s behavior may violate University Student Conduct and Discipline policies, the committee reserves the right to refer the case to the **University’s Student Conduct Office (Office of Community Standards)**.
- The Office of Community Standards will determine whether disciplinary action, separate from the counseling program’s academic and professional review, is necessary.
- The Retention Committee will proceed with its own review and decision-making regarding the student’s status in the program, in collaboration with external disciplinary action.

C. Formal Notification and Follow-up

1. Written Notification

- The committee's decision will be provided to the student in writing within 15 business days of the committee meeting.
- The notification will include:
 - The committee's findings.
 - The decision made and its rationale.
 - Next steps (e.g., details of the correction plan or dismissal procedures).
 - Information on the appeals process.

2. Documentation and Recordkeeping

- All committee decisions and related documentation will be recorded in writing, and a copy will be provided to the University Student Conduct Office.
- The student's faculty advisor will monitor the implementation of the improvement plan (if applicable) and provide ongoing feedback.

D. Appeal Process

1. A student has the right to appeal the dismissal decision if they believe:

- The decision was based on incorrect or incomplete information.
- There was a procedural error or unfair treatment.
- New, relevant information has become available that was not previously considered.

2. The appeal must be submitted in writing to the Department Chair (or their designee) and must be postmarked no more than five (5) business days following the date of the written notification of the decision from the Retention Review Committee.

3. The appeal should include:

- A clear explanation of the grounds for appeal.
- Supporting documentation or evidence.

4. The Department Chair (or their designee) will review the appeal, consult with relevant faculty, and determine whether to:

- Uphold the dismissal.
- Reverse the decision.
- Request further review by the Retention Committee.

5. Final Decision

- The student will be notified in writing of the final appeal decision.

- The final decision is binding and concludes the appeal process.

Appendix I: Statement of Informed Consent for Recording

University of Texas at El Paso

Counseling Program

Practicum/Internship

STATEMENT OF INFORMED CONSENT

Graduate student interviewers are enrolled in the Counseling Program at UTEP and receive supervision of their counseling skills in Practicum/Internship. Your interviewer must request your written permission to have your sessions recorded (audio and/or video) and/or observed as a requirement of their clinical training. You have the right to revoke your permission to record your interview at any time, and the recording will be stopped.

Information about you and the recordings may be reviewed by the student's instructor and their Practicum/Internship class for the purpose of improving the student's counseling skills. You have the right to know the names of these students and faculty members. Your information and recordings will be treated professionally and confidentially according to the ethical standards of the American Counseling Association by all students and faculty. Written records and tapes will be maintained only until the end of the Practicum/Internship course and will then be properly destroyed.

Your participation and the information learned about you in this interview will only be released to a third party if you give your written consent with the following exceptions: 1) threats of danger to self and/or others (i.e., suicide or homicide threats may necessitate the breaking of confidentiality in an effort to prevent harm); 2) by law we must report suspected child abuse and/or neglect and elder abuse to the appropriate agency; and 3) if a judge orders information to be provided to the court, we will comply with that order.

"I have read or had explained to me the above-informed consent statement and understand my rights regarding confidentiality."

Date

X

Signature of volunteer client

Date

X

Signature of parent or guardian for minors

Permission to Tape

**“I understand that my interviewer, _____, is taking a
Practicum/Internship student and is under the direct supervision of the following faculty instructors:**

I agree to the recording and/or observation of my sessions and realize that I may revoke this permission at any time. I am informed that I may request the identities of all individuals observing my counseling sessions or recordings and that the recordings will be erased following supervision. I give permission for the information I share and the recording of my interview to be used for educational and training purposes as described above. I understand that my confidentiality will be maintained for written records and recordings of my interviews and professional ethical standards will be observed in this process by students and faculty.”

Date

X _____

Signature of client

Date

X _____

Signature of parent or guardian for minors

Should you have any questions, you may contact Dr. Paul Carrola, Associate Professor, Clinical Coordinator, Counseling Program, Department of Counseling and Special Education, University of Texas at El Paso (915) 915-747-7496 or at pacarrola@utep.edu

Appendix II: Evaluation Form Completed by Supervisors (Built on ELC)

University of Texas at El Paso

Master of Clinical Rehabilitation Counseling Program

Assessment of Internship Student's Progress

Name of Student: _____ Semester: _____

Name of Supervisor(s): _____ Date: _____

Site Name and Address: _____

When is form being filled out?: Mid Semester End of Semester

Who is filling out form?: Self Supervisor

The following assessment tool was developed to assist the supervisor in evaluating the internship student's performance and to provide structure to the assessment process. Listed below are a number of competencies, while not exhaustive, they are considered critical competencies for a rehabilitation counselor. Based on your knowledge of the student, use the following key and rate the student appropriately. Please use the comments section for specific areas you wish to address further.

- 1 = Unsatisfactory - demonstrates no knowledge or skill
 - 2 = Below average - extensive training and on-going supervision is required
 - 3 = Average - training and supervision helpful, knowledge and skill adequate
 - 4 = Above average - High level of competency demonstrated in this area
 - 5 = NA No opportunity to assess
-

I. Professional Behavior

1. Demonstrates a personal commitment to developing professional competencies. NA 1 2 3 4
2. Demonstrates ethical and professional behavior NA 1 2 3 4
3. Accepts feedback and incorporates feedback into future practice. NA 1 2 3 4
4. Demonstrates ability to accurately assess own skills and competencies. NA 1 2 3 4

Comments:

I. Assessment Skills

1. Demonstrates ability to correctly interpret evaluation results. NA 1 2 3 4
2. Demonstrates the ability to assess the significance of clients' disabilities in consideration of medical, psychological, educational, and familial status. NA 1 2 3 4
3. Chooses evaluation tools which will provide information needed to determine a client's capabilities and possible areas of deficiency. NA 1 2 3 4
4. Identifies transferable work skills by analyzing the client's work history, evaluation results, functional limitations, and assets. NA 1 2 3 4
5. Integrates the results of evaluations and translates this information to determine client capacities and rehabilitation potential. NA 1 2 3 4
6. Interprets tests and work sample results to clients and others so that they are understandable and meaningful. NA 1 2 3 4
7. Identify effects of the onset, progression, and expected duration of disability on clients' holistic functioning. NA 1 2 3 4

8. Identify environmental, attitudinal, and individual barriers for people with disabilities. NA 1 2 3 4

Comments:

I. Case Management Skills

1. Reviews and documents client information and to maintain a current and accurate case record. NA 1 2 3 4
2. Compiles case information, summaries, and reports in a manner that others can easily understand when reviewing the case. NA 1 2 3 4
3. Coordinates appropriate services with other agencies involved in the client's rehabilitation plan. NA 1 2 3 4
4. Collaborates with other service providers to ensure that services are provided in a timely manner. NA 1 2 3 4
5. Consults with medical and other professionals regarding the functional capacities, prognosis, and treatment plan of clients. NA 1 2 3 4
6. Involve family, social networks, and community in the provision of services for and treatment of people with disabilities NA 1 2 3 4
7. Apply strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence
NA 1 2 3 4

Comments:

I. Employer Development/Job Placement

1. Assists clients in developing job search skills. NA 1 2 3 4

2. Monitors clients' adjustment to employment to determine the appropriateness of the job match and to determine the need for additional services. NA 1 2 3 4
3. Provides employers with information on incentives to hiring individuals with disabilities and information regarding clients' work skills and abilities. NA 1 2 3 4
4. Utilizes labor market information to assist clients in choosing vocational goals. NA 1 2 3 4
5. Recommends modifications to the work site and job duties to accommodate a client's functional limitations. NA 1 2 3 4
6. Determines the level of intervention necessary for job placement (e.g., job club, supported work, OJT). NA 1 2 3 4
7. Apply transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities NA 1 2 3 4
8. Apply assistive technology to reduce or eliminate barriers and functional limitations NA 1 2 3 4

Comments:

II. Counseling Skills

1. Counsels clients to select jobs consistent with their abilities, interests, and rehabilitation goals. NA 1 2 3 4
2. Develops a therapeutic relationship characterized by empathy and positive regard for the client. NA 1 2 3 4
3. Adjusts counseling style or approach according to the client's cognitive and personality characteristics. NA 1 2 3 4

4. Demonstrate strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences. NA 1 2 3 4
5. Identifies social, economic, and environmental forces that may adversely affect a client's rehabilitation process. NA 1 2 3 4
6. Demonstrate critical thinking and reasoning strategies for clinical judgment in the counseling process. NA 1 2 3 4
7. Demonstrate case conceptualization skills using a variety of models and approaches. NA 1 2 3 4
8. Demonstrate effective and ethical application of technology related to client's needs NA 1 2 3 4
9. Apply culturally sustaining and responsive strategies for establishing and maintaining counseling relationships NA 1 2 3 4
10. Demonstrate the counseling strategies and techniques used to facilitate the client change process NA 1 2 3 4
11. Demonstrate goal consensus and collaborative decision-making in the counseling process NA 1 2 3 4
12. Identify strategies for developmentally relevant and culturally sustaining counseling treatment or intervention plans NA 1 2 3 4
13. Identify the development of measurable outcomes for clients.
NA 1 2 3 4
14. Incorporate evidence-based counseling strategies and techniques for prevention and intervention. NA 1 2 3 4
15. Effectively lead a psychoeducational or therapeutic group session. NA 1 2 3 4

Comments:

III. In narrative form, please address the attainment of the student's objectives outlined in the internship training agreement. Include areas of strength and also areas for further development.

Appendix III: Site Memorandum of Agreement Form (Built on ELC)



Clinical Rehabilitation Counseling Program

Practicum/Internship Site Memorandum of Agreement Form

Student Information

Last Name _____ First Name _____

Student email address _____

Approved Site Information

Site Name _____ Telephone _____

Street Address _____

City _____ State _____ Zip Code _____

Mailing Address _____

City _____ State _____ Zip Code _____

Administrative Director of Site

Last Name _____ First Name _____

Telephone _____ Email _____ Title _____

Site Supervisor

Last Name _____ First Name _____

Telephone _____ Email _____ Title _____

Degree _____ Field of Study _____ Credentials _____

Site Emergency Contact

Last Name _____ First Name _____

Telephone _____ Email _____ Title _____

University Course Instructor (Faculty group supervisor)

Last Name _____ First Name _____

Telephone _____ Email _____ Title _____

University Clinical Coordinator

Last Name _____ First Name _____

Telephone _____ Email _____ Title _____

Length of Site Placement

The identified approved site agrees to accept the identified UTEP Counseling Student to be placed at the site for the following Practicum and/or Internship field placement hours and time periods: (Check All that Apply)

___ 100 clock hours (Practicum) Time period: ____/____through____/____ (1 semester)
(Month/Yr.) (Month/Yr.)

____ 300 clock hours (Internship I) Time period: ____/____ through ____/____ (1 semesters)

(Month/Yr.) (Month/Yr.)

___ 300 clock hours (Internship II) Time period: ___/___ through ___/___ (1 semesters)
(Month/Yr.) (Month/Yr.)

____ clock hours (Partial Practicum/Internship) Time period: ____/____ through ____/____
 (Specify #) (Month/Yr.) (Month/Yr.)

Roles and Responsibilities of Site and Site Supervisor

The identified approved site hereby also agrees to adhere to the following training obligations and site activities as conditions of placement and training of the student at the site.

Site Training Obligations

- h. To provide a credentialed site supervisor who meets the Counseling Program's requirement for supervisors. Criteria for supervisors include 1) a master's or doctoral degree in a counseling-related field (e.g., counseling, social work, psychology), 2) active certification and/or licenses in the geographic location where the student is placed, 3) a minimum of two years relevant professional counseling experience following completion of the master's degree, 4) training in counseling supervision, 5) knowledge of the program's expectations, requirements, and evaluation procedures for students.
- i. The Site is asked to support the Site Supervisor's attendance at a continuing education supervision seminar and site supervisor orientation provided by the Counseling Program faculty.
- j. The site provides the student with sufficient, appropriate counseling clients to complete the clock hour requirements of the practicum (which includes 40 direct service hours) and/or internship (which includes 240 direct service hours).
Note. Definition of Direct service: Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.
- k. The site provides a suitable workspace to conduct professional activities.
- l. The site permits the student to audio record selected counseling sessions for later review by counseling Faculty Supervisors in the group supervision class at UTEP. The student will complete an additional informed consent procedure for recording. Client

information shared in the university supervision will remain confidential.

- m. The site allows students to attend professional development activities as part of their practicum and internship
- n. The site allows students to lead or co-lead counseling or psychoeducational groups.

Site Supervisor Responsibilities

- o. The assigned supervisor needs to demonstrate the qualifications by 1) a master's or doctoral degree in a counseling-related field (e.g., counseling, social work, psychology), 2) active certification and/or licenses in the geographic location where the student is placed, 3) a minimum of two years relevant professional counseling experience following completion of the master's degree, 4) training in counseling supervision, 5) knowledge of the program's expectations, requirements, and evaluation procedures for students.
- p. The assigned site supervisor needs to complete the site supervisor orientation and training in counseling supervision provided by counseling faculty to meet the qualifications 4) and 5) above.
- q. The assigned site supervisor provides on-site synchronous individual supervision to the student for a *minimum* of one hour per week during the specified period of the practicum/internship placement at the site.
- r. The site supervisor will verify and sign student's hourly logs and reports.
- s. The site supervisor provides timely and ongoing written evaluations of the student's performance to the university and shares those evaluations with the student.
- t. The Site Supervisor should be available by phone or email to the counseling faculty supervisor for regular (e.g., bi-weekly) consultation regarding the practicum/internship student's progress. The practicum/internship class supervisor or a designee of the Counseling Program clinical coordinator will initiate contact with the Site Supervisor during the practicum/internship.
- u. If any problem arises with the student during the field placement, Site Supervisors are requested to contact the practicum/internship student's Supervision Faculty Supervisor to request a telephone conference or a site visit from the Faculty Supervisor and/or the Clinical Coordinator when warranted.

Roles and Responsibilities of Practicum/Internship Faculty Supervisor

Faculty Supervisors agree to fulfill the following duties:

1. Conduct a minimum of 1.5 hours per week of group supervision on campus that provides students with ongoing instructions and feedback regarding:
 - Counseling relationship development, cultural competence, client advocacy, and interdisciplinary consultation.
 - Intake procedures, mental status examinations, biopsychosocial assessments, clinical documentation, and reporting.
 - Case conceptualization, treatment planning, use of evidence-based interventions, and evaluation of treatment outcomes.
2. Engages in consultation with the fieldwork site supervisor regularly through email or phone, to monitor student learning and performance
3. Serve as a liaison to the Site/site supervisor to monitor student progress and address any concerns that may arise during the field placement.
4. Review the evaluation form completed by the site supervisor
5. Complete the evaluation of the student's performance

The Counseling Program Clinical Coordinator agrees to

6. Coordinate the new site supervisor orientation and training in supervision
7. Provide information and opportunities for professional development activities as part of students' practicum and internship

Roles and Responsibilities of Students in Practicum and Internship

Students in Practicum/Internship agree to be placed at the site and adhere to the following responsibilities:

Attendance

- 1) Attend mandatory practicum/internship orientation meetings at UTEP.
- 2) Attend regularly scheduled supervision sessions with the site supervisor (one-to-one and/or triadic supervision format), and the group supervision class at UTEP with the Faculty Supervisor throughout the course of the field placement.
- 3) Complete all required hours in a timely manner
- 4) Complete all paperwork, forms, and assignments associated with ongoing site, faculty,

and group supervision in a timely manner.

Adherence to guidelines and policies

- 5) Abide by the Ethical Code of the American Counseling Association, all applicable state laws regarding counseling work, and maintain HIPAA compliance concerning all Protected Health Information for transporting and storing site data.
- 6) Adhere to all site and site supervisor specific expectations and objectives.
- 7) Adhere to all site policies regarding dress, time of arrival and departure, paperwork, documentation, record-keeping procedures, mandatory meetings, office space usage, and other relevant site requirements and protocol as expected of any “regular staff/employee”.
- 8) Be familiar with emergency protocols established by the field placement site.
- 9) Follow appropriate rules of client confidentiality and privacy including the following:
 - Ensure recordings, and assignments related to clients are stored, transmitted, and presented through secured methods that protect client privacy and confidentiality.
 - Obtain additional consent documents and procedures with clients when recordings of the sessions are used.
 - Delete all client-related information and recordings from devices and OneDrive folders.

Proactive communication

- 10) Work under the supervision of the site supervisor and ensure that ALL clinical decisions regarding clients are done in consultation with the site supervisor.
- 11) Ensure that the site supervisor’s expectations have been clearly communicated and to seek clarity if not understood.
- 12) Address issues such as not receiving a sufficient number of clients, a lack of flexible access to site supervisor(s), and/or getting permission to audio record counseling sessions.

Professionalism

- 11) Maintain appropriate professionalism and manifest good work habits (i.e., use organization skills, be punctual, act responsibility, be dependable, check email messages frequently etc.).
- 12) Maintain respectful and appropriate decorum, boundaries and professional relationships with faculty, clients, peers, colleagues and supervisors.

Other

- 13) Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship

Emergency Procedures for All Parties

In the event of an emergency involving a student, site supervisor, faculty supervisor, client served by the student, or the fieldwork site, all parties in the supervisory triad agree to follow the emergency procedures outlined below:

1. Immediate Safety and Emergency Services

- Any party witnessing or discovering an emergency that poses an immediate risk to health or safety at the site related to their Practicum and Internship must:
 - Contact appropriate authority or local emergency services immediately OR
 - Follow the emergency protocols established by the field placement site.

2. Notification of Relevant Parties

- After ensuring safety and notifying appropriate services:
 - **Students** must inform both their **Site Supervisor** and **Faculty Supervisor** as soon as possible.
 - **Site Supervisors** must notify the **Faculty Supervisor** and the university's Clinical Coordinator.
 - **Faculty Supervisors** must notify the **Program Coordinator** and appropriate university personnel or departments, if applicable.

3. Client-Related Emergencies

- In the event of a client served by the student expressing suicidal ideation, homicidal ideation, abuse, or any other crisis:
 - Students must immediately inform their Site Supervisor and Faculty Supervisor and follow the site's emergency and reporting protocols.
 - The Site Supervisor will take the lead in managing the situation in accordance with site policies and ethical guidelines, and notify the Faculty Supervisor.
 - The Faculty Supervisor may provide consultation and ensure appropriate documentation and follow-up.

4. Fieldwork Site Emergencies

- If the site becomes unsafe or inaccessible due to an emergency (e.g., structural hazard, lockdown, disaster), all fieldwork activities should be paused.
- Students must inform their Faculty Supervisor immediately and await further instructions.
- The university may collaborate with the student and site to arrange alternate placement, if necessary.

5. **Supervisor Unavailability**

- If a **Site Supervisor** becomes unavailable for any reason:
 - The student must notify the Faculty Supervisor immediately.
 - The Faculty Supervisor will coordinate with the Clinical Coordinator to determine an appropriate plan for continued supervision or reassignment.
 - The site needs to designate an alternative supervisor
- If a **Faculty Supervisor** becomes unavailable:
 - The student notifies site supervisor
 - The program will assign an interim or replacement Faculty Supervisor as needed.

6. **Confidentiality**

- At all times, parties must ensure that actions taken during an emergency uphold professional confidentiality standards in accordance (e.g., HIPAA, FERPA, and ACA ethical guidelines).

By signing below, I agree to fulfill and abide by the responsibilities and procedures outlined in this agreement.

Student

Signature_____Date: _____

Site Administrative Director or Designee:

Signature_____Date: _____

Site supervisor:

Signature_____Date: _____

University Faculty supervisor:

Signature_____ Date: _____

University Clinical Coordinator:

Signature_____ Date: _____

Appendix IV: Blank Practicum and Internship Log Forms (Built on ELC)

Practicum/Internship Weekly Hours Log



Rehabilitation Counseling Program

Weekly Hours Log for Practicum/Internship _____

(Site Name)

Print Student Name:

Print Site Supervisor Name:

| A. Site Direct Client Contact Hours | | | | | | | | Su | Mo | Tu | We | Th | Fr | Sa | Wk. Hrs. Total |
|--|--|--|--|--|--|--|--|----|----|----|--------------------------------|----|----|----|----------------|
| 1. Individual Counseling | | | | | | | | | | | | | | | |
| 2. Group Counseling or leading psychoeducational groups | | | | | | | | | | | | | | | |
| 3. Job placement | | | | | | | | | | | | | | | |
| 4. Provide consultation to employers | | | | | | | | | | | | | | | |
| 5. Crisis Intervention | | | | | | | | | | | | | | | |
| 6. Intake/Diagnostic Interview | | | | | | | | | | | | | | | |
| 7. Assessment (client or job functions) | | | | | | | | | | | | | | | |
| 8. Interpretation of Tests to Clients | | | | | | | | | | | | | | | |
| 9. Other (Specify): | | | | | | | | | | | | | | | |
| | | | | | | | | | | | A. Total Direct Client Hours | | | | |
| B. Site Non-direct Service Hours | | | | | | | | Su | Mo | Tu | We | Th | Fr | Sa | Wk. Hrs. Total |
| 1. Site functions (e.g. in-service training, staff meetings, orientation...) | | | | | | | | | | | | | | | |
| 2. Administrative (e.g. paperwork, case notes, report writing, review of cases...) | | | | | | | | | | | | | | | |
| 3. Observation (e.g. tape review, non-participatory observation, etc.) | | | | | | | | | | | | | | | |
| 4. Scoring/Review of Assessment Instruments | | | | | | | | | | | | | | | |
| 5. Conference Attendance (Specify): | | | | | | | | | | | | | | | |
| 6. Attending professional development activities (Specify): | | | | | | | | | | | | | | | |
| 7. Other (Specify): | | | | | | | | | | | | | | | |
| 8. Site Supervision Hours: Individual/Triadic Supervision with Site Supervisors | | | | | | | | | | | | | | | |
| 9. Site Supervision Hours: Group Supervision with Site Supervisors | | | | | | | | | | | | | | | |
| | | | | | | | | | | | B. Total Site Non-Direct Hours | | | | |
| | | | | | | | | | | | C. TOTAL SERVICE HOURS (A+B) | | | | |

Student Signature* _____ Date _____

Site Supervisor Signature** _____ Date _____

| D. UTEP Faculty Supervision Hours | | Su | Mo | Tu | We | Th | Fr | Sa | Wk. Hrs. Total |
|--|--|----|----|----|----|----|----|----|----------------|
| 1. Individual/Triadic Supervision with Faculty Supervisors | | | | | | | | | |
| 2. Group Supervision Seminar | | | | | | | | | |
| D. Total Faculty Supervision Hours | | | | | | | | | |

Print UTEP Faculty Supervisor Name _____

UTEP Faculty Supervisor Signature*** _____ Date _____

* Verifies All Service Hours, **Verifies Site Service Hours, ***Verifies Faculty Supervision Ho

Appendix IV: List of previously approved fieldwork sites

The following agencies have provided field placements in the recent past and may have placements available again this semester.

Atlantis Behavioral Health

About: Mental health

- **Point of Contact:** Korina Villa
- **Location:** 6028 Surety Dr. El Paso, TX 79905
- **Phone Number:** 915-544-3500 Ext. 116
- **Email:** kvilla@atlantisbehavioralhealth.com
- **Website:** <https://atlantisbehavioralhealth.com>
- **Population:** All

Center for Accommodations and Support Services UTEP

About: Disability services and accommodation

- **Point of Contact:** Alyssa Gutierrez, Corene Seymour
- **Location:** UTEP Union Building Room 106
- **Phone Number:** Office: 915-747-5148
- **Email:** amestrada@utep.edu cmseymour@utep.edu
- **Website:** <https://www.utep.edu/student-affairs/cass/>
- **Population:** Students

Disability Rights Texas is the Protection and Advocacy (P&A)/CAP (Client Assistance Program)

- **About:** Fall under the umbrella of National Disability Rights Network (NDRN).

- DRTx is a nonprofit law firm comprised of Attorneys, Advocates (my role), Paralegals, Law Clerks, Intake staff, and many others.
- **Point of Contact:** Jeanie Hanzal, MS, CRC
- **Location:** Remote
- **Phone Number:** 832-681-8213
- **Email:** jhanzal@disabilityrightstx.org
- **Website:** www.DRTx.org
- **Population:** All

Downs In Motion

- **About:** Individuals with Intellectual Disabilities
- **Point of Contact:** Edith Lujan
- **Location:** No location at the moment
- **Phone Number:** 915-242-9423
- **Email:** downsinmotion@gmail.com
- **Website:** <https://downsinmotion.org>
- **Population:** Individuals with Down Syndrome or other Intellectual Developmental Disabilities

El Paso Behavioral Health System

- **About:** Mental Health
- **Point of Contact:** Jasmine Lopez
- **Location:** 1900 Denver Ave, El Paso, TX 79902
- **Phone Number:** 915-544-4000
- **Email:** jasmine.lopez@uhsinc.com
- **Population:** All

Empowering Hands

- **About:** Vocational Adjustment Training, Pre-Employment Transition Services, Work Experience, Job Coaching, Project Search
- **Point of Contact:** Raquel Puertas-Ramos
- **Location:** 3215 Pershing El Paso, TX. 79903
- **Phone number:** 915.239.1777
- **Email:** raquel@empowering-hands.com
- **Website:** <https://empoweringhandstec.wixsite.com/website>
- <https://www.youtube.com/watch?v=VHlXbRSr4I8>
- **Population:** Age 14 and up

Enjoy Your Life Therapies

- **About:** Recreation, aquatic, animal assisted & massage therapy.
- **Point of Contact:** Alyssa Gary
- **Location:** 3621 Mattox St. El Paso, 79925
- **Phone Number:** 915-996-2776
- **Email:** enjoyyourliferec@gmail.com
- **Website:** <https://www.enjoyyourlifeelpaso.com>
- <https://www.facebook.com/enjoyyourlifeelpaso/>
- **Population:** Young adults

** Explore STEM- UTEP

- **About:** Students with Disabilities (14-21 years), STEM summer camps
- **Point of Contact:** Dr. Estala-Gutierrez
- **Location:** UTEP Campus
- **Email:** vvestala@utep.edu
- **Population:** Young adults
 - **Dates:** June 23-27, July 7-11, July 14-18, July 21-25

Gadsden Independent School District

- **About:** Pre-Employment Transition Services, Work Experience, Job Coaching
- **Point of Contact:** Arlene Tinajero & Olga Alvaro
- **Location:** GISD Main Office 4950 McNutt Rd. Santa Teresa NM 88008
- **Sites:** Chaparral and Gadsden High School
- **Phone Number:** Main Office (575) 882-6348
- **Email:** atinajero@gisd.k12.nm.us olalvara@gisd.k12.nm.us
- **Population:** 8th grade-22-year-olds
- **Note:** Fingerprints and background check needed.

** Las Cruces Public Schools

- **About:** Transition services for high school students with disabilities
- **Point of Contact:** Hermilia Ortega
- **Location:** 1400 E Hernandez Rd, Las Cruces, NM 88001
- **Phone Number:** (575) 644-9135
- **Email:** hortega@lcps.net
- **Population:** 8th grade – 22-year-olds

Momentum

- **About:** Mental Health (Virtual)
- **Point of Contact:** Julien Faure
- **Location:** 2120 Milestone Drive, Suite 103 Fort Collins, CO 80525
- **Phone Number:** 970-829-8780.
- **Email:** julien@momentumcac.com
- **Population:** All

NAMI

- **About:** Mental Health
- **Point of Contact:** Alejandra Valdez
- **Location:** 201 East Main St., Ste. 600 El Paso TX 79901
- **Phone Number:** 915-778-5726
- **Email:** avaldez@namiep.org
- **Population:** All

** New Mexico DVR- NM Commission for the Blind

- **About:** Rehabilitation and Vocational Counseling
- **Point of Contact:** Daphne A. Mitchell, MRC, CRC, LRC, DILC
- **Location:** 2200 Yale Blvd, Albuquerque, NM 87106
- **Phone Number:** (505) 383-2253
- **Email:** Daphne.Mitchell@cfb.nm.gov
- **Agency website:** www.cfb.state.nm.us
- **Population:** All

Opportunity Now

- **About:** Youth services
- **Point of Contact:** Jada Bolden
- **Location:** 4300 S. I-10 Service Rd. Suite 113 Metairie, La 70001
- **Phone Number:** m: (504) 982-1833 t: (985) 359-2858
- **Email:** jbalden@xpsynergy.com
- **Population:** 8th - 22 years old

** Opportunity Center for the Homeless

- **About:** <https://homelessopportunitycenter.org/>
- **Point of Contact:** James Byrne
- **Location:** 1208 Myrtle Ave, El Paso, TX 79901
- **Email:** jbyrne@ocelpaso.org
- **Population:** Homeless (*Men, Women, Veteran*)