Site Supervisor
Practicum & Internship Handbook

Clinical Mental Health Counseling
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221 Barnes Hall
Dahlonega, GA 30597
(706) 864-1444

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Dear Site Supervisor,

Greetings from the University of North Georgia and welcome to our network of colleagues from internship sites all over North Georgia! We are excited and thankful that you have agreed to host one of our students at your agency. Our students’ experiences in the field are invaluable educational opportunities, and we look forward to a great working relationship with you.

Please find attached the Site Supervisor’s Handbook that contains information about our program, a description of our policies and procedures, and copies of the forms used during the practicum/internship year.

Thanks for your contribution to the training of our students, and I hope your experience with our program is an enriching one.

Sincerely yours,

Clinical Coordinator
Department of Clinical Mental Health Counseling
University of North Georgia
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Overview of the Clinical Mental Health Counseling Program

Program goals

The Clinical Mental Health Counseling Program is a practitioner-oriented training program that prepares Master’s students for licensure as professional mental health counselors. CMHC graduates find employment in a wide variety of settings in the mental health and human service field. Our teaching philosophy is rooted in problem-based learning with a heavy emphasis on the student exploring their own style and the interpersonal skills necessary for effective counseling relationships with clients. Our faculty are experienced counselors in the mental health field, which helps ensure that students have access to the most current theories and practices in mental health counseling. We educate students to have an understanding and appreciation for the social and cultural contexts of counseling and the influence of these factors on individual and group behavior.

Practicum & Internships

Students are expected to complete 700 hours of fieldwork experience in their second and third years in the program. As a practitioner-oriented program, we believe these experiences are central to the education at UNG. The practicum is the fieldwork experience and is designed to reflect the student’s participant-observer role and the beginning of counseling practice with clients. It becomes the internship for the subsequent two semesters with the only change being an increase in the expectation for additional responsibilities and the number of direct service hours with clients. The practicum and internship experience covers an entire calendar year (3 semesters) and carries with it the expectation of increasingly independent practice but under close supervision.

Students are placed in a wide variety of settings ranging from community mental health centers to sites such as college counseling centers, women's crisis centers, correctional facilities, substance abuse services, hospice agencies and public school counseling departments. Students find their own placement with advising and assistance from the program faculty.

Learning objectives for the practicum and internship

We have identified a core group of counseling competency skills. These are listed in Appendix I of this manual. Students are expected to discuss their specific personal and professional learning objectives with both their site and university supervisors.

We believe that the supervisory relationship is a vital component of the practicum/internship. Site supervisors are important role models and contribute greatly to the intern’s professional development. When working with interns, we encourage supervisors to focus not only on the specifics of the client or group, but also on the social and cultural dimensions of the case, as well as on the intern’s own developmental processes.

University Supervision
University supervision serves as a link between the program and the practicum site with the university supervisor serving as a liaison to the off-campus site supervisor; and in that role, monitors the student’s progress in their clinical work with clients. Supervision provided by the university supervisor supplements, but does not replace, on-site, individual supervision by clinical staff.

During the three semesters of practicum and internship, students participate in university supervision that examines the wide range of professional issues often encountered when doing clinical work. These include, but are not limited to, questions of ethical standards, dealing with difficult clients, supervisory and/or organizational issues, and enhancing the personal and professional development of the intern as a counselor in training. As with practicum, the university supervisor serves as a liaison to the site supervisor and is responsible in seeing that the learning objectives are being met.

**Requirements for Practicum and Internships**

1. Duration: generally over a calendar year from May – April with flexibility to extend the internship due to individual circumstances.

2. Time: Clinical Mental Health Counseling (CMHC) students must complete at least 700 hours of counseling-related work.
   - Practicum – 100 hours (at least 40 must be direct counseling service)
   - Internship I – 300 hours (at least 120 must be direct counseling service)
   - Internship II – 300 hours (at least 120 must be direct counseling service)

3. Direct service hours: CMHC students are currently required to have 40 hours of direct client contact during the Practicum semester and 120 hours for each semester of Internship. Direct service is defined as any therapeutic contact with clients. This includes individual, family, and group sessions held, as well as such diverse activities as a psycho-educational presentations and therapeutic consultation (e.g., planning out-of-session behavior modification with parents of minor clients).

   If the student counselor engages in co-counseling with another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.

4. Supervision: there is a minimum requirement of one hour a week of onsite individual supervision with the student and the site supervisor. The site supervisor must have a Masters degree or higher in a discipline related to mental health counseling, a minimum of two years post-masters clinical experience, and a license in their discipline. Students are expected to participate in other learning opportunities such as case conferences and staff meetings. The supervisor will write an evaluation of the student at the middle and end of each semester. The program will provide forms for the supervisor evaluations.

5. Audio/Video recording: students are expected to bring recorded samples of their work to their university with permissions for release signed by clients.
6. Practicum/Internship Site Agreement: the contract lists the specifics of the training experience. It includes the days of the week to be worked, the activities that the student will be engaged in, the name and credentials of the supervisor and the specific learning goals to be pursued during the placement.
CACREP Standards

The Clinical Mental Health Counseling Program is fully accredited by the Counsel for the Accreditation of Counseling and Related Educational Program (CACREP). Therefore, the faculty of the CMHC program follows the CACREP Professional Counseling Competencies (2009). CACREP outlines common competencies for all accredited programs in eight core areas. Furthermore, CACREP has standards for counseling specialization (e.g., clinical mental health counseling, school counseling, couples & family counseling). The core and clinical mental health counseling competencies are described in detail in Appendices VII and VIII respectively. CACREP standards related to practicum and internship are described below.

Selected CACREP Professional Practice Standards

Site supervisors must have the following qualifications:

1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.
5. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.
6. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

Practicum

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.
Internship

The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Site Visits by University Faculty

All student practicum and internship sites are visited by one of the university faculty during the academic year. We visit all new sites during the practicum semester of the student’s fieldwork. The purpose of the visits is to orient site supervisors and/or program directors to the CMHC program, to verify that sites can meet our requirements, and to develop an ongoing relationship that serves the needs of both the site and our students. For more information on our site visit policies, see Appendix IV.
Appendices

I. Practicum/Internship Student Objectives

These are the course objectives that we expect our students will master by the time they graduate from our program. They are useful reference points for you in your supervising your intern.

II. Practicum Site Agreement

This is an agreement that outlines the mutual responsibilities of the practicum site and the Clinical Mental Health Counseling Program. It is sent to the site for signatures when the student is accepted for the practicum.

III. Internship Site Agreement

This is an agreement that outlines the mutual responsibilities of the internship site and the Clinical Mental Health Counseling Program. It is sent to the site for signatures when the student is accepted for the internship.

IV. University Supervisor Site Visit Policy

V. Site Supervisor Evaluation Form: Practicum & Internship

The site supervisor completes these forms during the practicum and internship semesters. These forms should be completed by the site supervisor at both the midterm and semester end time points. It is hoped that the site supervisor will discuss her or his evaluation of the student counselor during a supervision session.

VI. Site Supervisor Evaluation of Program Form

This form should be completed by the site supervisor at the end of the student counselor’s tenure with the site. This form can be anonymous and provides valuable information to the program faculty.

VII. CACREP Core Competencies

VIII. CACREP Clinical Mental Health Competencies
Appendix I
University of North Georgia
Clinical Mental Health Counseling
Practicum/Internship Student Objectives

1. Articulate their philosophy and/or theoretical approach to counseling, particularly in regard to the setting in which they intend to practice.

2. Clearly demonstrate the application of theoretical principles to the practice of counseling.

3. Understand and demonstrate sensitivity to how a person’s cultural backgrounds may impact their lives as well as the counseling, teaching, and/or supervision process.

4. Demonstrate self-awareness regarding relationship issues in the counseling and supervision process.

5. Critically evaluate their work. Critical evaluation implies the ability to reflect upon one’s practice, identify strengths, and note growing edges for professional development.

6. Demonstrate the ability to give and receive constructive feedback in supervision.

7. Demonstrate adherence to professional codes of ethics and standards of practice.

8. Demonstrate the ability to establish and maintain therapeutic and collegial relationships with clients, peers, and supervisors.

9. Demonstrate an ability to frame the counseling process from a theoretical perspective and provide evidence within the counseling session(s) of operating from that theoretical perspective.

10. Demonstrate an ability to help the client develop realistic, measurable, specific goals for counseling.

11. Counseling/Consultation Interventions - Flexibility and appropriateness of interventions.

12. Monitoring Progress - Ability to monitor the progress of clients as well as your own growth as a counselor.

13. Performance during group/individual supervision - Ability to present counseling cases clearly and systematically. Ability to provide and receive feedback and general level (frequency and appropriateness) of participation within the group.

14. Intra-personal growth - Ability to recognize and modify personal and/or professional behaviors which may interfere with the counseling and/or supervisory process. Openness to individual supervision.

15. On-site performance - Ability to relate to colleagues in the setting. Ability to take initiative
(function without need for excessive direction), generate an independent client load, etc. Appropriate professional and ethical conduct.

16. Appraisal instruments - samples of appraisal instruments used and knowledge of their reliability, validity and appropriateness of use.

17. Professional activities - Show evidence of involvement in professional activities other than direct service.
Appendix II
University of North Georgia
Clinical Mental Health Counseling
Practicum Site Agreement

This agreement is made on ____________ by and between ___________________________
(Date) (Field Site)
and University of North Georgia. The agreement will be effective for a
period from ____________ to ____________ for a total of 100 (40 Direct) hours for
__________________________
(student)

Purpose:
The purpose of this agreement is to provide a qualified graduate student with a practicum
experience in the field of counseling.

University of North Georgia agrees:
1. to assign a university faculty liaison to facilitate communication between the university
   and the site;
2. to notify the student that he/she must adhere to the administrative policies, rules,
   standards, schedules, and practices of the sites;
3. that the faculty liaison shall be available for consultation with both site supervisors and
   students and shall be immediately contacted should any problem or change in relation to
   student, site, or university occur; and
4. that the university supervisor is responsible for the assignment of a fieldwork grade.

The Practicum Site agrees:
1. to assign a supervisor who is licensed and has the time, and interest for training the
   student intern;
2. to provide opportunities for the student to engage in a variety of counseling activities
   under supervision and for evaluating the student’s performance;
3. to provide the student with adequate work space, telephone, office supplies, and staff to
   conduct professional activities;
4. to provide supervisory contact that involves some examination of student work using
   audio/visual tapes, observation, and/or live supervision; and
5. to provide written evaluation of student based on criteria established by University of
   North Georgia.
6. to provide students with a diverse client population as allowed by the overall client
   population of the agency.
With the specified time frame, ___________________________ will be the primary site supervisor. The training activities (checked below) will be provided for the students in sufficient amounts to allow an adequate evaluation of the student’s level of competence in each activity. An assigned university faculty member will be the faculty liaison with whom the student and site supervisor will communicate regarding progress, problems, and performance evaluation.

Please check all that apply:

**Practicum Activities**

- [ ] Intake Interviewing including psychosocial history and assessment
- [ ] Consultation Referrals and team collaboration
- [ ] Report Writing including progress notes, treatment plans, termination summaries
- [ ] Psychoeducational Activities parent conferences, outreach, in-service trainings, etc
- [ ] Individual Counseling (Required) personal/social/occupational or educational
- [ ] Testing Administration, analysis and interpretation
- [ ] Group Counseling Leading and/or co-leading
- [ ] Peer or Group Supervision
- [ ] Career Counseling
- [ ] Individual Supervision (Required)
- [ ] Staff Meetings
- [ ] Other (please list)

Site Supervisor: ___________________________ Date: __________

Student: ___________________________ Date: __________

Faculty liaison: ___________________________ Date: __________
Appendix III
University of North Georgia
Clinical Mental Health Counseling
Internship Site Agreement

This agreement is made on __________ by and between ____________________________
(Date) (Field Site) and University of North Georgia. The agreement will be effective for a
period from __________ to __________ for a total of 300 (120 Direct) hours for
______________________
(student).

Purpose:
The purpose of this agreement is to provide a qualified graduate student with an
internship experience in the field of counseling.

University of North Georgia agrees:
1. to assign a university faculty liaison to facilitate communication between the university
and the site;
2. to notify the student that he/she must adhere to the administrative policies, rules,
   standards, schedules, and practices of the sites;
3. that the faculty liaison shall be available for consultation with both site supervisors and
   students and shall be immediately contacted should any problem or change in relation to
   student, site, or university occur; and
4. that the university supervisor is responsible for the assignment of a fieldwork grade.

The Internship Site agrees:
5. to assign a supervisor who is licensed and has the time, and interest for training the
   student intern;
6. to provide opportunities for the student to engage in a variety of counseling activities
   under supervision and for evaluating the student’s performance;
7. to provide the student with adequate work space, telephone, office supplies, and staff to
   conduct professional activities;
8. to provide supervisory contact that involves some examination of student work using
   audio/visual tapes, observation, and/or live supervision; and
9. to provide written evaluation of student based on criteria established by University of
   North Georgia.
10. to provide students with a diverse client population as allowed by the overall client
    population of the agency.
With the specified time frame, ____________________________ will be the primary site supervisor. The training activities (checked below) will be provided for the students in sufficient amounts to allow an adequate evaluation of the student’s level of competence in each activity. A university faculty member will be the faculty liaison with whom the student and site supervisor will communicate regarding progress, problems, and performance evaluation.

Please check all that apply:

**Internship Activities**

- [ ] Intake Interviewing  
  including psychosocial history and assessment

- [ ] Consultation  
  Referrals and team collaboration

- [ ] Report Writing  
  including progress notes, treatment plans, termination summaries

- [ ] Psychoeducational Activities  
  parent conferences, outreach, in-service trainings, etc

- [ ] Individual Counseling *(Required)*  
  personal/social/occupational or educational

- [ ] Testing  
  Administration, analysis and interpretation

- [ ] Group Counseling  
  Leading and/or co-leading

- [ ] Peer or Group Supervision

- [ ] Career Counseling

- [ ] Individual Supervision *(Required)*

- [ ] Staff Meetings

- [ ] Other (please list)

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Site Supervisor: ____________________________ Date: ____________

Student: ____________________________ Date: ____________

Faculty liaison: ____________________________ Date: ____________
The CMHC faculty will visit all sites once during the academic year and the new sites (no previous UNG CMHC intern) during the practicum semester. The purpose of the visits is to orient site supervisors and/or program directors to the CMHC program, to verify that sites can meet our requirements, and to develop an ongoing relationship that serves the needs of both the site and our students.

During the site visit, the university supervisor should spend time meeting with program staff such as internship coordinators, program directors or supervisors who serve as contact persons for our students when they are looking for a site.

**New site visits**

New sites are defined as sites not having any CMHC student interns in recent years or sites that have experienced a significant turnover in staff resulting in a lack of knowledge and connection with the CMHC program. In addition to ensuring that the CMHC program standards are being met, the university supervisor will advocate for any activity that might enhance the training experience of the intern such as asking the supervisor to listen to or watch recordings of the intern’s sessions.

The following site requirements will be reviewed:

1. The orientation activities that introduce the intern to the policies and procedures of the site. This includes introductions to the staff and support people, opportunities for the intern to shadow the supervisor and staff members, etc.

2. A defined training program for interns.

3. The supervisor will have a license in a mental health discipline.

4. A range of clinical experiences including but not limited to individual and group counseling experiences.

5. A sufficient number of client hours to ensure the required number of direct service hours and total hours at the site.

6. An agreement to allow the student to make audio or video recordings of client sessions or groups.

7. Information as to who is the contact person for future students who are interested in applying for a practicum or internship as well as details of the application procedure.
The university supervisor will provide the following information:

1. A description of the CMHC program including its mission, procedures, and structures. Also, the university supervisor will clarify, if necessary, the identity of the clinical mental health counselor.

2. A description of the role of the university supervisor.

3. The university supervisor will give the site supervisor any training materials that the supervisor does not have such as the Site Supervisor Handbook as well as literature related to clinical supervision.

4. The university will explain the program’s desire to provide training experiences to supervisors and will solicit ideas for such training.

Visits to established sites:

The tasks for visits to established internship sites include all of the above as well as learning about any staff or programmatic changes that might impact the learning experiences of future interns.
Appendix V  
University of North Georgia  
Clinical Mental Health Counseling  
Site Supervisor Evaluation Form

Student ____________________________  Date ________________________
Course ______________________________  Hours Completed ____________
Practicum: Midterm ____ Final ____  Internship: Midterm____Final ____

Please complete the following evaluation form and circle the number that best evaluates the student counselor on each performance indicator at this time.

<table>
<thead>
<tr>
<th>The Counseling Process</th>
<th>Poor</th>
<th>Adequate</th>
<th>Excellent</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researches the referral prior to the first interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Keeps appointments on time.</td>
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<tr>
<td>Begins the interview smoothly.</td>
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<td></td>
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<td>6</td>
<td>7</td>
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<tr>
<td>Explains the nature and objectives of counseling when appropriate.</td>
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<td></td>
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<tr>
<td>Is relaxed and comfortable in the interview.</td>
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<td></td>
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<tr>
<td>Communicates interest in and acceptance of the client.</td>
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<tr>
<td>Ability to establish and maintain rapport.</td>
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<tr>
<td>Ability to understand client’s point of view.</td>
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<td>7</td>
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<tr>
<td>Bases decisions on a theoretically sound rationale of human behavior.</td>
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<td></td>
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<td>6</td>
<td>7</td>
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<tr>
<td>Recognizes and resists manipulation by the client.</td>
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<td>7</td>
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<tr>
<td>Recognizes and responds to positive affect of the client.</td>
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<tr>
<td>Recognizes and responds to negative affect of the client.</td>
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<td>Is spontaneous in the interview.</td>
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<td>4</td>
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<td>5</td>
<td>6</td>
<td>7</td>
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<td>Uses silence appropriately.</td>
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<td>4</td>
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<td></td>
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<td>6</td>
<td>7</td>
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<tr>
<td>Uses self-disclosure appropriately and judiciously.</td>
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<tr>
<td>Recognizes and pursues client discrepancies.</td>
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<tr>
<td>Recognizes and skillfully interprets the client’s covert messages.</td>
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<td>Facilitates realistic goal setting with the client.</td>
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<td>Encourages appropriate action-step planning with the client.</td>
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<tr>
<td>Initiates periodic evaluation of goals, action-steps, and process during counseling.</td>
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<td>Terminates client relationships smoothly.</td>
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<tr>
<td>Is perceptive in evaluating the effects of counseling.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling, Prevention, &amp; Intervention</th>
<th>Poor</th>
<th>Adequate</th>
<th>Excellent</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental health disorders to initiate, maintain, and terminate counseling.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</td>
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<tr>
<td>Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.</td>
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</tr>
<tr>
<td>Applies effective strategies to promote client understanding of and access to a variety of community resources.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Demonstrates the ability to use procedures for assessing and</td>
<td>1 2 3 4 5 6 7</td>
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</tbody>
</table>
managing suicide risk.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Adequate</th>
<th>Excellent</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies current record-keeping standards related to clinical mental health counseling.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Maintains information regarding community resources to make appropriate referrals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
</tbody>
</table>

**Assessment & Diagnosis**

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Adequate</th>
<th>Excellent</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
and emotional impairments.

| Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Additional Skills of Clinical Mental Health Counseling | Poor | Adequate | Excellent | NA |
| Ability to assess and manage suicide risk. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Treatment plan development. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Treatment plan implementation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Demonstrates knowledge and skills of the roles, functions, preparation standards, credentialing, licensure, and professional identity of clinical mental health counselors. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Demonstrates knowledge and skills concerning ethical and legal considerations specifically related to the practice of clinical mental health counseling (e.g. the ACA Code of Ethics) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
Please comment on the following questions. (Please feel free to use the back of this page for any additional comments)

What are the strengths of the student as a counseling intern?

What areas need further development?

What recommendations would you make to enhance this student’s development?

Student’s Signature/Date:  

Site Supervisor’s Signature/Date:  

Printed Site Supervisor’s Name:  

Note: The student’s signature indicates that he/she has read the evaluation and has discussed it with his/her site supervisor. It does not necessarily indicate that he/she is in agreement with it. Significant disagreement on the part of the student regarding this assessment should be noted in writing and forwarded as an addendum to this form.
Appendix VI
University of North Georgia
Clinical Mental Health Counseling
Site Supervisors Evaluation of Program

Please evaluate the Clinical Mental Health Counseling Program of University of North Georgia from your experience as supervisor for students in Practicum or Internship for this semester.

Date: ____________________________

Please respond on a scale of:
1 = poor
2 = fair
3 = average
4 = above average
5 = excellent

1. Compared to other master’s degree level employees, UNG students overall educational preparation is:

1……………...2………………3……………….4………………5

2. Student’s counseling skills ability:

1……………...2………………3……………….4………………5

3. Student’s client conceptualization skills:

1……………...2………………3……………….4………………5

4. Student’s ethical behavior:

1……………...2………………3……………….4………………5

5. Student’s theoretical knowledge:

1……………...2………………3……………….4………………5

6. Student’s administrative skills:

1……………...2………………3……………….4………………5

7. Supervisor’s perception of support from UNG faculty and staff:

1……………...2………………3……………….4………………5
8. Suggestions for program improvement: ______________________________
______________________________
______________________________
______________________________
______________________________

9. Other ideas or suggestions: ______________________________
______________________________
______________________________
______________________________
______________________________

Thank you for providing this valuable input for our educational program.

Optional:
Name ______________________________
Site ______________________________

Please return this form to:
University of North Georgia
Dept. of Clinical Mental Health Counseling
207 Dunlap Hall
Dahlonega, GA 30597
Attn: Survey
Appendix VII
University of North Georgia
Clinical Mental Health Counseling
CACREP Core Competencies

1. PROFESSIONAL ORIENTATION AND PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

a. history and philosophy of the counseling profession;

b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

d. self-care strategies appropriate to the counselor role;

e. counseling supervision models, practices, and processes;  
f. professional organizations, including membership benefits, activities, services to members, and current issues;

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

h. the role and process of the professional counselor advocating on behalf of the profession;

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;

c. theories of multicultural counseling, identity development, and social justice;

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;

b. theories of learning and personality development, including current understandings about
neurobiological behavior;
c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
d. theories and models of individual, cultural, couple, family, and community resilience;
e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;
b. career, avocational, educational, occupational and labor market information resources, and career information systems;
c. career development program planning, organization, implementation, administration, and evaluation;
d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
e. career and educational planning, placement, follow-up, and evaluation;
f. assessment instruments and techniques relevant to career planning and decision making; and
g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals;
b. counselor characteristics and behaviors that influence helping processes;
c. essential interviewing and counseling skills;
d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
f. a general framework for understanding and practicing consultation; and
g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;
b. group leadership or facilitation styles and approaches, including characteristics of various types of
group leaders and leadership styles;
c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;
b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research in advancing the counseling profession;
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
c. statistical methods used in conducting research and program evaluation;
d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
e. the use of research to inform evidence-based practice; and
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
Appendix VII
University of North Georgia
Clinical Mental Health Counseling
CACREP Clinical Mental Health Counseling Competencies

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., coreprovider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation,
education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

4. Knows the disease concept and etiology of addiction and co-occurring disorders.

5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.

7. Applies current record-keeping standards related to clinical mental health counseling.

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

9. Demonstrates the ability to recognize her or his own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and
promote programs that affect the practice of clinical mental health counseling.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices
1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge
1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices
1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.