

University of North Georgia

Department of Counseling

Site Supervisor
Practicum & Internship Handbook

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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 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,

Clinical Coordinator
Department of Counseling
University of North Georgia

UNG Counseling Supervisor Handbook

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Overview of Counseling Program

Program goals

The Counseling Program is a practitioner-oriented training program that prepares Master's students for licensure as professional mental health counselors. 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: Counseling 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: 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.

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CACREP Standards

The Counseling Program is fully accredited by the Counsel for the Accreditation of Counseling and Related Educational Program (CACREP). Therefore, the faculty of the program follows the CACREP Professional Counseling Competencies (2016). 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, clinical mental health counseling, addictions counseling, and college counseling/student affairs competencies are described in detail in Appendices VII, VIII, IX, and X 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.
2. Relevant Certifications and/or licenses.
3. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled.
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
5. Relevant training in counseling supervision.

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 (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
3. An average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Internship

After successful completion of the practicum, students complete **600 clock hours** of supervised counseling internship in roles and settings with clients relevant to their specialty area. Each

student's internship includes all of the following:

1. At least **240 clock hours of direct service**.
2. Weekly interaction with supervisors that averages **one hour per week** of individual and/or triadic supervision throughout the internship, **provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member**.
3. An average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education 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).

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 Counseling 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 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 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
Department of 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.

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Appendix II
University of North Georgia
Department of Counseling
Practicum Site Agreement

This agreement is made on _____ by and between _____
(date) (site name)

and *the University of North Georgia*. The agreement will be effective for a period from _____
(start date)

to _____ for a total of **100 (40 Direct)** hours for _____
(end date) (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 Counseling Faculty Supervisor agrees to:

1. facilitate communication between the university and the site;
2. notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. be available for consultation with both the site supervisor and the student;
4. immediately contact the site supervisor should any problem or change in relation to student, site, site supervisor, or university occur;
5. be responsible for the assignment of a fieldwork grade;
6. conduct at least one site visit during the course of the student's clinical placement;
7. provide university group supervision to average no less than 1.5 hours per week over the course of each academic semester;
8. review the student's submitted session recordings and provide feedback for improvement;
9. complete and review with the student at least one written evaluation (at final) of the student;
10. sign all documents that require a signature from the faculty supervisor; and
11. submit all of the student's clinical portfolio documents to the clinical coordinator for UNG's Department of Counseling.

The Site Supervisor agrees to:

1. maintain the appropriate full professional license and/or supervision credential required per CACREP and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage & Family Therapists;
2. provide evidence of having at least 2 years of professional experience post-full licensure;
3. contact the faculty supervisor immediately should any problem or change in relation to the student, site, site supervisor, or university occur;
4. dedicate the necessary time and level of investment required for training the student intern;

5. provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance;
6. provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
7. provide sufficient training and orientation to the student as to the policies, procedures, rules, regulations, and site-specific counseling approaches (if applicable) that student will be expected to follow per the site;
8. provide supervisory contact that involves some examination of student work using audio/visual tapes, observation, and/or live supervision;
9. engage in a minimum of one hour per week of individual or triadic clinical supervision with the student;
10. complete and review with the student at least two written evaluations (one midterm, one final) of their performance based on criteria established by the University of North Georgia Department of Counseling;
11. provide students with a diverse client population as allowed by the overall client population of the agency; and
12. complete the required site supervisor training and accompanying quiz established by the University of North Georgia Department of Counseling.

University of North Georgia Counseling Student agrees to:

- 1.obtain a minimum of 100 clock hours, adhering to the following breakdown minimums:
 - a) Direct Service: 40 hours
 - b) Individual Site Supervision: 10 hours
 - c) Indirect Service: 60 hours

Note for all students: A minimum of 60% of direct service must be completed via individual counseling.

For Addictions Counseling track students: a minimum of 60% of your direct hours must come from addictions-specific counseling work (Check this box if the item is applicable to the student);

- 2.maintain the assigned number of weekly contact hours as agreed upon with the site/site supervisor;
- 3.video/audio record client counseling sessions as instructed by the faculty supervisor;
- 4.obtain and maintain individual professional liability counseling insurance;
- 5.attend and actively participate in all university group sessions;
- 6.attend and actively participate in all university individual/triadic supervision sessions (if applicable);
- 7.attend and actively participate in all individual/triadic site supervision sessions;
- 8.submit the minimum number of session recordings and accompanying documentation required by the faculty supervisor for university group supervision;
- 9.submit the minimum number of session recordings and accompanying documentation required by the faculty supervisor for university individual/triadic supervision (if applicable);
10. maintain an hours log in which the student tracks all direct and indirect clock hours, including supervision hours;

11. follow all guidelines for case management required by their site;
12. submit all site evaluations of the student's performance to the faculty supervisor; and
13. engage in behavior that complies with the ethical standards of the American Counseling Association (ACA) and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage & Family Therapists.

For the specified time frame, _____ will be the primary site supervisor/supervisor of record. The training activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity. The student's university supervisor 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

- | | |
|---|--|
| <input type="checkbox"/> Individual Counseling (Required) <i>(A minimum of 60% of direct service must be completed via individual counseling)</i> | <input type="checkbox"/> Individual Supervision (Required) <i>(A minimum of 1 hour per week)</i> |
| <input type="checkbox"/> Intake Interviewing Collaboration | <input type="checkbox"/> Consultation, Referrals, & Team |
| <input type="checkbox"/> Report Writing | <input type="checkbox"/> Psychoeducational Activities |
| <input type="checkbox"/> Group Counseling | <input type="checkbox"/> Peer or Group Supervision |
| <input type="checkbox"/> Career Counseling | <input type="checkbox"/> Testing Administration, Analysis & Interpretation |
| <input type="checkbox"/> Staff Meetings | <input type="checkbox"/> Other (please list below) |

Note: If the interns is in the Addictions Counseling track, 60% of their direct hours **each semester must come from working with clients impacted by addiction or substance use/abuse. If you have any questions about what qualifies, please contact the clinical coordinator.*

Site Supervisor: _____

Date: _____

Student: _____

Date: _____

Faculty liaison: _____

Date: _____

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Appendix III
University of North Georgia
Department of Counseling
Internship Site Agreement

This agreement is made on _____ by and between _____
(date) (site name)

and *the University of North Georgia*. The agreement will be effective for a period from _____
(start date)

to _____ for a total of **300 (120 Direct)** hours for _____.
(end date) (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 Counseling Faculty Supervisor agrees to:

1. facilitate communication between the university and the site;
2. notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. be available for consultation with both the site supervisor and the student;
4. immediately contact the site supervisor should any problem or change in relation to student, site, site supervisor, or university occur;
5. be responsible for the assignment of a fieldwork grade;
6. conduct at least one site visit during the course of the student's clinical placement;
7. provide university group supervision to average no less than 1.5 hours per week over the course of each academic semester;
8. review the student's submitted session recordings and provide feedback for improvement;
9. complete and review with the student at least one written evaluation (at final) of the student;
10. sign all documents that require a signature from the faculty supervisor; and
11. submit all of the student's clinical portfolio documents to the clinical coordinator for UNG's Department of Counseling.

The Site Supervisor agrees to:

1. maintain the appropriate full professional license and/or supervision credential required per CACREP and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage & Family Therapists;
2. provide evidence of having at least 2 years of professional experience post-full licensure;
3. contact the faculty supervisor immediately should any problem or change in relation to the student, site, site supervisor, or university occur;
4. dedicate the necessary time and level of investment required for training the student intern;

5. provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance;
6. provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
7. provide sufficient training and orientation to the student as to the policies, procedures, rules, regulations, and site-specific counseling approaches (if applicable) that student will be expected to follow per the site;
8. provide supervisory contact that involves some examination of student work using audio/visual tapes, observation, and/or live supervision;
9. engage in a minimum of one hour per week of individual or triadic clinical supervision with the student;
10. complete and review with the student at least two written evaluations (one midterm, one final) of their performance based on criteria established by the University of North Georgia Department of Counseling;
11. provide students with a diverse client population as allowed by the overall client population of the agency; and
12. complete the required site supervisor training and accompanying quiz established by the University of North Georgia Department of Counseling.

University of North Georgia Counseling Student agrees to:

1. obtain a minimum of 300 clock hours, adhering to the following breakdown minimums:
 - d) Direct Service: 120 hours
 - e) Individual Site Supervision: 15 hours
 - f) Indirect Service: 180 hours

Note for all students: A minimum of 60% of direct service must be completed via individual counseling.

For Addictions Counseling track students: a minimum of 60% of your direct hours must come from addictions-specific counseling work (Check this box if the item is applicable to the student);

2. maintain the assigned number of weekly contact hours as agreed upon with the site/site supervisor;
3. video/audio record client counseling sessions as instructed by the faculty supervisor;
4. obtain and maintain individual professional liability counseling insurance;
5. attend and actively participate in all university group sessions;
6. attend and actively participate in all university individual/triadic supervision sessions (if applicable);
7. attend and actively participate in all individual/triadic site supervision sessions;
8. submit the minimum number of session recordings and accompanying documentation required by the faculty supervisor for university group supervision;
9. submit the minimum number of session recordings and accompanying documentation required by the faculty supervisor for university individual/triadic supervision (if applicable);

10. maintain an hours log in which the student tracks all direct and indirect clock hours, including supervision hours;
11. follow all guidelines for case management required by their site;
12. submit all site evaluations of the student's performance to the faculty supervisor; and
13. engage in behavior that complies with the ethical standards of the American Counseling Association (ACA) and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage & Family Therapists.

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. The student's university supervisor 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

- | | |
|---|--|
| <input type="checkbox"/> Individual Counseling (Required) <i>(A minimum of 60% of direct service must be completed via individual counseling)</i> | <input type="checkbox"/> Individual Supervision (Required) <i>(A minimum of 1 hour per week)</i> |
| <input type="checkbox"/> Intake Interviewing Collaboration | <input type="checkbox"/> Consultation, Referrals, & Team |
| <input type="checkbox"/> Report Writing | <input type="checkbox"/> Psychoeducational Activities |
| <input type="checkbox"/> Group Counseling | <input type="checkbox"/> Peer or Group Supervision |
| <input type="checkbox"/> Career Counseling | <input type="checkbox"/> Testing Administration, Analysis & Interpretation |
| <input type="checkbox"/> Staff Meetings | <input type="checkbox"/> Other (please list below) |

Note: If the intern is in the Addictions Counseling track, 60% of their direct hours **each semester must come from working with clients impacted by addiction or substance use/abuse. If you have any questions about what qualifies, please contact the clinical coordinator.*

Site Supervisor: _____

Date: _____

Student: _____

Date: _____

Faculty liaison: _____

Date: _____

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Appendix IV
University of North Georgia
Department of Counseling
University Supervisor Site Visit Policy

The Counseling faculty will visit all sites once during the academic year and the new sites (no previous UNG Counseling intern) during the practicum semester. The purpose of the visits is to orient site supervisors and/or program directors to the Counseling 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 that have never hosted a UNG Counseling student interns, site supervisors who have never supervised a UNG Counseling intern, sites that have not hosted a UNG Counseling intern in more than 2 years, or sites that have experienced a significant turnover in staff resulting in a lack of knowledge and connection with the UNG Counseling program. In addition to ensuring that the Counseling 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 Counseling program including its mission, procedures, and structures. Also, the university supervisor will clarify, if necessary, the identity of the 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
Department of Counseling
Site Supervisor Evaluation Form

Student _____ Date _____

Course _____ Hours Completed _____

Site _____ Track _____

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.

| Supervision Dispositions | | | | | | | NA |
|---|---|---|---|---|---|--|----|
| Is prepared for supervision sessions. | 1 | 2 | 3 | 4 | 5 | | |
| Demonstrates a personal commitment in developing professional competencies. | 1 | 2 | 3 | 4 | 5 | | |
| Invests time and energy in becoming a counselor. | 1 | 2 | 3 | 4 | 5 | | |
| Accepts and uses constructive criticism to enhance self-development and counseling skills. | 1 | 2 | 3 | 4 | 5 | | |
| Engages in open, comfortable, and clear communication with peers and supervisors. | 1 | 2 | 3 | 4 | 5 | | |
| Recognizes own competencies and skills and shares them with peers and supervisors | 1 | 2 | 3 | 4 | 5 | | |
| Recognizes own deficiencies and actively works to overcome them with peers and supervisors. | 1 | 2 | 3 | 4 | 5 | | |
| Counseling Dispositions | | | | | | | NA |
| Adherence to ethical standards | 1 | 2 | 3 | 4 | 5 | | |
| Professionalism (with peers, supervisors, clients) | 1 | 2 | 3 | 4 | 5 | | |
| Maintains appropriate boundaries | 1 | 2 | 3 | 4 | 5 | | |
| Adherence to policies and procedures | 1 | 2 | 3 | 4 | 5 | | |
| Accomplishes site/course tasks | 1 | 2 | 3 | 4 | 5 | | |

| | | | | | | |
|--|---|---|---|---|---|-----------|
| Demonstrates multicultural competence | 1 | 2 | 3 | 4 | 5 | |
| Demonstrates emotional stability | 1 | 2 | 3 | 4 | 5 | |
| Demonstrates initiative towards growth | 1 | 2 | 3 | 4 | 5 | |
| Openness to & utilization of feedback | 1 | 2 | 3 | 4 | 5 | |
| Flexibility | 1 | 2 | 3 | 4 | 5 | |
| Authenticity | 1 | 2 | 3 | 4 | 5 | |
| Exhibits self-awareness | 1 | 2 | 3 | 4 | 5 | |
| Counseling Skills | | | | | | NA |
| Is relaxed and comfortable in the interview | 1 | 2 | 3 | 4 | 5 | |
| Communicates interest in and acceptance of the client | 1 | 2 | 3 | 4 | 5 | |
| Ability to establish and maintain rapport | 1 | 2 | 3 | 4 | 5 | |
| Ability to focus the counseling session | 1 | 2 | 3 | 4 | 5 | |
| Communicates empathy | 1 | 2 | 3 | 4 | 5 | |
| Collaboratively establishes appropriate goals and/or treatment plans with client | 1 | 2 | 3 | 4 | 5 | |
| Uses silence appropriately. | 1 | 2 | 3 | 4 | 5 | |
| Uses self-disclosure appropriately and judiciously. | 1 | 2 | 3 | 4 | 5 | |
| Identifying client discrepancies and utilizing confrontation appropriately | 1 | 2 | 3 | 4 | 5 | |
| Reflects feelings with clients | 1 | 2 | 3 | 4 | 5 | |
| Reflects meaning with clients | 1 | 2 | 3 | 4 | 5 | |
| Summarizes within sessions | 1 | 2 | 3 | 4 | 5 | |
| Paraphrases with clients | 1 | 2 | 3 | 4 | 5 | |
| Utilizes open questions | 1 | 2 | 3 | 4 | 5 | |
| Utilizes closed questions | 1 | 2 | 3 | 4 | 5 | |
| Incorporates minimal and appropriate encouragers | 1 | 2 | 3 | 4 | 5 | |
| Demonstrates appropriate and effective nonverbal skills (e.g., eye contact, tone, body position) | 1 | 2 | 3 | 4 | 5 | |

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?

Any additional comments?

By signing this document, I affirm that the evaluation has been verbally reviewed with me by my supervisor.

Student's Signature/Date: _____

By signing this document, I affirm that I have verbally reviewed this evaluation with the student.

Supervisor Signature/Date: _____

Printed Supervisor's Name: _____

Note: The student's signature indicates that he/she has read the evaluation and has discussed it with his/her university 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 to the Clinical Coordinator. If the Clinical Coordinator is also the student's university supervisor, then the written addendum should be forwarded to the Department Head.

UNG Counseling Supervisor Handbook

Appendix VI
University of North Georgia
Department of Counseling
Site Supervisors Evaluation of Counseling Program

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

Date: _____

| |
|---|
| <p>Please respond on a scale of:</p> <p>1 = poor</p> <p>2 = fair</p> <p>3 = average</p> <p>4 = above average</p> <p>5 = excellent</p> |
|---|

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:

Your Name _____

Site Name _____

Intern's track: CMHC ____ Addictions ____ College Counseling/Student Affairs ____

Please return this form to:

Clinical Coordinator
University of North Georgia
Department of Counseling
100 Main Street
Cumming, GA 30040

Appendix VII
University of North Georgia
Department of Counseling
CACREP Core Competencies

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas;
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development and transitions across the lifespan

- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision-making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. 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 AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systemic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform the counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Appendix VIII
University of North Georgia
Department of Counseling
CACREP Clinical Mental Health Counseling Competencies

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- a. intake interview, mental health status evaluation, biopsychosocial history, mental health

- history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
 - c. strategies for interfacing with the legal system regarding court-referred clients
 - d. strategies for interfacing with integrated behavioral health care professionals
 - e. strategies to advocate for persons with mental health issues

UNG Counseling Supervisor Handbook

Appendix IX
University of North Georgia
Department of Counseling
CACREP Addiction Counseling Competencies

Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of addiction counseling
- b. theories and models of addiction related to substance use as well as behavioral and process addictions
- c. principles and philosophies of addiction-related self-help
- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- e. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
- f. psychological tests and assessments specific to addiction counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of addiction counselors
- b. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
- c. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
- d. regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling
- e. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process
- f. role of wellness and spirituality in the addiction recovery process
- g. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- 18i. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- j. cultural factors relevant to addiction and addictive behavior
- k. professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling
- l. legal and ethical considerations specific to addiction counseling
- m. record keeping, third party reimbursement, and other practice and management considerations

in addiction counseling

3. PRACTICE

- a. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments
- b. assessment of biopsychosocial and spiritual history relevant to addiction
- c. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
- d. techniques and interventions related to substance abuse and other addictions
- e. strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders
- f. strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction
- g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
- h. strategies for interfacing with the legal system and working with court referred clients

Appendix X
University of North Georgia
Department of Counseling
CACREP College Counseling/Student Affairs Competencies

Students who are preparing to specialize as college counselors and student affairs professionals will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings. Counselor education programs with a specialty area in college counseling and student affairs must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of college counseling and student affairs
- b. student development theories relevant to student learning and personal, career, and identity development
- c. organizational, management, and leadership theories relevant in higher education settings
- d. principles of student development and the effect on life, education, and career choices
- e. assessments specific to higher education settings

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of college counselors and student affairs professionals
- b. roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma
- c. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions
- d. characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
- e. models of violence prevention in higher education settings
- f. signs and symptoms of substance abuse in individuals in higher education settings
- g. current trends in higher education and the diversity of higher education environments
- h. organizational culture, budgeting and finance, and personnel practices in higher education
- i. environmental, political, and cultural factors that affect the practice of counseling in higher education settings
- j. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- k. influence of learning styles and other personal characteristics on learning
- l. policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
- m. unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- n. higher education resources to improve student learning, personal growth, professional identity development, and mental health
- o. professional organizations, preparation standards, and credentials relevant to the practice of

counseling in higher education settings

p. legal and ethical considerations specific to higher education environments

3. PRACTICE

a. collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings

b. strategies to assist individuals in higher education settings with personal/social development

c. interventions related to a broad range of mental health issues for individuals in higher education settings

d. strategies for addiction prevention and intervention for individuals in higher education settings

e. use of multiple data sources to inform programs and services in higher education settings

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