

COUNSELING, REHABILITATION, AND INTERPRETER TRAINING

Counselor Education Programs

Supervision Handbook



**Altamonte Springs, Augusta, Dothan,
Ft. Walton Beach, Montgomery,
Panama City, Pensacola, Phenix City,
Tampa, and Troy**

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TROY UNIVERSITY SUPERVISION HANDBOOK

GENERAL INFORMATION

Thank you for participating in the clinical instruction of Troy University Division of Counseling, Rehabilitation and Interpreter Training (CRIT) counseling students. The students you will be supervising have completed their core counseling curriculum and are beginning their clinical instruction in either Practicum or Internship.

All counseling programs at Troy University incorporate professional practice, which includes Practicum and Internship. Counseling programs include: Clinical Mental Health Counseling, Rehabilitation Counseling, School Counseling, General Counseling, Student Affairs Counseling, Substance Abuse Counseling, Graduate Certificate in Addictions Counseling, Post-Master's Certificate in Clinical Mental Health Counseling, Educational Specialist degrees in Community Counseling and School Counseling. Each program of study requires a minimum of a 100 hour Practicum and a 600-hour Internship (900-hour Internship in Florida). General Counseling is a non-certification and non-licensure program requiring a 100-hour Practicum only.

Professional practice provides for the application of theory and the development of counseling skills under supervision. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The first clinical experience is Practicum, in which the student must complete 100 hours of supervised Practicum experience in a school or community site, with 40 hours of direct client contact, over a minimum of a 10-week academic term. Practicum includes individual and group counseling. Practicum faculty and on-site supervisors each provide one hour of individual supervision weekly. Practicum faculty provide one and one-half (1-1/2) hours of group supervision with no more than 12 students weekly. For program faculty who provide individual and/or triadic supervision, the ratio is six students to one faculty member.

After successful completion of the Practicum, students begin Internship, which includes 300 hours of comprehensive work experience of a professional counselor in the student's designated program area, with 120 hours of direct client contact. Direct client contact includes individual and group counseling. Internship faculty provide one and one-half (1-1/2) hours of group supervision to no more than 12 students weekly. On site supervisors provide one hour of individual supervision weekly. Students complete two (2) Internships, except in Florida where three (3) Internships are required to meet Florida licensure required hours for supervised clinical hours prior to graduation.

Programs

Troy University offers several Master's programs that require the student to complete clinical coursework: Clinical Mental Health Counseling, a 60-hour program of study; Rehabilitation

Counseling, a 48-hour program of study; School Counseling, a 48-hour program of study; Student Affairs Counseling, a 48-hour program of study; Substance Abuse Counseling, a 48-hour program of study; Graduate Certificate in Addictions Counseling, a 18-hour program of study; and a Post-Master's Certification in Clinical Mental Health Counseling, a 18-hour program of study. Each program of study requires at a minimum a 100-hour Practicum and a minimum 600-hour Internship.

The General Counseling program is a 36-hour program of study that does not lead to licensure or certification and only requires a 100-hour Practicum.

The Ed.S. in Community Counseling is a 30-hour program of study and may be used for licensure purposes but does not lead to certification. The Ed.S. in School Counseling is a 36-hour program of study and can be used to attain Alabama Class AA certification.

Accreditation of Specialty Programs

The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) at the following locations: Altamonte Springs, Dothan, Montgomery, Panama City, Pensacola, Phenix City, Ft. Walton Beach, Tampa and Troy.

The School Counseling Program available at all four (4) Alabama campuses is accredited by both CACREP and by the Council for the Accreditation of Educator Preparation (CAEP/NCATE). The master's level School Counseling program is approved by the Alabama State Department of Education and leads to Alabama Class AA certification. The Education Specialist level School Counseling program is approved by the Alabama State Department of Education and leads to Class AA certification.

The Rehabilitation Counseling Program offered at all four Alabama (4) campuses are accredited by the Council on Rehabilitation Education (CORE).

CRIT COUNSELING PROGRAMS

Master's Programs

Clinical Mental Health Counseling

60 Semester Hours

Locations: Altamonte Springs, Augusta, Dothan, Ft. Walton Beach, Montgomery, Panama City, Pensacola, Phenix City, Tampa, and Troy.

Mission Statement:

The Clinical Mental Health Program is designed to train students to become mental health counselors. This 60-semester hour program has been tailored to meet educational standards for

state licensure and national counseling credentials.

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program seeks to prepare graduates who have achieved the following:

1. An in-depth knowledge of professional ethics, including an understanding of ethical issues and applications
2. An active professional identity as evidenced by participating in professional associations, such as the American Counseling Association
3. A strong knowledge base regarding counseling facilitation skills, theories, and techniques
4. An understanding of human development, both normal and abnormal
5. Culturally sensitive skills to ensure the ability to work with diverse populations
6. An understanding of career development and related life factors
7. An understanding of theoretical and experiential concepts of group work
8. An understanding of individual and group approaches to assessment and evaluations
9. An understanding of research methods, statistical analysis, needs assessment, and program evaluation

Coursework for Clinical Mental Health Counseling 60 Semester Hours

Required Courses: (51 semester hours)

CP 6600	3	Professional Orientation & Ethics***
CP 6601	3	Legal, Ethical, and Professional Standards
CP 6605	3	Foundations of Mental Health Counseling
CP 6610	3	Facilitation Skills and Counseling Techniques***
CP 6642	3	Group Dynamics and Counseling***
CP 6649	3	Theories of Counseling***
CP 6691	3	Research Methodology
PSY 6635	3	Vocational Psychology and Career Development
PSY 6645	3	Evaluation and Assessment of the Individual

PSY 6668	3	Human Lifespan and Development
PSY 6669	3	Behavior Pathology***
PSY 6670	3	Diagnosis and Treatment Planning***
CP 6650	3	Practicum (100 hours)
CP 6651	3	Counseling Diverse Populations
CP 6656	3	Marriage, Family & Sex Therapy Counseling
CP 6659	3	Internship: Mental Health (300 hours)
CP 6660	3	Internship: Mental Health (300 hours)

Adviser-Approved Electives: (9 semester hours)

***This course must be completed before the student can register for Practicum or Internship in this program.

Rehabilitation Counseling

48 Semester Hours

Location: Dothan, Montgomery, Phenix City, Troy

Mission Statement

The mission of the Troy University Rehabilitation Counseling program is to prepare rehabilitation counselors to provide rehabilitation services designed to assist individuals with disabilities to achieve their maximum potential. In addition, services will be provided to rehabilitation agencies and programs, and research related to rehabilitation will be pursued. The Troy University program leads to a Master of Science degree with a specialty in Rehabilitation Counseling. Students may choose an emphasis area in deaf or hard-of-hearing or mental health services. Upon graduation, students will have the basic foundational knowledge, skill and experiences necessary to enter the profession of rehabilitation counseling and practice as rehabilitation counselors.

Objectives for Rehabilitation Counseling

To prepare master's-level rehabilitation counselors who:

1. Understand and follow the Code of Professional Ethics for Rehabilitation Counselors;
2. Know the laws that affect individuals with disabilities and are able to advocate for the rights of those individuals;
3. Understand the concept of choice, self-advocacy and self-determination, and promote these concepts throughout the rehabilitation process;
4. Value the worth and dignity of all individuals and view individuals with disabilities as equal

partners in the rehabilitation process;

5. Demonstrate the ability to practice counseling techniques, job placement skills, and career strategies that will assist individuals with disabilities to develop the skills and competencies they need to function effectively in society; and
6. Know the technology and accommodations that are available to provide individuals with disabilities access to work, leisure, and school activities.

To continuously update the Rehabilitation Counseling Specialty by:

1. Encouraging communication, feedback, and evaluation between faculty, students, and community resources to promote quality programmatic improvement;
2. Providing a balanced curriculum of knowledge and skill development that is consistent with the requirements of the Council on Rehabilitation Education (CORE);
3. Promoting research by students and faculty in the area of rehabilitation counseling; and
4. Promoting participation in local, state and national professional rehabilitation and counseling associations.

Coursework for Rehabilitation Counseling 48 Semester Hours

Required Courses (45 semester hours)

CP 6600	3	Professional Orientation and Ethics***
CP 6610	3	Facilitation Skills and Counseling Techniques***
CP 6649	3	Theories of Counseling***
PSY 6645	3	Evaluation and Assessment of the Individual
CP 6691	3	Research Methodology
CP 6651	3	Counseling Diverse Populations
PSY 6635	3	Vocational Psychology and Career Development
PSY 6668	3	Human Lifespan and Development
CP 6650	3	Practicum (100 hours)
CP 6670	3	Internship: Rehabilitation Counseling (300 hours)
CP 6671	3	Internship: Rehabilitation Counseling (300 hours)
PSY 6688	3	Medical/Psychosocial Aspects of Disability
CP 6652	3	Rehabilitation Delivery and Process***
CP 6686	3	Job Development and Placement
CP 6642	3	Group Dynamics and Counseling***

Select one (adviser approval required): (3 semester hours)

PSY 6664	3	Assessment of Disabling Conditions
CP 6687	3	Placement of Special Disability Groups

CP 6680 3 Seminar: Counseling Approaches to Working with Hearing Impairment
CP 6681 3 Seminar: Counseling Approaches to Working with Visual Impairment
CP 6682 3 Seminar: Leadership and advocacy: Deaf and hard of hearing services
OR Adviser-Approved Elective in Rehabilitation Counseling

***This course must be completed before the student can register for Practicum or Internship in this program.

School Counseling

48 Semester Hours

Locations: Dothan, Montgomery, Phenix City, Troy

Mission Statement

The School Counseling Program is designed to train certified teachers as school counselors. The program meets Alabama State Department of Education guidelines for school counselor certification and follows guidelines of Council for Accreditation of Counseling and Related Programs. The curriculum is designed to train school counselors in the knowledge of theory, application of counseling skills in working with K-12 grade level students, knowledge of program development, foundations, and implementation of comprehensive guidance programs, development of professional and personal dispositions, advocacy of children and adolescents, and development of public school educators to become professional school counselors.

Objectives for School Counseling

1. To develop knowledge of the foundations of school counseling to include history, philosophy, current trends/issues, models, roles, functions, professional identity, leadership/advocacy strategies, and legal and ethical issues.
2. To develop skills in technology as applied to school counseling.
3. To develop sensitivity to provide counseling to diverse school populations and skills to identify barriers that may impede academic, career, and personal/social development of students.
4. To develop skills in comprehensive guidance program development (e.g., ASCA National Model) to include needs assessments, program development and program evaluation.
5. To develop skills related to academic and behavioral assessment of students and interpretation of assessment results to administrators, parents, and students.
6. To develop knowledge of understanding the influence of multiple factors (e.g., family dynamics, violence, abuse, disorders, substance abuse, anxiety, depression) that impact

school-age students.

7. To develop knowledge and skills in counseling to include individual, group, crisis management, and classroom guidance.
8. To develop knowledge and skills in collaboration and consultation to include working to effectively work with community agencies, parents, teachers and other school personnel.
9. To develop knowledge and skills in conducting programs designed to enhance students' academic, personal/social, career and other developmental needs of students.
10. To understand the effects of health/wellness, atypical growth and development, and resiliency related to school age children.
11. To develop school emergency management plans and understand the role of the school counselor during crises, disasters, and other trauma-causing events.
12. To develop knowledge in counseling, prevention and intervention, including theories of effective counseling, techniques of counseling, treatment planning, and strategies for identifying student strengths and weaknesses to deal with problems.
13. To develop an understanding of research and evaluation, including research relevant to the practice of school counseling, program evaluation, accountability, outcome data, and best practices.
14. To develop knowledge of the relationship of the school counseling program to the academic mission of the school and skills for teaching counseling and guidance-related curricula.
15. To develop knowledge of the qualities, principles, and skills of effective leadership in schools and to understand the role of the school counselor as system change agent.
16. To understand and have knowledge of student services such as the Individual Education Plans (IEP), the 504, and the Student Support Team (SST).

Additional School Counseling Requirements:

1. Hold a valid Teaching Certificate in any field. Temporary, provisional, and other nonrenewable certifications are not acceptable. (See below for admission option for students without a current Teaching Certificate).
2. To complete certification requirements, students also must have two years of professional experience.

Note: Candidates are restricted to six hours of graduate coursework prior to admission to the Graduate Teacher Education Program (GTEP) School Counseling.

*Admission to CACREP Accredited School Counseling Program without Teaching Certificate
(Option offered by Alabama State Department of Education):*

1. Students who have an earned bachelor's degree from a regionally accredited college or university but who did not complete a bachelor's or master's degree professional educator preparation program may apply for admission to a Troy University CACREP accredited school counseling program.
2. Students applying to the program must meet all University and Counseling & Psychology program admission requirements as outlined in this catalog.
3. Background check.

Coursework for School Counseling 48 Semester Hours

Required Courses: (45 semester hours)

CP 6600	3	Professional Orientation and Ethics***
CP 6610	3	Facilitation Skills and Counseling Techniques***
CP 6642	3	Group Dynamics and Counseling***
CP 6645	3	Current Trends in School Counseling
CP 6649	3	Theories of Counseling***
CP 6691	3	Research Methodology
CP 6651	3	Counseling Diverse Populations
CP 6641	3	School Counseling Program Management***
PSY 6606	3	Interventions for Children and Adolescents
PSY 6645	3	Evaluation and Assessment of the Individual
PSY 6668	3	Human Lifespan and Development
CP 6650	3	Practicum (100 hours)
CP 6657	3	Internship: School Counseling (300 hours)
CP 6658	3	Internship: School Counseling (300 hours)
PSY 6635	3	Vocational Psychology and Career Development

Students must take one advisor approved elective (3sh).

**Students who have not yet taken the Survey of Special Education course are required to take that course.*

****This course must be completed before the student can register for Practicum or Internship in this program.*

General Counseling

36 Semester Hours

Locations: Altamonte Springs, Ft. Walton Beach, Montgomery, Panama City, Pensacola, and Tampa

---This is a non-licensure/non-certification degree---

Mission Statement

The General Counseling Program is designed to train social service providers. This 36-semester-hour program has been tailored to meet needs of individuals interested in providing social services in settings that do not require licensure. The program is designed to provide students with knowledge of theory and application of counseling skills particularly as it relates to providing general counseling.

Coursework for General Counseling 36 Semester Hours

Required Courses: (30 semester hours)

CP 6642 (3)	Group Dynamics and Counseling***
CP 6600 (3)	Professional Orientation and Ethics***
CP 6651 (3)	Counseling Diverse Populations
CP 6642 (3)	Group Dynamics and Counseling
CP 6649 (3)	Theories of Counseling***
PSY 6645 (3)	Evaluation and Assessment of the Individual
CP 6655 (3)	Practicum (100 hours)
CP 6691 (3)	Research Methodology
CP 6610 (3)	Facilitation Skills and Counseling Techniques***
PSY 6635 (3)	Vocational Psychology and Career Development
PSY 6668 (3)	Human Lifespan and Development
PSY 6691 (3)	Research Methodology

Adviser-Approved Electives: (6 semester hours)

***This course must be completed before the student can register for Practicum or Internship in this program.

Student Affairs Counseling

48 Semester Hours

Location: Troy

Mission Statement

The mission of the Troy University Student Affairs Counseling program is to prepare student affairs counselors to provide competent professional service in all areas of student services counseling at the post-secondary level. Upon graduation, students will have foundational knowledge of the theories of student development and of the characteristics, needs, and programs required to assist

students in higher education. Students will also have the basic skills and experience in assessment, services, and administration of student affairs departments to enter the profession of Student Affairs Counseling.

Objectives for Student Affairs Counseling:

1. Develop knowledge of the foundations of the student affairs profession to include history, philosophy, current trends/issues, functions, and legal and ethical considerations.
2. Develop knowledge and sensitivity to provide counseling services to students from diverse populations.
3. Develop knowledge and skills in conducting student affairs programs to provide the academic, social and career environments that promote student success.
4. Develop skills related to assessment of students and the college environment and interpretation of assessment results to administrators, students and faculty.
5. Develop skills in consultation to include working with faculty, professional staff, and student families in areas related to student development and welfare.
6. Develop skills in technology as applied to student affairs services.
7. Develop knowledge and skills of theories, models, and practices of leadership, organizational management, and program development.

Coursework for Student Affairs Counseling 48 Semester Hours

Required Courses: (30 semester hours)

CP 6600	3	Professional Orientation and Ethics***
CP 6610	3	Facilitation Skills and Counseling Techniques***
CP 6642	3	Group Dynamics and Counseling***
CP 6649	3	Theories of Counseling***
CP 6651	3	Counseling Diverse Populations
CP 6691	3	Research Methodology
PSY 6668	3	Human Lifespan Development
PSY 6645	3	Evaluation and Assessment of the Individual
PSY 6635	3	Vocational Psychology and Career Development
CP 6650	3	Practicum (100 hours)

Specialty Courses: (12 semester hours)

CP 6636	3	Foundations of Student Affairs
CP 6637	3	Administration of Student Affairs Programs
CP 6638	3	Internship: Student Affairs (300 hours)
CP 6639	3	Internship: Student Affairs (300 hours)

Advisor-Approved Electives:(6 semester hours)

***This course must be completed before the student can register for Practicum or Internship in this program.

Substance Abuse Counseling

48 Semester Hours

Location: Montgomery

Mission Statement

The Substance Abuse Counseling Program is designed to train substance abuse counselors. This 48-semester-hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to substance abuse counseling, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Substance Abuse Counseling:

1. To develop knowledge of the foundations of the counseling profession to include history, current trends/issues, roles, functions, and professional identity. The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to substance abuse, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.
2. To develop knowledge of commonly abused drugs, the physiological and psychological implications related to substance abuse, drug abuse prevention and intervention.
3. To develop knowledge and skills in technology as it is applied to psycho- educational presentations and general counseling, as well as understanding the limitation of technology as it applies to counseling.
4. To develop sensitivity and skill in providing counseling services to diverse cultural populations.
5. To develop knowledge and skill in research to include the capacity for being a consumer of research data, and the ability to contribute to program evaluation.
6. To develop sound clinical and ethical judgment and skills.
7. To develop knowledge and skill in consultation and cooperation with other counseling agencies and professionals.
8. To promote counselor accountability and professional credibility.
9. To demonstrate psychological health and the ability to use high levels of self-awareness.

Coursework for Substance Abuse Counseling 48 Semester Hours

Required Courses: (39sh)

- CP 6600 3 Professional Orientation and Ethics***
- CP 6610 3 Facilitation Skills and Counseling Techniques***
- CP 6649 3 Theories of Counseling***
- CP 6642 3 Group Dynamics and Counseling***
- PSY 6669 3 Behavior Pathology***
- PSY 6645 3 Evaluation and Assessment of the Individual
- CP 6691 3 Research Methodology
- CP 6651 3 Counseling Diverse Populations
- PSY 6635 3 Vocational Psychology and Career Development
- PSY 6668 3 Human Lifespan and Development
- CP 6650 3 Practicum (100 hours)

Select THREE Courses from the following (9 semester hours)

- CP 6602 3 Seminar in the Prevention/Treatment of Chemical Dependency
- CP 6615 3 Treatment of Addictive Family Diseases
- CP 6617 3 Treatment Theories and Modalities of Addictive Disease
- CP 6634 3 Drug Education, Prevention, and Intervention
- PSY 6610 3 Physiological Dynamics of Alcohol and other Drugs

***This course must be completed before the student can register for Practicum or Internship in this program.

Certificates

Graduate Certificate in Addictions Counseling

18 Semester Hours

Location: Altamonte Springs, Augusta, Dothan, Ft. Walton Beach, Montgomery, Panama City, Pensacola, Phenix City, Tampa Campuses

Mission Statement:

The graduate certificate program is designed to provide Counseling and Psychology students with adequate knowledge of theory, application of counseling skills particularly as it relates to addictions counseling, knowledge of both normal and pathological development and behavior, and expertise in diagnosis and treatment planning.

NOTE: This is not a CACREP accredited certificate program.

This certificate program may not qualify for financial aid. Check with your financial aid provider to determine eligibility.

Admission Requirements

Option 1: Admission for Current Students

Students must be admitted to the Graduate School and the Master of Science in Counseling and Psychology program at Troy University. See Graduate Admissions and the Master of Science in Counseling and Psychology program requirements.

Option 2: Admission for Post-Master's Students — Completed Master's in Counseling (48 sh minimum)

Students who have graduated from a master's degree counseling program (minimum 48 semester hours) at Troy University or another university may be admitted to the certificate program. See *Post Master's Admission and Certificate Program Admission Requirements* in the graduate catalog. Admission is unconditional.

Additional requirements for Option 2:

- Completion of a master's in counseling degree program that required 48 semester hours or equivalent.
- Degree is from a regionally accredited university
- Degree in counseling must have included a counseling clinical practicum and internship
- Two letters of professional reference

Course Requirements

Students admitted to the Addictions Counseling Certificate Program may qualify for the Certificate by completing five (5) specified courses or 15 semester hours with an overall 3.0 grade point average or better.

Required Courses: (6 sh)

CP 6665 3 Internship: Addictions Counseling

CP 6666 3 Internship: Addictions Counseling

Select THREE courses from the following: (9 sh)

CP 6602 3 Seminar in the Prevention/Treatment of Chemical Dependency

CP 6616 3 Treatment of Addictive Family Diseases

CP 6617 3 Treatment Theories and Modalities of Addictive Diseases

CP 6634 3 Drug Education, Prevention, and Intervention

PSY 6610 3 Physiological Dynamics of Alcohol and other Drugs

See the Pre-Practicum/Internship section of this handbook to determine which courses must

be completed prior to registration for Practicum or Internship.

Other Requirements

Students who wish to be issued a certificate must submit the following to their home campuses:

- a) Certification Intent
- b) Copy of student transcript

Post-Master's Certificate in Clinical Mental Health Counseling

18 Semester Hours

Location: Altamonte Springs, Augusta, Dothan, Ft. Walton Beach, Montgomery, Panama City, Pensacola, Phenix City, Tampa and Troy

Mission Statement

The Post-Master's Certificate in Clinical Mental Health Counseling is designed to provide post-master's counseling students with advanced concentration of theory and application skills specifically related to clinical mental health counseling with a conceptual framework of both normal and pathological development and behavior, as well as, expertise in diagnosis and treatment planning for mental health disorders.

Rationale

The Post-Masters Certificate in Clinical Mental Health Counseling provides an opportunity for current Masters level counselor to enhance their clinical skill set and expand their professional expertise.

NOTE: This is not a CACREP accredited certificate program.

This certificate program may not qualify for financial aid. Check with your financial aid provider to determine eligibility.

Admission Requirements

Option I: Admission for Post-Masters Students with a Master's Degree in Counseling (minimum 48 semester-hours) from Troy University

Students who have graduated with a 48 semester-hours Master's Degree in Counseling and Psychology from Troy University may be admitted for the Post-Masters certificate. The 48 hours Master's Degree in Counseling must have included a minimum of at least one Clinical Practicum or Internship. Admission is unconditional. The following are required for admissions into the certificate program:

- Two letters of professional reference
- Letter of intent
- Resume/CV
- Admission Interview

Option II: Admission for Post-Masters Students with a Master's Degree in Counseling (minimum 48 semester-hours) from another regionally accredited university

Students who have graduated with a 48 semester-hours Master's Degree in Counseling and Psychology from another regionally accredited university may be admitted to the Post-Masters certificate. The 48 semester-hours Master's Degree in Counseling must have included at least one Clinical Practicum and/or Internship. Admission is unconditional. The following are required for admissions into the certificate program:

Additional requirements for Option II:

- Two letters of professional reference
- Letter of intent
- Resume/CV
- Admission Interview

Option III: Admissions for Post-Masters Students with less than a 48 semester-hour Master's Degree in Counseling from Troy University or another regionally accredited university

Students who have graduated with less than a 48 hours Master's Degree in Counseling and Psychology from Troy University or another regionally accredited university may be admitted to the Post-Masters certificate upon completion of prerequisites that are equivalent to a 48 hour program. Admission is unconditional. Additional requirements for Option III:

- ❖ Students **MUST** meet with a faculty advisor prior to pursuing this certificate program.
- ❖ Prerequisite courses, as approved by faculty advisor, **MUST** be completed as a Post Master's student prior to being admitted to the Certificate program and must be documented on a transcript showing completion of those academic courses.
- ❖ Additional coursework to meet Certificate entry requirements (the equivalent of a 48 hour program) cannot include coursework that is a part of the Certificate that student is applying for.
- ❖ Transfer credit from outside educational institutions may not be applied to Division
- ❖ The following are required for admissions into the certificate program:
 - The following are required for admissions into the certificate program:
 - Two letters of professional reference
 - Letter of intent
 - Resume/CV
 - Admission Interview

Coursework

Required Courses: (6sh)

CP 6650 (3) Practicum: Clinical Mental Health Counseling (100 hours)* or if previously taken, an advisor approved elective

CP 6661 (3) Internship: Clinical Mental Health Counseling

*Must complete 60 percent of certificate academic courses prior to enrolling in CP 6650 or CP 6661.

Electives: (9sh)

CP 6601 (3)	Legal, Ethical, and Professional Standards
CP 6605 (3)	Foundations of Mental Health Counseling
PSY 6644 (3)	Bio-Psychology
PSY 6670 (3)	Diagnosis and Treatment Planning**, ***
CP 7740 (3)	Theories of Counseling Supervision

** Must have successfully completed a Graduate-level Counseling or Psychology Course in Behavior Pathology or Psychopathology or it must be taken in addition to the Certificate coursework.

***This course must be completed before the student can register for Practicum or Internship in this program. See the Pre-Practicum/Internship section of this handbook to determine which courses must be completed prior to registration for Practicum or Internship.

Other Requirements

Students who wish to be issued a certificate must submit the following to their home campus:

1. Certification Intent
2. Certificate Plan and Progress Report
3. Copy of transcript
4. Recent passing score on the CPCE or NCE

Post-Master's Certificate in Counseling Military Populations

15 Semester Hours

Location: Altamonte Springs, Augusta, Dothan, Ft. Walton Beach, Montgomery, Panama City, Pensacola, Phenix City, Tampa and Troy

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

Mission Statement

The Post-Masters Certificate in Counseling Military Populations is designed to provide post-masters counseling professionals with advanced concentration of theory and application skills specifically related to working with military members and their respective families with a conceptual framework of both normal and pathological development and behavior as well as expertise in diagnosis and treatment planning for mental health disorders.

Rationale The Post-Masters Counseling the Military Certificate provides an opportunity for current Masters level counselors to enhance their clinical skill set and expand their professional expertise in working with military personnel and their families.

NOTE: This is not a CACREP accredited certificate program.

This certificate program may not qualify for financial aid. Check with your financial aid provider to determine eligibility.

Objectives for Post-Master's Certificate in Counseling Military Populations

1. An in-depth knowledge of professional ethics, including an understanding of ethical issues and applications with a focus on military populations and their families
2. Culturally sensitive skills to ensure the ability to work with diverse military populations and their families
3. An understanding of human development including biopsychological, normal and pathological development and behavior in specialized cultural and environmental perspectives
4. Expertise in mental health assessment, evaluation and diagnosis of issues that are significant to military personnel and their families
5. Expertise in comprehensive treatment planning and implementation that encompasses the military personnel, their family and community

Admission Requirements: All certificate students must be admitted to the Graduate School and to the Division of Counseling, Rehabilitation and Interpreter Training (CRIT) in order to qualify for the certificate. See Graduate Admissions and the Division of CRIT admission requirements for further information.

Option I: Admission for Current Students

Students must be admitted to the Graduate School and the Master of Science in Counseling and Psychology program at Troy University. See Graduate Admissions and the Master of Science in Counseling and Psychology program requirements.

Option II: Admission for Post-Masters Students with a Master's Degree in Counseling (minimum 48 semester-hours) from Troy University

Students who have graduated with a Master's Degree in Counseling (minimum 48 semester-hours) from Troy University may be admitted to the Post-Masters Certificate in Counseling Military Populations. Their Master's Degree in Counseling must have included a minimum of at least one Clinical-level Practicum and/or Internship (consisting of at least 300 on-site hours with supervision) and a Graduate-level Counseling or Psychology Course in Behavior Pathology or Psychopathology. The following are required for admissions into the certificate program:

- Two letters of professional reference
- Letter of intent
- Resume/CV
- Admission interview

Option III: Admission for Post-Masters Students with a Master's Degree in Counseling (minimum 48 semester-hours) from another regionally accredited university

Students who have graduated with a Master's Degree in Counseling (minimum 48 semester-hours) from another regionally accredited university may be admitted to the Post-Masters Certificate in Counseling Military Populations. Their Master's Degree in Counseling must have included at least one Clinical-level Practicum and/or Internship (consisting of at least 300 on-site hours with supervision) and a Graduate-level Counseling or Psychology Course in Behavior Pathology or Psychopathology. The following are required for admissions into the certificate program:

- Two letters of professional reference
- Letter of intent
- Resume/CV
- Admission interview

Option IV: Admissions for Post-Masters Students with less than a 48 semester-hour Master's Degree in Counseling from Troy University or another regionally accredited university

Students who have graduated with less than a 48 semester-hour Master's Degree in Counseling from Troy University or another regionally accredited university may be admitted to the Post-Masters Certificate in Counseling Military Populations. Their Master's Degree in Counseling must have included at least one Clinical-level Practicum and/or Internship (consisting of at least 300 on-site hours with supervision) and a Graduate-level Counseling or Psychology Course in Behavior Pathology or Psychopathology. Students may only be admitted to the Certificate upon the completion of prerequisites that result in the equivalent of a 48 hour program. This may also require that the student complete a Clinical-level Internship (consisting of at least 300 on-site hours with supervision).

Additional requirements for Option IV:

- ❖ Students **MUST** meet with a faculty advisor prior to pursuing this certificate program.
- ❖ Prerequisite courses, as approved by faculty advisor, **MUST** be completed as a Post Master's student prior to being admitted to the Certificate program and must be documented on a transcript showing completion of those academic courses.
- ❖ Additional coursework to meet Certificate entry requirements (the equivalent of a 48 hour program) cannot include coursework that is a part of the Certificate that student is applying for.
- ❖ Transfer credit from outside educational institutions may not be applied to Division Certificates program requirements.
- ❖ The following are required for admissions into the certificate program:
 - Two letters of professional reference
 - Letter of intent
 - Resume/CV
 - Admission interview

Coursework

Candidates admitted to the Post-Masters Counseling the Military Certificate may qualify for

the Certificate by completing five (5) specified courses or 15 semester hours with a minimum grade point average (GPA) of 3.0.

Required Courses: (15 – 18 sh)*

CP 6618 (3) Counseling Military Service Personnel and their Families***

CP 6619 (3) Assessment, Diagnosis, Treatment Planning and Community Reintegration for Military Service Populations***

PSY 6610 (3) Psychological Dynamics of Alcohol and Other Drugs

PSY6644 (3) Bio-Psychology***

CP 6661 (3) Internship: Clinical Mental Health Counseling (300 hours)**

* Must have successfully completed a Graduate-level Counseling or Psychology Course in Behavior Pathology or Psychopathology or it must be taken in the Certificate

** Must complete 60 percent of certificate academic courses prior to enrolling in CP 6661.

***This course must be completed before the student can register for Practicum or Internship in this program. See the Pre-Practicum/Internship section of this handbook to determine which courses must be completed prior to registration for Practicum or Internship.

Other Requirements

Students who wish to be issued a certificate must submit the following to their home campus:

- a. Certification Intent
- b. Certificate Plan and Progress Report
- c. Copy of student transcript

Education Specialist Programs

The Educational Specialist degree is available with a community or school counseling emphasis at certain Troy University campuses. This degree prepares graduates to pursue advanced practice and/or administrative opportunities in the counseling field.

Community Counseling (Ed.S.)

30 Semester Hours

Location: Montgomery

Note: This is a non-certification degree.

The Ed.S. in Community Counseling is restricted to students who hold a minimum 36-semester hour master's degree in counseling. It is not a program which is approved by the Alabama State Department of Education as a certification program. The goal of the program is to provide broader experiences in counseling. The knowledge base expands the student's exposure to theories of counseling, group leadership, and specialized areas of study.

Objectives for Ed.S. in Community Counseling

1. To expand knowledge of the functions, roles, professional identity, current trends/issues, professional organizations, and professional identity.
2. To expand sensitivity and skill in providing counseling services to diverse cultural populations.
3. To expand knowledge and skill in research.
4. To expand knowledge of principles, theories, and practices of community interventions.
5. To expand knowledge related to the general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior.
6. To expand the ability to apply sound clinical and ethical judgment and skills.
7. To demonstrate psychological health and the ability to use high levels of self-awareness.

Coursework for Ed.S. Community Counseling

CP 7702	3	Advanced Theories and Techniques of Counseling
CP 7700	3	Advanced Practicum in Group Leadership
CP 7753	1-6	Internship: Advanced Counseling
	7754	
	7755	
CP 7791	1-3	Research Seminar
	7792	
	7793	
CP 7794	3-6	Field Project or Thesis
	7795	
PSY 6693	3	Psychological and Educational Statistics
CP 66XX or	12-15	Adviser-Approved Electives)
PSY 66XX		

School Counseling (Ed.S.)

36 Semester Hours

Location: Dothan, Montgomery, Phenix City

Certification Program

Goals and Objectives

The goal of the Ed.S. School Counseling program is to strengthen and extend the students' knowledge and skills developed at the Master's level so that the students will:

1. Become informed, reflective decision makers;
2. Understand the developmental, proactive, and preventive focus of counseling in the schools;
3. Facilitate academic, career, and personal-social development of K-12 students;
4. Provide interventions for learning and behavioral problems;
5. Work collaboratively with parents, school personnel, and with other agencies and organizations to facilitate student learning; and manage a comprehensive developmental counseling program.

Coursework for Ed.S. School Counseling

Required Courses*

CP 6656	3	Marriage, Family and Sex Therapy Counseling
CP 7700	3	Advanced Practicum in Group Leadership
CP 7702	3	Advanced Theories and Techniques of Counseling
PSY 6669	3	Behavior Pathology

Select ONE Research Course below **

PSY 6693	3	Psychological and Educational Statistics
EDU 6693	3	Quantitative Methods of Evaluation of Teaching and Learning
EDU 7792	3	Advanced Research in Education

Field Project or Thesis 3-6 hours

CP 7791	1-3	Research Seminar
	7792	
	7793	
CP 7794	3	Field Project
CP 7795	6	Thesis
	7796	

**In addition to the required courses, a survey course in special education is required unless previously completed.*

*** A grade of “B” or better is required in this research course.*

PRACTICUM

Practicum is a tutorial form of instruction that provides students the opportunity to apply theory and develop counseling skills under supervision. Practicum includes individual and small group counseling with clients who represent the ethnic and demographic diversity of the community (CACREP III).

The student must complete the Practicum at a site that provides a counseling environment conducive to modeling, demonstration, supervision, and training. The counseling environment includes all of the following (CACREP I H):

1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.
2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
3. Necessary and appropriate technologies and other observational capabilities that assist learning.
4. Procedures that ensure that the client’s confidentiality and legal rights are protected.

Program faculty provide individual or triadic supervision that averages one-hour weekly. Program faculty provide group supervision for up to 12 students for one and one half (one and one-half (1-1/2)) hours during weekly classes during the term. For program faculty who provide individual and/or triadic supervision, the ratio is six students to one faculty member. The program faculty providing supervision have the following qualifications (CACREP III A):

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
3. Relevant training in counseling supervision (see *CRIT CE Programs Supervision Handbook*).

The student must provide the Site Supervisor with the *CRIT CE Programs Supervision Handbook*. The Site Supervisor must have the following qualifications (CACREP III C):

1. A minimum of a Master’s degree in counseling or a related profession with equivalent

qualifications, including appropriate certifications and/or licenses.

- On-site Supervisors for school counselors must be a certified school counselor with a minimum of two-year's experience.

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 (see *CRIT CE Programs Supervision Handbook*).
5. Approval by the Clinical Director of the Division of Counseling, Rehabilitation, and Interpreter Training at Troy University to act as a site supervisor for Practicum and/or Internship students.

Students must complete supervised Practicum experiences that total a minimum of 100 clock-hours over a minimum 10-week academic term or semester. Each student's Practicum includes all of the following (CACREP III F):

1. Completion of a Counseling Practicum/Internship Contract prior to beginning the course. This contract defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during Practicum and Internship (CACREP III E).
2. Documentation that students have professional liability insurance prior to beginning Practicum and throughout the Practicum experience (CACREP I S).
3. At least 40 clock-hours of direct service with actual clients that contributes to the development of counseling skills.
4. Weekly interaction that averages one-hour per week of individual and/or triadic supervision throughout the Practicum by a Troy University counseling program faculty member.
5. An average of one and one-half (1-1/2) hours per week of group supervision that is provided on a regular schedule throughout the Practicum by a Troy University counseling program faculty member. Documentation of supervision on the *Practicum/Internship Group Supervision* form.
6. Documentation of all Practicum experiences on the appropriate form submitted to the faculty supervisor at the end of the Practicum course.
7. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
8. Evaluation of the student's counseling performance throughout the Practicum, including documentation of a formal evaluation after the student completes the Practicum.

INTERNSHIP

Internship is a tutorial form of instruction that provides students the opportunity to apply theory and develop counseling skills under supervision. Internship includes individual and small group counseling with clients who represent the ethnic and demographic diversity of the community (CACREP III).

The student must complete the Internship at a site that provides a counseling environment conducive to modeling, demonstration, supervision, and training. The counseling environment includes all of the following (CACREP I H):

1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.
2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
3. Necessary and appropriate technologies and other observational capabilities that assist learning.
4. Procedures that ensure that the client's confidentiality and legal rights are protected.

Program faculty provide group supervision for one and one half one and one-half (1-1/2) hours during weekly classes during the term. The program faculty providing supervision have the following qualifications (CACREP III A):

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
3. Relevant training in counseling supervision (see *CRIT CE Programs Supervision Handbook*).

The student must provide the Site Supervisor with the *CRIT CE Programs Supervision Handbook*. The Site Supervisor must have the following qualifications (CACREP III C):

1. A minimum of a Master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
 - On-site Supervisors for school counselors must be a certified school counselor with a minimum of two-year's experience.
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 (see *CRIT CE Programs Supervision Handbook*).
5. Approved by the Clinical Director of the Division of Counseling, Rehabilitation, and Interpreter Training at Troy University to act as a site supervisor for Practicum and/or Internship students.

The program requires completion of two (2) supervised Internships (three (3) in Florida) in the student's designated program area of 300 clock-hours begun after successful completion of the Practicum. The student must have the comprehensive work experience of a professional counselor appropriate to the designated program area (CACREP IIIG).

Each student's Internship includes all of the following (CACREP III G):

1. Completion of a *Counseling Practicum/Internship Contract* prior to beginning the course. This supervision contract defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during Practicum and Internship (CACREP III E).
2. Documentation that students have professional liability insurance prior to beginning Internship and throughout the Internship experience (CACREP I S).
3. At least 120 clock-hours of direct service (300 hours total) for each Internship, including experience leading groups.
4. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the Internship, usually performed by the on-site supervisor. Documentation of supervision on the *Individual Supervision Summaries* form.
5. An average of one and one-half (1-1/2) hours per week of group supervision provided on a regular schedule throughout the Internship and performed by a Troy University counseling program faculty member. Documentation of supervision on the *Practicum/Internship Group Supervision* form.
6. 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).
7. Documentation of all Internship experiences on the appropriate form submitted to the faculty supervisor at the end of the Internship course.
8. The development of program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
9. 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.

CLINICAL SUPERVISION

Definition of Clinical Supervision

Clinical supervision is a type of intervention. It involves a supervisor – a senior member of the profession – and one or more supervisees – junior members of the profession. Clinical supervision is defined as a relationship that is “... evaluative, extends over time and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to clients that she, he, or they see(s), and serving as a gatekeeper of those who are to enter a particular profession” (Bernard & Goodyear, 2004, p. 8).

Thus, in supervising practicum and internship students, the goals of supervision should include enhancing the functioning of the student professional and monitoring the welfare of the client/consumer. The clinical supervisor is charged with continuing to help the counselor-in-training develop counseling skills, helping the supervisee move along a continuum of expertise and enhance clinical wisdom and knowledge base (Bernard & Goodyear, 1992). For the supervisee, the outcomes of effective supervision include increased confidence and autonomy, increased self-awareness, increased ability to focus on the client without over-investment in the client’s issues, and increased feelings of relaxation in the role of counselor (Hill, Charles, & Reed, 1981; Stoltenberg & Pierce, 1981). The supervisor will assume a variety of roles – teacher, counselor, consultant, and mentor – to assist the student to improve their competence and provide quality services to their clients.

Roles of the Clinical Supervisor (Bernard & Goodyear, 2009)

Teacher:

The supervisor teaches the supervisee in relation to his or her specific needs as a developing counselor. As a teacher, the clinical supervisor must evaluate the supervisee in counseling sessions. This may be conducted via live supervision or listening to audiotapes of the counseling session. The supervisor as teacher may wish to ask the supervisee to provide a hypothesis regarding the client/consumer’s issues, interpret significant events in the counseling session, and assist the supervisee in identifying appropriate interventions. The supervisor as teacher may also demonstrate and model counseling interventions, as well as explain the rationale behind the interventions.

Counselor:

The supervisor as counselor helps the supervisee examine his or her behavior, thoughts, and feelings associated with client, especially if barriers are present. The supervisor as counselor does not provide therapeutic services to the supervisee, rather helps the supervisee develop insight related to the client and the counseling session. The supervisor as counselor may help the

supervisee explore his or her feelings regarding interventions, define strengths and weaknesses as a counselor in general and within specific counseling sessions, as well as encourage self-exploration in the role of counselor. In addition, if the supervisee seems to be having trouble relating to the supervisor or content of the supervision, the supervisor as counselor can help the supervisee explore such feelings.

Consultant:

The supervisor as consultant works with the supervisee to explore or offer ideas about a particular client or issue. The supervisor will solicit supervisee needs and attempt to provide services to meet those needs through allowing the supervisee to structure the supervision session and encourage the discussion of perceived client/ consumer problems and motivations, as well as suggesting alternative interventions or conceptualizations and brainstorming of interventions.

Mentor:

The supervisor as mentor will encourage the professional growth of the supervisee through encouragement of professional activities in the field of counseling, including active membership in professional organizations, attendance at conferences and trainings, encouraging review of literature for help with clients, and possibly contributing to the counseling literature.

Counseling Clinical Instruction

The clinical instruction requirement is the most critical experience element in Troy University's counseling and psychology programs. All faculty, including clinical instruction faculty and supervisors, are expected to be committed to preparing professional counselors and promoting the development of the student's professional counselor identity.

Troy University's clinical instruction is provided by program faculty members with appropriate licensure and/or certification in their respective field of study, who provide individual and/ or group Practicum and/ or Internship supervision. Relevant professional experience and appropriate credentials/ licensure and/ or demonstrated competence in counseling are required, as is relevant training in supervision.

Since clinical instruction is a tutorial form of instruction, program faculty providing individual and/or triadic supervision maintain a class ratio of six (6) students to one (1) faculty member. Group supervision does not exceed 12 students. The faculty ensures all students are covered by professional liability insurance during the Practicum and Internship. Students are also encouraged to maintain professional liability coverage after they complete their clinical coursework.

Practicum/Internship Student Responsibilities

In addition to the responsibilities of students listed above in this handbook, students are expected

to adhere to the following:

1. Schedule and complete interviews with on-site contacts.
2. Arrange work schedule with the site supervisor.
3. In consultation with site and university supervisors, develops goals and objectives for his/her experience and submits this to his/her university supervisor.
4. Attend all individual and group supervisory sessions, as well as required class meetings.
5. Complete the experience requirements.
6. Adhere to the policies and operational procedures of the site and performs site responsibilities in a professional manner as if a paid employee.
7. Documentation of all Practicum and Internship experiences on the appropriate form.
8. Comply with all legal and ethical regulations; bring all potential legal and ethical issues to the attention of university and site supervisors.
9. Obtain liability insurance. Students are responsible for costs associated with any medical treatment needed due to accidents/injuries that happen during field placements.
10. Complete the Practicum and Internship.

University Faculty Supervisor/Instructor Responsibilities

The University Practicum or Internship Faculty Supervisor/Instructor:

1. Approves student's goals and objectives to be pursued at site.
2. Explains the requirements of the experience and provides pertinent information.
3. Consults with site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.
4. Provides supervision that averages one (1) hour weekly in either individual or triadic supervision for Practicum students (Internship students are not obligated to attend on-campus individual or triadic supervision by a Troy University counseling program faculty member).
5. Provides supervision to the students in a group setting for 1½ hours of weekly supervision.
6. Reviews work samples (audio/video tapes) of the student's field work.
7. Appropriately maintains confidentiality about information obtained during supervision.
8. Collects logs and supervisor evaluations from each student.
9. Assigns grades to students for the Practicum and Internship experience.

10. Adheres to and models ethical guidelines and behaviors as it relates to information obtained during supervision.
11. Engages in ongoing assessment of the student's performance and communicates with the clinical coordinator about any issues/problems/concerns with the student's performance. If problems continue, the site supervisor, in consultation with the coordinator, will develop a remediation plan.
12. Provides written evaluation to the University Clinical Coordinator and the student regarding student progress.

On-Site Supervisor Responsibilities

The On-Site Supervisor:

1. Interviews potential Practicum or Internship students and indicates preferences among those students for site placement, without regards to race, religion, gender, age, national origin, disability, or sexual orientation.
2. Informs students interviewed if they will be offered a Practicum or Internship placement. **Note:** the number and assignment of trainees will be mutually agreed upon between the site and the university coordinator.
3. Assigns accepted students to qualified on-site supervisors
4. Provides adequate workspace, access to telephone, and necessary supplies and equipment for the student.
5. Works with student as it relates to work hours and responsibilities.
6. Orients the student to the mission, goals, and objectives of the site, as well as to internal operating and programmatic procedures.
7. Develops goals and objectives with the student for his/her experience by the 2nd class meeting.
8. Completes supervision training modules provided by CRIT or provides documentation of other supervision credentials (e.g., Approved Clinical Supervisor (ACS), a state mental health licensing board supervisory credential, etc.).
9. Ensures that the student has appropriate experiences during the placement based on the student's program goals and objectives and personal/ career goals.
10. Meets at least one-hour each week with student for individual supervision.
11. Provides a written evaluation of the student's performance at the end of the placement. Evaluations are to be submitted to the student's university supervisor.
12. Maintains contact with university supervisor for assistance and consultation relating to student's progress.

13. Engages in ongoing assessment of the student's performance and communicates with the clinical coordinator about any issues/problems/concerns with the student's performance. If problems continue, the site supervisor, in consultation with the coordinator, will develop a remediation plan.
14. Maintains confidentiality regarding information obtained during supervision with the student.

University Clinical Coordinator Responsibilities

The University Clinical Coordinator:

1. Reviews and approves or denies site placement.
2. Coordinates with sites regarding student placement with the site supervisor.
3. Maintains a collaborative relationship throughout the process with students, advisors, and university and site supervisors.
4. Consults as needed with site and university supervisors regarding issues/concerns during the student's placement.
5. Visits sites at a minimum of once per Practicum and Internship experience.

University Clinical Director Responsibilities

The University Clinical Director:

1. Coordinate and provide oversight for clinical and administrative processes for Practicum/Internships to ensure compliance with program accreditation, and ethical and licensing standards.
2. Development and approval of all Practicum and Internship sites and site supervisors.
3. Coordinates site supervisor professional development and training.
4. Consults as needed with site and university supervisors regarding issues/concerns during the student's placement.
5. Maintains a collaborative relationship throughout the process with students, advisors, and university and site supervisors to promote efficient and professional training opportunities for CRIT students.

Note: Rehabilitation Students, who request placement with the Alabama Department of Rehabilitation Services, coordinate their Practicum/Internship with the Coordinator of the Rehabilitation Counseling Program.

Direct Service Hours

For the purposes of accruing Practicum and Internship service hours “Direct Service” shall be defined as follows: The supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

Evaluation of the Supervisee

Fair and impartial evaluation of the counselor in training’s clinical performance is an essential aspect of the clinical training. There is a developmental progression to the abilities and skills of supervisees, and clinical supervisors must be aware of where their supervisees are on this continuum. Thus, reviewing counseling session with a clinical skills checklist can be a beneficial method of supervision.

Supervisors of Practicum or Internship students must complete a ‘Student Evaluation’ form midway and at the end of the student’s field experience, however, **if problems arise, the Clinical Coordinator is to be notified immediately.** Supervisors are expected to review their evaluations with students before submitting the evaluation form to the Practicum/Internship Supervisor. Supervisors are also encouraged to write specific strengths and weaknesses. This evaluative process provides the university supervisor and the student an opportunity to assure student and programmatic success and information in terms areas where intervention and a need for improvement might be necessary.

Evaluation of Progress

At the mid-point of the Practicum or Internship experience, supervisors and students will be expected to evaluate students’ progress and make any necessary adjustments to the goals and objectives that were developed at the beginning of the field experience. It is essential that supervisors engage in ongoing assessment of the student’s performance. If there are any problems with the student’s performance, the supervisor is expected to communicate this to the student and the Clinical Coordinator. A remediation plan will be developed by the supervisor and student and submitted to the student’s instructor. If a remediation plan is developed, the clinical coordinator should be provided with verbal and/or written feedback from both the student and supervisor on a weekly basis as to the student’s progress.

Forms for evaluation of students are found at the end of this handbook. Skills identified in these forms may be helpful to faculty and site supervisors to know the skills to be observed. It is helpful to review the checklist with the student during the one hour on-site supervision. If any

concerns arise about the supervision process, site and faculty supervisors should contact the University Clinical Coordinator.

Ethical Issues in Clinical Supervision

Counselor trainees, faculty, and supervisors are expected to know and abide by applicable professional codes of ethics such as the American Counseling Association (ACA) Code of Ethics (2014) <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

Informed Consent

Supervisors have a responsibility to incorporate the principles of informed consent as these relate to their supervisees and the clients they serve.

- Supervisors adequately discuss with supervisees expectations, roles, and rules related to the supervisory relationship.
- Supervisees should be aware of procedures for contacting their supervisors, or an alternate supervisor, in cases of crisis situations.
- Supervisees and supervisors should clearly review expectations of performance (e.g., what the supervisees' work assignments/responsibilities will entail), evaluation criteria and procedures, and due process and appeal procedures of their institution.
- Supervisors must ensure that consumers are aware that their counselors are being supervised, the parameters of that supervision, and how this influences confidentiality (e.g., that tapes and case studies will be reviewed by supervisor and a supervision group).

Confidentiality

Supervisors make every effort to safeguard confidentiality within both the therapeutic and supervisory relationships.

- Supervisors work to ensure supervisees' awareness of and respect for consumers' rights to privacy and confidentiality in their working relationship and the information resulting from it (e.g., case notes, test results).
- Supervisors help supervisees differentiate between confidentiality, privacy, and privileged communication. Supervisees need to be aware of agency policies regarding procedures for obtaining consumers' consent for release of information.
- Supervisees should understand when confidentiality must be broken and how this should be done.
- Supervisors are responsible for protecting supervisees' right to privacy and confidentiality. It is important for supervisors and supervisees to review the limits of confidentiality within the supervision relationship.

Multiple Relationships

Despite the inherent duality in the supervisory relationship, supervisors are responsible for creating and maintaining appropriate relationship boundaries with supervisees.

Social and Sexual Relationships

- Supervisors clearly define and maintain ethical, professional, and social relationship boundaries with their supervisees. They are aware of the differential in power that exists and the supervisee's possible incomprehension of that power differential.
- Supervisors should not engage in social contact or interaction that would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or supervisory relationship terminated.
- Supervisors do not engage in sexual relationships with supervisees and do not subject them to sexual harassment.

Counseling Supervisees

- Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.
- If supervisees request counseling, supervisors provide them with acceptable referrals. Supervisors do not serve as counselors for supervisees over whom they hold administrative, teaching, or evaluative roles.
- Supervisors do not accept close relatives as supervisees.

Multiple Supervisory Roles

- Supervisors who have multiple roles with supervisees should minimize potential conflicts. When supervisors function in more than one role (e.g., clinical supervisor, administrative supervisor), the roles should be divided among different supervisors when possible. When this is not possible, it is important to carefully explain to supervisees the expectations and responsibilities associated with each supervisory role.

Competence

Supervisors have multiple responsibilities. They must balance their responsibility to protect consumers' well-being while simultaneously promoting supervisees' professional development.

- Supervisors are responsible for making every effort to monitor consumer welfare,

supervisee performance (actions and non-actions) and professional development, and supervisee compliance with relevant legal, ethical, and professional standards of care.

- To assist in monitoring both consumer welfare and supervisee development, supervisors should meet regularly in face-to-face sessions with their supervisees. Actual work samples (via tape or live observation) in addition to case notes should be reviewed by supervisors as a regular part of the ongoing supervisory process.
- Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.
- Supervisors encourage and assist supervisees in defining their own theoretical orientation toward their work, in establishing supervision goals for themselves, and in learning to monitor and evaluate their own progress toward meeting these goals.
- Supervisors should be competent to assess supervisees' skills and restrict supervisees' activities to those that are commensurate with their current level of skills. At the same time, supervisors must be able to appropriately challenge supervisees in developing additional skills.

Evaluation

- Supervisors clearly state to supervisees the levels of competency expected, appraisal methods, and timing of evaluations.
- Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance.
- Supervisors provide supervisees with periodic performance appraisal and evaluation feedback.

Remediation and Dismissal

- Supervisors have the responsibility of recommending to and securing remedial assistance for supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the University Clinical Coordinator who will address issues with the student (supervisee).
- Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued or future employment if the supervisor believes that the supervisee is not qualified for the specific tasks associated with employment or are impaired in any way that would interfere with the performance of their duties.
- Supervisors take reasonable steps to assist students or supervisees who are not certified for endorsement to become certified.
- Supervisors seek professional consultation and document their decision to dismiss or

refer students and supervisees for assistance. Supervisors assure that supervisees have recourse to address such decisions.

Retention/Dismissal/Endorsement

Supervisors are simultaneously facilitators of their supervisees' growth and gatekeepers for the profession. They should give supervisees every possible opportunity to succeed in their field placements and employment, to keep them informed to their progress, and to dismiss from the site or work settings supervisees who are unable to counsel effectively. We must be fair to supervisees whose performance is inadequate and help them improve, but also act as gatekeepers to the profession.

SUPERVISION TRAINING

Faculty, instructors, and clinical site counselors who work in a clinical supervisory role with Practicum and Internship students from the Division of CRIT must have relevant supervision training to be approved to act in that role. This requirement may be met through:

- a completed graduate course in clinical supervision,
- the documentation of nationally recognized supervision credentials such as the Approved Clinical Supervisor (ACS),
- the documentation of a state mental health licensing board supervisory credential,
- the completion of the supervision training modules provided by CRIT
- the completion and documentation of a workshop training course in clinical supervision which must include each of these content areas: Roles and functions of a clinical supervisor, Models of clinical supervision, Professional development, Methods/techniques in clinical supervision, Supervisory relationship issues, Cultural issues in clinical supervision, Group supervision, Legal/ethical issues in clinical supervision, and Evaluation of supervisee competence and the supervision process.

PROGRAM FORMS

The following is a list of the forms used by the Counselor Education programs in regards to activities on Practicum and Internship sites. The Common Counseling Programs Practicum and Internship Forms are the basic forms used by several of the programs in their Practicum and Internships, however some of the programs use specialized forms and are identified in this list by *italics*. All of the forms are available in LiveText and the Troy University Clinical Faculty.

Common Counseling Programs Practicum and Internship Forms

Pre-Practicum Application
Master's Counseling Practicum/Internship Application
Master's Counseling Practicum/Internship Contract
Information, Client Consent and Confidentiality
Parental Consent
Consent to Record Counseling Sessions
Group Confidentiality and Release of Liability
Direct and Indirect Service Hours Log
Practicum/Internship Group Supervision Experience
Individual Supervision Summaries

Clinical Mental Health Counseling

Pre-Practicum Application
Master's Counseling Practicum/Internship Application
Master's Counseling Practicum/Internship Contract
Information, Client Consent and Confidentiality
Parental Consent
Consent to Record Counseling Sessions
Group Confidentiality and Release of Liability
Direct and Indirect Service Hours Log
Practicum/Internship Group Supervision Experience
Individual Supervision Summaries
Counseling Practicum/Internship On-site Service Hours Final Summary

Clinical Practicum/Internship Student Evaluation of Site Supervision

Clinical Practicum/Internship Student Evaluation of Site

Clinical Practicum/Internship Student Evaluation by Supervisor

Rehabilitation Counseling

Pre-Practicum Application

Master's Counseling Practicum/Internship Application

Master's Counseling Practicum/Internship Contract

Information, Client Consent and Confidentiality

Parental Consent

Consent to Record Counseling Sessions

Group Confidentiality and Release of Liability

Direct and Indirect Service Hours Log

Practicum/Internship Group Supervision Experience

Individual Supervision Summaries

Counseling Practicum/Internship On-site Service Hours Final Summary

Clinical Practicum/Internship Student Evaluation of Site Supervision

Clinical Practicum/Internship Student Evaluation of Site

Clinical Practicum/Internship Student Evaluation by Supervisor

Rehabilitation Practicum/Internship Evaluation Form

School Counseling

Pre-Practicum Application

Master's Counseling Practicum/Internship Application

Master's Counseling Practicum/Internship Contract

Summary of School Counseling Internship Requirements

Group Confidentiality and Release of Liability

Information, Client Consent and Confidentiality

Parental Consent

Consent to Record Counseling Sessions

Direct and Indirect Service Hours Log

School Counseling Internships Summary Log

School Counseling Internships Direct Service Notes

School Counseling Internships Indirect Service Notes

School Counseling Internships Group Summary Form

Practicum/Internship Group Supervision Experience

Individual Supervision Summaries

School Counseling Session Rating Form Instructor Evaluation

School Counseling Site Supervisor Evaluation / Instructor Evaluation

Counseling Practicum/Internship On-site Service Hours Final Summary

School Counseling Student Site and Supervisor's Evaluation – Elementary

School Counseling Student Evaluation of Site-Supervisor – Elementary Site

School Counseling Student Site and Supervisor's Evaluation – Secondary

School Counseling Student Evaluation of Site-Supervisor – Secondary Site

General Counseling

Pre-Practicum Application

Master's Counseling Practicum/Internship Application

Master's Counseling Practicum/Internship Contract

Information, Client Consent and Confidentiality

Parental Consent

Consent to Record Counseling Sessions

Group Confidentiality and Release of Liability

Direct and Indirect Service Hours Log

Practicum/Internship Group Supervision Experience

Individual Supervision Summaries

Counseling Practicum/Internship On-site Service Hours Final Summary

Clinical Practicum/Internship Student Evaluation of Site Supervision

Clinical Practicum/Internship Student Evaluation of Site

Clinical Practicum/Internship Student Evaluation by Supervisor

Student Affairs Counseling

Pre-Practicum Application
Master's Counseling Practicum/Internship Application
Master's Counseling Practicum/Internship Contract
Information, Client Consent and Confidentiality
Group Confidentiality and Release of Liability
Direct and Indirect Service Hours Log
Practicum/Internship Group Supervision Experience
Individual Supervision Summaries
Student Affairs Counseling Site Supervisor Evaluation Form

Substance Abuse Counseling

Pre-Practicum Application
Master's Counseling Practicum/Internship Application
Master's Counseling Practicum/Internship Contract
Information, Client Consent and Confidentiality
Parental Consent
Consent to Record Counseling Sessions
Group Confidentiality and Release of Liability
Direct and Indirect Service Hours Log
Practicum/Internship Group Supervision Experience
Individual Supervision Summaries
Counseling Practicum/Internship On-site Service Hours Final Summary
Clinical Practicum/Internship Student Evaluation of Site Supervision
Clinical Practicum/Internship Student Evaluation of Site
Clinical Practicum/Internship Student Evaluation by Supervisor

Graduate Certificate in Addictions Counseling

Pre-Practicum Application
Master's Counseling Practicum/Internship Application
Master's Counseling Practicum/Internship Contract
Information, Client Consent and Confidentiality
Parental Consent
Consent to Record Counseling Sessions
Group Confidentiality and Release of Liability
Direct and Indirect Service Hours Log
Practicum/Internship Group Supervision Experience
Individual Supervision Summaries
Counseling Practicum/Internship On-site Service Hours Final Summary
Clinical Practicum/Internship Student Evaluation of Site Supervision
Clinical Practicum/Internship Student Evaluation of Site
Clinical Practicum/Internship Student Evaluation by Supervisor

Post-Master's Certificate in Clinical Mental Health Counseling

Pre-Practicum Application
Master's Counseling Practicum/Internship Application
Master's Counseling Practicum/Internship Contract
Information, Client Consent and Confidentiality
Parental Consent
Consent to Record Counseling Sessions
Group Confidentiality and Release of Liability
Direct and Indirect Service Hours Log
Practicum/Internship Group Supervision Experience
Individual Supervision Summaries
Counseling Practicum/Internship On-site Service Hours Final Summary
Clinical Practicum/Internship Student Evaluation of Site Supervision
Clinical Practicum/Internship Student Evaluation of Site
Clinical Practicum/Internship Student Evaluation by Supervisor

Post-Master's Certificate in Counseling Military Populations

Master's Counseling Practicum/Internship Application
Master's Counseling Practicum/Internship Contract
Information, Client Consent and Confidentiality
Parental Consent
Consent to Record Counseling Sessions
Group Confidentiality and Release of Liability
Direct and Indirect Service Hours Log
Practicum/Internship Group Supervision Experience
Individual Supervision Summaries
Counseling Practicum/Internship On-site Service Hours Final Summary
Clinical Practicum/Internship Student Evaluation of Site Supervision
Clinical Practicum/Internship Student Evaluation of Site
Clinical Practicum/Internship Student Evaluation by Supervisor

Ed.S. Counseling Programs

Ed.S. Counseling Internship Application
Ed.S. Counseling Internship Contract
Ed.S. Internship Student Evaluation of Site Supervision
Ed.S. Internship Student Evaluation by Supervisor

Glossary of Terms

Clinical Supervision - An ongoing educational process in which one person in the role of supervisor helps another person in the role of supervisee acquire appropriate professional behavior through an examination of the trainee's processional activities" (Hart, 1982, p. 12). Thus, in supervising practicum and internship students, the goals of supervision should include enhancing the functioning of the student professional and monitoring the welfare of the client/consumer. The clinical supervisor is charged with continuing to help the counselor in training develop counseling skills, helping the supervisee move along a continuum of expertise and enhance clinical wisdom and knowledge base (Bernard & Goodyear, 1992). For the supervisee, the outcomes of effective supervision include increased confidence and autonomy, increased self-awareness, increased ability to focus on the client without over-investment in the client's issues, and increased feelings of relaxation in the role of counselor (Hill, Charles, & Reed, 1981; Stoltenberg & Pierce, 1981).

Academic Supervisor - The supervisor teaches the supervisee in relation to his or her specific needs as a developing counselor. As a teacher, the clinical supervisor must evaluate the supervisee in counseling sessions. This may be conducted via live supervision or listening to audiotapes of the counseling session. The supervisor as teacher may wish to ask the supervisee to provide a hypothesis regarding the client/consumer's issues, interpret significant events in the counseling session, and assist the supervisee in identifying appropriate interventions. The supervisor as teacher may also demonstrate and model counseling interventions, as well as explain the rationale behind the interventions.

Counselor - The supervisor as counselor helps the supervisee examine his or her behavior, thoughts, and feelings associated with client, especially if barriers are present. The supervisor as counselor does not provide therapeutic services to the supervisee, rather helps the supervisee develop insight related to the client and the counseling session. The supervisor as counselor may help the supervisee explore his or her feelings regarding interventions, define strengths and weaknesses as a counselor in general and within specific counseling sessions, as well as encourage self-exploration in the role of counselor. In addition, if the supervisee seems to be having trouble relating to the supervisor or content of the supervision, the supervisor as counselor can help the supervisee explore such feelings.

Consultant - The supervisor as consultant works with the supervisee to explore or offer ideas about a particular client or issue. The supervisor will solicit supervisee needs and attempt to provide services to meet those needs through allowing the supervisee to structure the supervision session and encourage the discussion of perceived client/ consumer problems and motivations, as well as suggesting alternative interventions or conceptualizations and brainstorming of interventions.

Mentor - The supervisor as mentor will encourage the professional growth of the supervisee through encouragement of professional activities in the field of counseling, including active membership in professional organizations, attendance at conferences and trainings, encouraging review of literature for help with clients, and possibly contributing to the counseling literature.

Supervision - a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship, and facilitates the associated learning and skill development experiences. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

Individual supervision — a tutorial and mentoring relationship between a member of the counseling profession and a counseling student.

Triadic supervision — a tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

Group supervision — a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.