

Counselor Education Site Supervisor Manual

Career Counseling & Clinical Mental Health Counseling

Revised: 2023



Counselor Education
Department of Educational Psychology and Learning Systems
3210 Stone Building
The Florida State University
Tallahassee, FL 32306-4453

Dear Site Supervisor:

Thank you for agreeing to supervise Florida State University Counselor Education (CE) students as they embark on their journey towards becoming professional counselors. Your dedication to the program will help shape the development of a new professional in the counseling field.

This manual will serve as a guide of the essential elements you will need to familiarize yourself with as an internship supervisor for Florida State University. In this manual, you will find information regarding the standards for an internship experience for students as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In addition, you will find details on the necessary qualifications required of site supervisors. As per the CACREP standards, all supervisors are required to complete orientation/training in supervision. In order to meet this requirement, you are invited to participate in an online course, consisting of various materials and PowerPoint presentations that will prepare you for your role as supervisor. This course will be available to you via email. Finally, this document will provide you with information regarding assessment of your practicum or internship student(s), the clinical training experience, liability insurance requirements, and the formal “universal affiliation agreement” utilized by Florida State University.

As the new semester approaches, your student will contact you to discuss the university affiliation agreement and any other additional details in regards to practicum or internship. If you have questions or require additional information, please contact a member of the Counselor Education faculty.

Sincerely,

The Counselor Education Faculty of Florida State University

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INTRODUCTION

The Counselor Education program consists of three-degree tracks: Career Counseling (CC), Clinical Mental Health Counseling (CMHC), and School Counseling (SC). Each track is a M.S./Ed.S. dual degree at Florida State University reflecting a practitioner-oriented model and the professional experience and research interests of the faculty within the context of the mission of the College of Education. Faculty members in the CE Program have work experience and research interests related to the provision of: (1) career counseling services for youth in school settings and adults in postsecondary/higher education settings, (2) clinical mental health counseling of children and adolescents in community and school settings, and adults in community, agency, and educational settings, and (3) school counseling working with community stakeholders, educators, parents, and students to produce optimal outcomes for students in PK-12 educational settings.

MISSION AND OBJECTIVES

The Counselor Education degree program's mission is to provide high quality training that reflects current research and prepare professional counselors for positions in public and private settings within a multicultural and pluralistic world. The curriculum for MS/Ed.S. counseling majors will lead to eligibility for certification and licensure as professional counselors. Professional counselors promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations. The Counselor Education program provides students with the opportunity to obtain a wealth of common core generalist counselor knowledge, while specializing in Career Counseling, Clinical Mental Health Counseling, and School Counseling. The mission is achieved through the following objectives, which are based on input from faculty, students, alumni, supervisors and employers:

- A. To provide a quality education to persons pursuing Master of Science/Education Specialist degrees in Counselor Education, while specializing in Career Counseling, Clinical Mental Health Counseling, and School Counseling.
- B. To provide Master's/Ed.S.-level graduate students with quality clinical training and understanding of professional issues in the areas of career counseling, clinical mental health counseling, school counseling, general counseling, and case management.
- C. To prepare Master's/Ed.S.-level graduate students with knowledge and skills in providing effective individual and group counseling in a multitude of settings.
- D. To provide students with skill and knowledge in conducting needs assessment and research in the field of counseling.
- E. To prepare Master's/Ed.S.-level graduate students with knowledge and skill in effectively addressing issues and concerns related to diverse populations.
- F. To provide skill and knowledge in the application of ethical and legal principles in the practice of counseling.

The counselor education majors also relate to the College of Education mission statement, which is “to extend the frontiers of knowledge relevant to individual learning and social progress in diverse societies by carrying out innovative and rigorous research into areas of educational inquiry. Notably the College applies that knowledge through the study and development of effective policies and the education of future teachers, sport administrators, educational leaders, policy-makers and scholars at the local, state, national and international levels.” *We note that extending the frontiers of knowledge within a pluralistic society includes addressing present and projected counseling and human development needs.* This mission is achieved through the following efforts:

1. Creating and sustaining a culture of academic freedom, intellectual curiosity, unfettered communication and academic rigor as well as the institutional support necessary to support cutting edge research in all areas of education. *Human services specialists include career, clinical mental health, and school counselors. Each academic offering has been designed to meet current accreditation standards and all faculty are actively engaged in research.* The Career Counseling and Clinical Mental Health Counseling majors are currently accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, www.cacrep.org). The school counseling program is accredited by the Florida Department of Education.
2. Sharing its knowledge and skill with the local, state, national and international community by supporting research relevant to the application of new knowledge to educational problems. *Our students are encouraged to participate with faculty in the creation and dissemination of knowledge through research, publications and presentations locally, nationally and internationally.*
3. Provides for the educational future of the communities it serves through high quality instruction of prospective teachers, education leaders, policy-makers and scholars. *Our courses meet current accreditation standards and reflect the most recent research.*
4. Promotes a strong sense of community and collaboration both within the College and between the College and the communities it serves. *Our students are engaged with local schools, higher education institutions, centers and agencies as a required component of their training.*

CAREER COUNSELING PROGRAM OVERVIEW

FSU’s Career Counseling Program is one of six CACREP- accredited programs in the nation. It is designed to enable students to obtain two graduate degrees simultaneously, the Master of Science and the Educational Specialist. It is a 61-hour program that includes two years of academic coursework and practica and internship that allows students to obtain the necessary requirements for licensure in Florida and other states as a mental health counselor.

Students are provided with the option for training and supervised work experience in the nationally and internationally recognized, comprehensive, full service FSU Career Center. Work experience includes career advising, career counseling, college teaching, workshop and outreach presentations, and program development. The program's approach to career counseling services has evolved from 30 years of successful interaction between theory, practice and research. Students gain experience in applying career theory, including cognitive information processing theory, in practice during their time in the program.

Career counselors are professional counselors who work in many professional settings such as PreK-12 school systems, institutes of higher education, and businesses to help individuals with career and educational decision-making. Interventions include individual and group counseling, consultation, computer-based guidance systems, assessments, information resources, referral, career courses, and workshops, and address a variety of career-related issues including choice of a career or field of study, job hunting, and lifestyle planning.

CLINICAL MENTAL HEALTH COUNSELING PROGRAM OVERVIEW

The Clinical Mental Health Counseling Program is a 60-credit hour program that consists of five full semesters of academic coursework, practica, and internship (typically completed in two years). The program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and graduates are eligible for licensure in Florida and other states as a clinical mental health counselor. Graduates of the program practice in a variety of settings, including independent practice, community agencies, managed behavioral health care organizations, hospitals, the military, hospice care, employee assistance programs, student counseling centers, prisons and substance abuse centers. The program emphasizes working with persons with the full range of mental health problems. Students are also exposed to prevention, early intervention, and promoting wellness with normal populations.

Mental health counselors are highly skilled professionals who engage in a variety of services, including diagnosis and assessment, psychotherapy, treatment planning and utilization review, brief and solution-focused counseling, alcoholism and substance abuse treatment, consultation, prevention, and program evaluation. The majority of graduates find employment in the mental health care field soon after graduation. The outlook is very promising for mental health counselors nationwide.

SCHOOL COUNSELING PROGRAM OVERVIEW

The purpose of the School Counseling track at Florida State University is to prepare the next generation of school counselors who are culturally responsive to serve students of diverse backgrounds in urban and rural educational settings; will assist students in the areas academic achievement, college and career readiness, and social/emotional development by creating, developing, evaluating, and implementing a comprehensive school counseling program; close achievement and opportunity gaps; will prevent and remove barriers to educational success through data driven decision making; serve as leaders and advocates to provide access, equity, and social justice for students from historically underrepresented populations; act as systems change agents, and will develop accessible pathways for ALL students to have a postsecondary opportunities.

The School Counseling Track is a 3 year, online, part time major with two options for internship experiences. School counseling students can do an internship across two semesters or complete it in the 3rd spring semester. School counseling students need to take 3 Florida Teacher Certification Examinations; general knowledge test, professional education test, and subject area examination (i.e., PK-12 Guidance and Counseling). For students with a current Florida Educator Certification only take the subject area examination. General knowledge test needs to be taken and passed before the end of the 1st spring semester, the professional education test should be taken before the end of the 2nd spring Semester, and the subject area examination should be taken before the end of the 3rd Fall semester.

PRACTICUM AND INTERNSHIP GUIDELINES

The purpose of the CE program is to allow counseling students to apply knowledge, skills, and professional values to actual practice settings in the community. The on-site work experience provides an opportunity to integrate theory and practice. The clinical training experience is a reciprocal arrangement: Students exchange their work in return for on-the-job supervision and experience in the field. The end result is ultimately the promotion of professional development, integration of knowledge and skills, and development of professional competence. The clinical training program is designed to solidify a sense of professional counselor identity. The counseling setting, the interaction with staff and clients, the realities and responsibilities of the helping process, and the conscious application of ethical principles, combine to result in the personal knowledge and commitment necessary to enter the field of counseling and human services.

CACREP/PROGRAM/STATE STANDARDS FOR PRACTICUM

The 2016 CACREP Standards stipulate that 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 (out of 100 total hours) with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a counselor education program faculty member, a student supervisor who is under the supervision of a counselor education program faculty member, or a site supervisor who is working in, at least, monthly consultation (such as in person, phone, email) with a counselor education program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a counselor education program faculty member or a student supervisor. The 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 development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.
6. CACREP accreditation standards require all counseling students to lead or co-lead a counseling or psycho-educational group during either practicum or internship. If a student did not complete this requirement in practicum, they must complete this requirement in either their internships. A verification form that must be signed by the supervisor is included in Appendix C.

CACREP/PROGRAM/STATE STANDARDS FOR INTERNSHIP

The CACREP standards (2016) are the guidelines for use in implementing internship, in conjunction with program and state standards. The Florida State University Counselor Education majors work hard to maintain CACREP accreditation and to follow Florida licensure requirements (for mental health counseling students), and thus it is imperative that both the internship site and experience adhere to the following standards:

1. The completion of 600 supervised internship clock hours total, with a minimum of 240 hours with actual clients.
2. Includes a minimum of one hour per week of face-to-face individual supervision by one of the following certified or licensed professionals: Mental Health Counselor, Licensed Professional Counselor, National Certified Counselor, Psychologist, Marriage and Family Therapist, or Licensed Clinical Social Worker;

Note: School counseling students must be supervised by a certified school counselor with at least three years of experience

3. Includes a minimum of one and one-half hours per week of group supervision by CE program faculty member or a student supervisor. The group supervision must be provided by a CE program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member;
4. Allows the student to become familiar with a variety of professional activities other than direct service work;
5. Allows the student to obtain receive live supervision of client interactions or audio and/or video recordings, for use in individual supervision, of the student's interactions with clientele appropriate to the student's specialization;
6. Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, technology, print and non-print media, professional literature, and research;

7. Includes formal evaluation of the student's performance during the internship by the site and CE program faculty member supervisors, and;
8. Is commensurate with the licensure and/or certification requirements for the area of specialization.
10. CACREP accreditation standards require all counseling students to lead or co-lead a counseling or psycho-educational group during either practicum or internship. If a student did not complete this requirement in practicum, they must complete this requirement during their internships. A verification form that must be signed by the supervisor is included in Appendix C.

SITE EXPECTATIONS AND REQUIREMENTS

The respective supervising site expects students to report as professional staff members and to behave in all respects as professionals throughout the clinical training experience. Students are expected to dress and act professionally, and to call their agencies if they will be late or absent for any reason. A site's emphasis will be on getting the student involved and participating in the site setting from the first day of the internship experience. A site provides the following support and resources.

1. Sufficient time to supervise students. Day-to-day supervision must be by persons who meet the licensure or certification qualifications and are willing to perform the requirements described below; the site should allow an intern to receive live supervision of client interactions or audio and/or video recordings, for use in individual supervision, of the student's interactions with clientele appropriate to the student's specialization.
2. Adequate facilities, equipment, and materials to enable students to function on a professional level.
3. An atmosphere whereby students have an opportunity to benefit from the experience of, and working with, other members on the staff.
4. An orientation to site program components as well as observation, information, and experience in areas such as:
 - a. history and philosophy of the site,
 - b. counseling and interviewing sessions with clients,
 - c. evaluation of case materials,
 - d. clerical and administrative procedures in case load management,
 - e. relating medical, psychological, economic, and social knowledge to counseling,
 - f. utilization and interaction with the community and professionals,
 - g. testing and research, and
 - h. job development and placement (when applicable).

5. Work rules and guidelines used by the professional staff to aid the student's orientation.
6. CACREP accreditation standards require all counseling students to lead or co-lead a counseling or psycho-educational group during either practicum or internship. If a student did not complete this requirement in practicum, they must complete this requirement in either their fall or spring internships.

REQUIRED CREDENTIALS FOR SITE SUPERVISORS

All Counselor Education practicum and internship students must be supervised by an appropriately credentialed site supervisor. Based on the CACREP 2016 Standards, site supervisors are required to meet the following qualifications:

1. Hold a minimum of a master's degree in counseling or a related profession with equivalent qualifications;
2. Hold appropriate professional licenses and/or certifications;
3. Have a minimum of two years of professional experience in the program area in which the student is enrolled;
4. Demonstrate knowledge of the Counselor Education (CE) program's expectations, requirements and evaluation procedures for clinical experiences; and
5. Have appropriate training in counseling supervision.
6. Provide documentation of these credentials by completing the Supervisor Data Form (Appendix A) and the online Supervisor Training Survey.

SITE SUPERVISION REQUIREMENTS & EXPECTATIONS

Site supervisors will receive input from the faculty supervisor in designing the clinical training experience. Supervisors should also expect the interns to assist them in carrying a caseload.

Site supervisors **must participate** in the program's online site supervisor orientation. At the beginning of the semester, site supervisors will receive an email from the faculty supervisor with a link to the online training and survey. In addition to the training survey, all supervisors must also complete the following forms: Supervisor Data Form (Appendix A) and the Agreement Form (Appendix B), both submitted to the faculty supervisor the semester prior to the clinical training experience. Students are responsible for providing the necessary forms to the site supervisor.

Site supervisors are expected to set aside at least one hour per week to provide interns with direct, individual supervision. In addition, practicum students and interns must receive one and one-half hours of group supervision per week that is provided by the faculty supervisor.

Students should have informal access to the site supervisor during the week as the need arises. This need can be met through arrangements made between the site supervisor and the student. Site supervisors must sign the student's time log monthly to verify student clinical training and individual supervision hours.

The site supervisor will complete a formative and summative evaluation (Appendix D) via Qualtrics during Internship 1 (fall 2) and 2 (spring 2). The faculty supervisor will send the student evaluation Qualtrics links to the site supervisors via email at least one month prior to the end of the semester. These reports should be discussed with the student prior to submission to the university.

In compliance with the CACREP standards, students will not be allowed to accumulate practicum/internship hours during semester breaks as the academic programs cannot provide required group supervision. Students cannot accumulate internship hours until they have successfully passed practicum.

PROFESSIONAL RECOGNITION OF SITE SUPERVISORS

The Florida State University extends a Certificate of Participation (waiver-of-tuition privileges) (Appendix E) to professionals who serve as site supervisors for its student counselors.

This Certificate entitles the holder to exempt the tuition fee for up to six hours during one term of instruction, including credit courses offered through continuing education programs, at any State University. The holder will be required to pay all current fees applicable at the time of registration and comply with all applicable statutes and policies of the State of Florida and its agencies regarding admission and registration. The Certificate may be issued only upon the completion of the activity or program, except to persons who attend a required training session as approved by the University. A Certificate is non-transferable and may be used only for the purpose designated by the stated policies prior to the date of expiration (which is 36 months after issuance). The certificate must be surrendered to the appropriate University personnel at the time of registration. The holder of this certificate must otherwise comply with all other rules and policies regarding its award or usage as may be required by a University or any other agency of the State of Florida at the time of issuance or usage.

Site supervisors wishing to receive a Certificate must submit all required internship documents, including a completed Certificate of Participation form, to the supervising faculty member. The faculty will forward the Certificate form to Office of Academic Services and Intern Support (College of Education). This office provides the name of the cooperating teacher to the Dean of Faculties. The Office of the Dean of Faculties issues the certificate of participation. The name and last four digits of the social security number of the recipient will appear on the Certificate of Participation.

Appendix A

Supervisor Data Form
Counselor Education Program
The Florida State University

Term _____ Hours Credit _____

Intern Name _____

Present address _____ (Zip) _____

Telephone _____ FSU ID# _____

Permanent address

_____ (Zip) _____ Telephone _____

Practicum or Internship Site

Name _____

Address _____ (Zip) _____

Site Supervisor _____ Telephone _____

E-mail Address _____

Supervisor's Office Address

Site Supervisor's Degree & Major _____

Is the supervisor licensed or certified? Yes _____ # _____ No _____

Type of licensure or certification _____

Is the supervisor eligible for a "Certification of Participation?" Yes _____ No _____

CE Faculty Supervisor _____

Appendix B

**Agreement Between Florida State University
Counselor Education Program and Field Practice Sites**
Counselor Education Program
The Florida State University

The Counselor Education (CE) program recognizes and appreciates the resources and effort provided by many agencies in the Tallahassee community in the ongoing training of our students. In order to develop and maintain our training to the mutual benefit of the program, the training sites, and the individual students, the following agreement form has been drawn up to address the major issues involved in the practicum and internship experience for M.S./Ed.S. degree students. Additional issues or comments related to the unique situation of a given training site may be added at the end of this form and the modified form is signed by the appropriate representatives of the site and the CE faculty supervisor.

Ground Rules

1. Practicum and internship are training experiences. Students are placed in site settings to gain supervised experience in providing a range of counseling and related services at a level appropriate to their level of training, skills, and professional goals.

2. Placements are arranged by the CE clinical coordinator based upon discussion with faculty, students, and training site personnel. The site may request interview and/or other relevant data and is encouraged to provide input to the coordinator regarding student placement.
3. Practicum and internship requirements and experiences will differ from site to site. However, all students are expected to meet the following minimum requirements during the term of their placement:
4. Practicum: 100 hours, including a minimum of 40 hours of direct client contact; site supervision; case preparation; and other approved training experiences for both the Career and Clinical Mental Health Counseling program.

Internship: 600 hours total, with 240 hours of direct client contact site supervision; case preparation; and other approved training experiences for both the Career and Clinical Mental Health Counseling program.

Certain field sites may require additional hours. This should be clearly understood and agreed to by the student, faculty clinical coordinator, and the site supervisor prior to the semester of initial placement.

5. Students will participate in 1.5 hours per week of group supervision provided by the practicum and internship course instructor / CE faculty supervisor.
6. On-site supervision is defined operationally as a minimum of one (1) hour per week of supervision with a professionally appropriate staff member on site who has monthly consultation (such as in person, phone, email) with the practicum and internship course instructor. On-site supervision may consist of individual and/or triadic supervision.
7. The site should provide opportunity for live supervision of these hours or allow the development of appropriate audio/video recordings for use in supervision.
8. To be approved for field experience placement, the site should include training as part of its ongoing "mission." This can be demonstrated in several different ways, including (a) regular acceptance of trainees for supervised experience, (b) providing training experiences such as case conferences, training seminars, availability of a peer group for trainees (i.e., multiple trainees at similar levels of training), and (c) co-counseling opportunities with staff.
9. The site supervisor agrees to meet with the appropriate practicum and internship course instructor and to contact them as early in the semester as possible if there is a problem which threatens the likelihood of the student's successful completion of the program. Recommendation for early termination of a student's placement should be directed to the course instructor/faculty supervisor.
10. The site supervisor agrees to provide a written evaluation of the student's work during the semester of placement. This evaluation should include a brief description of the student's strengths and weaknesses in the area of (a) conceptualizing and carrying through counseling projects and maintaining other professional relationships; (b) appropriate and effective use of counseling methods and techniques; (c) professional and ethical behavior; (d) openness to and effective use of supervision and training opportunities. Other comments, including recommendations concerning the student's continued professional development, are encouraged.

The evaluation from the site is a major factor in determining the student's final grade for the semester. The evaluation also provides an important recommendation for each student's professional dossier.

11. CACREP accreditation standards require all counseling students to lead or co-lead a counseling or psycho-educational group during either practicum or internship.
12. Students are expected to follow the procedures and to meet all administrative and legal requirements of the site.
13. Site specific arrangements and comments:

Signed _____ Date _____
Faculty Supervisor (Counselor Education)

Signed _____ Date _____
Director/ Site Supervisor (Cooperating Site)

Signed _____ Date _____
Counseling Student

Placement Site _____ Dates for Placement: From _____ To _____

Appendix C

Verification of Group Leadership Counselor Education Program Florida State University

Name:

Degree:

Major:

Semester/Year:

When Completed: _____ Practicum _____ Internship

Type of Group: _____ Counseling _____ Psycho-educational

The undersigned verifies that the student led or co-lead a counseling or psycho-educational group as part of practicum or internship as indicated above.

Name of Supervisor Verifying the Student's Participation: _____

Supervisor Signature

Date

Career Counseling Formative/Summative Internship Evaluation

According to the Council of Accreditation for Counseling and Related Programs, a formative evaluation should be used to “examine the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.” In the Internship course, SDS 5820, Career Counseling candidates will be assessed by the site supervisor using the Formative/Summative Final Internship Evaluation.

For the formative evaluation, candidates must receive a minimum score of 3 or “Developing 2” on at least 10 criteria and no more than 6 scores of 2 or “Developing 1” on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a 2 or “Developing 1” or any scores of 1 or “Unsatisfactory”, a remediation plan must be created by the program CE Clinical Site Training Coordinator/course instructor and the Site Supervisor.

For the summative evaluation, candidates must receive a minimum score of 4 or “Target” on at least 10 criteria and no more than 6 scores of 3 or “Developing 2” on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a 3 or “Developing 2” or any scores of 1 or “Unsatisfactory”, a remediation plan will be developed by the CE Clinical Training Coordinator/course instructor, Site Supervisor, and major professor, and the course will need to be retaken.

INSTRUCTIONS: Please rate candidate on each criteria (FOR EACH QUESTION) using the following rubric:

- *Unsatisfactory – The candidate does not demonstrate this knowledge or skill.*
- *Developing 1 - The candidate inadequately demonstrates this knowledge or skill.*
- *Developing 2 - The candidate moderately demonstrates this knowledge or skill.*
- *Target - The candidate adequately demonstrates this knowledge or skill. Not applicable - The candidate did not have the opportunity to demonstrate this skill.*

QUESTION 1-Professional Counseling Ethics and Orientation:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.1.b. Demonstrates an understanding of the multiple professional roles and functions of counselors across specialty areas
- 2) 2.F.1.b. Demonstrates an understanding of counselor's relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- 3) 2.F.1.c. Demonstrates an understanding of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 4) 2.F.1.d. Demonstrates an understanding of the role and process of the professional counselor advocating on behalf of the profession
- 5) 2.F.1.e. Uses appropriate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 6) 2.F.1.k. Uses appropriate strategies for personal and professional self-evaluation and implications for practice
- 7) 2.F.1.l. Uses self-care strategies appropriate to the counselor role
- 8) 2.F.1.m. Demonstrates an understanding of the role of counseling supervision in the profession

9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

10) Comments:

QUESTION 2-Social and Cultural Diversity:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 2.F.2.a. Demonstrates an understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- 2) 2.F.2.b. Demonstrates an understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 3) 2.F.2.c. Demonstrates multicultural counseling competencies
- 4) 2.F.2.d. Demonstrates an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of other
- 5) 2.F.2.e. Demonstrates an understanding of the effects of power and privilege for counselors and clients
- 6) 2.F.2.f. Demonstrates an understanding of the help-seeking behaviors of diverse clients
- 7) 2.F.2.g. Demonstrates an understanding of the impact of spiritual beliefs on clients' and counselors' worldviews
- 8) 2.F.2.h. Uses strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

10) Comments:

QUESTION 3-Human Growth and Development:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 2.F.3.a. Demonstrates an understanding of theories of individual and family development across the lifespan
- 2) 2.F.3.c. Demonstrates an understanding of theories of normal and abnormal personality development
- 3) 2.F.3.d. Demonstrates an understanding of theories and etiology of addictions and addictive behaviors
- 4) 2.F.3.e. Demonstrates an understanding biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 5) 2.F.3.f. Demonstrates an understanding of the systemic and environmental factors that affect human development, functioning, and behavior
- 6) 2.F.3.g. Demonstrates an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 7) 2.F.3.h. Demonstrates a general framework for understanding differing abilities and strategies for differentiated interventions
- 8) 2.F.3.i. Uses ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

10) Comments:

QUESTION 4-Career Development:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH
CRITERIA

- 1) 2.F.4.a. Demonstrates an understanding of theories and models of career development, counseling, and decision making
- 2) 2.F.4.b. Uses approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- 3) 2.F.4.c. Uses processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- 4) 2.F.4.d. Uses approaches for assessing the conditions of the work environment on clients' life experiences
- 5) 2.F.4.e. Uses strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- 6) 2.F.4.f. Uses strategies for career development program planning, organization, implementation, administration, and evaluation
- 7) 2.F.4.g. Uses strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- 8) 2.F.4.h. Uses strategies for facilitating client skill development for career, educational, and life-work planning and management
- 9) 2.F.4.i. Uses appropriate methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- 10) 2.F.4.j. Uses ethical and culturally relevant strategies for addressing career development
- 11) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

12) Comments:

QUESTION 5 Counseling and Helping Relationships:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH
CRITERIA

- 1) 2.F.5.b. Uses a systems approach to conceptualizing clients
- 2) 2.F.5.c. Demonstrates an understanding of theories, models, and strategies for understanding and practicing consultation
- 3) 2.F.5.d. Uses ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 4) 2.F.5.e. Demonstrates an understanding of the impact of technology on the counseling process
- 5) 2.F.5.f. Demonstrates an understanding of the counselor characteristics and behaviors that influence the counseling process
- 6) 2.F.5.g. Uses essential interviewing, counseling, and case conceptualization skills
- 7) 2.F.5.h. Uses developmentally relevant counseling treatment or intervention plans
- 8) 2.F.5.i. Uses development of measurable outcomes for clients
- 9) 2.F.5.j. Uses evidence-based counseling strategies and techniques for prevention and intervention
- 10) 2.F.5.k. Uses strategies to promote client understanding of and access to a variety of community-based resources
- 11) 2.F.5.l. Demonstrates an understanding of suicide prevention models and strategies
- 12) 2.F.5.m. Uses crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 13) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

14) Comments:

QUESTION 6-Group Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.6.a. Demonstrates an understanding of the theoretical foundations of group counseling and group work
- 2) 2.F.6.b. Demonstrates an understanding of the dynamics associated with group process and development.
- 3) 2.F.6.c. Demonstrates an understanding of the therapeutic factors and how they contribute to group effectiveness
- 4) 2.F.6.d. Demonstrates an understanding of the characteristics and functions of effective group leaders
- 5) 2.F.6.e. Uses approaches to group formation, including recruiting, screening, and selecting members
- 6) 2.F.6.f. Demonstrates an understanding of the types of groups and other considerations that affect conducting groups in varied settings
- 7) 2.F.6.h. Uses ethical and culturally relevant strategies for designing and facilitating groups
- 8) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

9)Comments:

QUESTION 7-Assessment and Testing:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.7.b. Uses appropriate methods of effectively preparing for and conducting initial assessment meetings
- 2) 2.F.7.c. Uses appropriate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 3) 2.F.7.d. Uses appropriate procedures for identifying trauma and abuse and for reporting abuse
- 4) 2.F.7.e. Demonstrates appropriate use of assessments for diagnostic and intervention planning purposes
- 5) 2.F.7.i. Demonstrates appropriate use of assessments relevant to academic/educational, career, personal, and social development
- 6) 2.F.7.j. Demonstrates appropriate use of environmental assessments and systematic behavioral observations
- 7) 2.F.7.m. Uses ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

9)Comments:

QUESTION 8-Research and Evaluation:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.8.a. Demonstrates an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- 2) 2.F.8.b. Identifies evidence-based counseling practices
- 3) 2.F.8.c. Appropriately uses needs assessments
- 4) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

5) Comments:

QUESTION 9-Foundations of Career Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.B.1.b. Demonstrates an understanding of emergent theories of career development and counseling
- 2) 5.B.1.c. Demonstrates an understanding of principles of career development and decision making over the lifespan
- 3) 5.B.1.d. Uses appropriate formal and informal career- and work-related tests and assessments
- 4) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

5) Comments

QUESTION 10-Contextual Dimensions of Career Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.B.2.c. Demonstrates an understanding of the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues
- 2) 5.B.2.d. Demonstrates an understanding of factors that affect clients' attitudes toward work and their career decision-making processes
- 3) 5.B.2.e. Demonstrates an understanding of the impact of globalization on careers and the workplace
- 4) 5.B.2.f. Demonstrates an understanding of the implications of gender roles and responsibilities for employment, education, family, and leisure
- 5) 5.B.2.g. Demonstrates an understanding of education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
- 6) 5.B.2.h. Demonstrates an understanding of the resources available to assist clients in career planning, job search, and job creation
- 7) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

8) Comments:

QUESTION 11-Practice of Career Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.B.3.a. Conducts intake interviews and comprehensive career assessment
- 2) 5.B.3.b. Uses strategies to help clients develop skills needed to make life-work role transitions
- 3) 5.B.3.c. Uses approaches to help clients acquire a set of employability, job search, and job creation skills
- 4) 5.B.3.d. Uses strategies to assist clients in the appropriate use of technology for career information and planning
- 5) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

6) Comments:

QUESTION 12-Foundations of Mental Health Counseling

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.C.1.e. Appropriately uses psychological tests and assessments specific to clinical mental health counseling
- 2) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

3) Comments:

QUESTION 13-Contextual Dimensions of Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.C.2.a. Demonstrates an understanding of roles and settings of clinical mental health counselors
- 2) 5.C.2.f. Demonstrates an understanding of the impact of crisis and trauma on individuals.
- 3) 5.C.2.i. Demonstrates an understanding of cultural factors relevant to clinical mental health counseling

QUESTION 13-Contextual Dimensions of Mental Health Counseling

The candidate demonstrates the following knowledge and/or skills in internship.

- 4) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

5) Comments:

QUESTION 14-Practice of Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.C.3.b. Applies techniques and interventions for prevention and treatment of a broad range of mental health issues
- 2) 5.C.3.d. Uses strategies for interfacing with integrated behavioral health care professionals
- 3) 5.C.3.e. Uses strategies to advocate for persons with mental health issues
- 4) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

5) Comments:

Clinical Mental Health Counseling Formative/Summative Internship Evaluation

According to the Council of Accreditation for Counseling and Related Programs, a formative evaluation should be used to “examine the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.” In the Internship course, SDS 5820, Clinical Mental Health Counseling candidates will be assessed by the site supervisor using the Formative Final Internship Evaluation.

For the formative evaluation, candidates must receive a minimum score of 3 or “Developing 2” on at least 10 criteria and no more than 6 scores of 2 or “Developing 1” on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a 2 or “Developing 1” or any scores of 1 or “Unsatisfactory”, a remediation plan must be created by the program CE Clinical Site Training Coordinator/course instructor and the Site Supervisor.

For the summative evaluation, candidates must receive a minimum score of 4 or “Target” on at least 10 criteria and no more than 6 scores of 3 or “Developing 2” on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a 3 or “Developing 2” or any scores of 1 or “Unsatisfactory”, a remediation plan will be developed by the CE Clinical Training Coordinator/course instructor, Site Supervisor, and major professor, and the course will need to be retaken.

INSTRUCTIONS:

Please rate candidate on each criteria (FOR EACH QUESTION) using the following rubric:

- *Unsatisfactory – The candidate does not demonstrate this knowledge or skill.*
- *Developing 1 - The candidate inadequately demonstrates this knowledge or skill.*
- *Developing 2 - The candidate moderately demonstrates this knowledge or skill.*
- *Target - The candidate adequately demonstrates this knowledge or skill. Not applicable - The candidate did not have the opportunity to demonstrate this skill.*

QUESTION 1-Professional Counseling Ethics and Orientation:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.1.b. Demonstrates an understanding of the multiple professional roles and functions of counselors across specialty areas
- 2) 2.F.1.b Demonstrates an understanding of counselor's relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- 3) 2.F.1.c. Demonstrates an understanding of counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 4) 2.F.1.d. Demonstrates an understanding of the role and process of the professional counselor advocating on behalf of the profession
- 5) 2.F.1.e. Uses appropriate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 6) 2.F.1.k. Uses appropriate strategies for personal and professional self-evaluation and implications for practice (6

- 7) 2.F.1.l. Uses self-care strategies appropriate to the counselor role
- 8) 2.F.1.m. Demonstrates an understanding of the role of counseling supervision in the profession
- 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory: _____
- 10) Comments: _____

QUESTION 2- Social and Cultural Diversity:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH
CRITERIA

- 1) 2.F.2.a. Demonstrates an understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- 2) 2.F.2.b. Demonstrates an understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 3) 2.F.2.c. Demonstrates multicultural counseling competencies
- 4) 2.F.2.d. Demonstrates an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of other
- 5) 2.F.2.e. Demonstrates an understanding of the effects of power and privilege for counselors and clients
- 6) 2.F.2.f. Demonstrates an understanding of the help-seeking behaviors of diverse clients
- 7) 2.F.2.g. Demonstrates an understanding of the impact of spiritual beliefs on clients' and counselors' worldviews
- 8) 2.F.2.h. Uses strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory: _____

10) Comments: _____

QUESTION 3- Human Growth and Development:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH
CRITERIA

- 1) 2.F.3.a. Demonstrates an understanding of theories of individual and family development across the lifespan
- 2) 2.F.3.c. Demonstrates an understanding of theories of normal and abnormal personality development
- 3) 2.F.3.d. Demonstrates an understanding of theories and etiology of addictions and addictive behaviors
- 4) 2.F.3.e. Demonstrates an understanding biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 5) 2.F.3.f. Demonstrates an understanding of the systemic and environmental factors that affect human development, functioning, and behavior

- 6) 2.F.3.g. Demonstrates an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan
 - 7) 2.F.3.h. Demonstrates a general framework for understanding differing abilities and strategies for differentiated interventions
 - 8) 2.F.3.i Uses ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
 - 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:
-

10) Comments:

QUESTION 4-Career Development:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.4.b Uses approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
 - 2) 2.F.4.d. Uses approaches for assessing the conditions of the work environment on clients' life experiences
 - 3) 2.F.4.e. Uses strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
 - 4) 2.F.4.i. Uses appropriate methods of identifying and using assessment tools and techniques relevant to career planning and decision making
 - 5) 2.F.4.j. Uses ethical and culturally relevant strategies for addressing career development
 - 6) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:
-

7)Comments:

QUESTION 5- Counseling and Helping Relationships:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.5.b. Uses a systems approach to conceptualizing clients
- 2) 2.F.5.c. Demonstrates an understanding of theories, models, and strategies for understanding and practicing consultation
- 3) 2.F.5.d. Uses ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 4) 2.F.5.e. Demonstrates an understanding of the impact of technology on the counseling process
- 5) 2.F.5.f. Demonstrates an understanding of the counselor characteristics and behaviors that influence the counseling process
- 6) 2.F.5.g. Uses essential interviewing, counseling, and case conceptualization skills
- 7) 2.F.5.h. Uses developmentally relevant counseling treatment or intervention plans

- 8) 2.F.5.i. Uses development of measurable outcomes for clients
- 9) 2.F.5.j. Uses evidence-based counseling strategies and techniques for prevention and intervention
- 10) 2.F.5.k. Uses strategies to promote client understanding of and access to a variety of community-based resources)
- 11) 2.F.5.l. Demonstrates an understanding of suicide prevention models and strategies
- 12) 2.F.5.m. Uses crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 13) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

14) Comments:

QUESTION 6- Group Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.6.a. Demonstrates an understanding of the theoretical foundations of group counseling and group work
- 2) 2.F.6.b. Demonstrates an understanding of the dynamics associated with group process and development
- 3) 2.F.6.c. Demonstrates an understanding of the therapeutic factors and how they contribute to group effectiveness
- 4) 2.F.6.d. Demonstrates an understanding of the characteristics and functions of effective group leaders
- 5) 2.F.6.e. Uses approaches to group formation, including recruiting, screening, and selecting members
- 6) 2.F.6.f. Demonstrates an understanding of the types of groups and other considerations that affect conducting groups in varied settings
- 7) 2.F.6.g. Uses ethical and culturally relevant strategies for designing and facilitating groups
- 8) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

9) Comments:

QUESTION 7-Assessment and Testing:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.7.b. Uses appropriate methods of effectively preparing for and conducting initial assessment meetings
- 2) 2.F.7.c. Uses appropriate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 3) 2.F.7.d. Uses appropriate procedures for identifying trauma and abuse and for reporting abuse

- 4) 2.F.7.e. Demonstrates appropriate use of assessments for diagnostic and intervention planning purposes
- 5) 2.F.7.i. Demonstrates appropriate use of assessments relevant to academic/educational, career, personal, and social development
- 6) 2.F.7.j. Demonstrates appropriate use of environmental assessments and systematic behavioral observations
- 7) 2.F.7.m. Uses ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

9) Comments:

QUESTION 8-Research and Evaluation:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 2.F.8.a. Demonstrates an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- 2) 2.F.8.b. Identifies evidence-based counseling practices
- 3) 2.F.8.c. Appropriately uses needs assessments
- 4) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

5) Comments:

QUESTION 9- Foundations of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH CRITERIA

- 1) 5.C.1.a. Demonstrates an understanding of theories and models related to clinical mental health counseling
- 2) 5.C.1.b. Demonstrates an understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- 3) 5.C.1.c. Demonstrates an understanding of neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- 4) 5.C.1.d. Uses appropriate psychological tests and assessments specific to clinical mental health counseling
- 5) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

6)Comments:

QUESTION 10-Contextual Dimensions of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.C.2.a. Demonstrates an understanding of roles and settings of clinical mental health counselors
- 2) 5.C.2.b Demonstrates an understanding of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- 3) 5.C.2.c. Demonstrates an understanding of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- 4) 5.C.2.d. Demonstrates an understanding of 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)
- 5) 5.C.2.e. Demonstrates the understanding that potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- 6) 5.C.2.f. Demonstrates an understanding of the impact of crisis and trauma on individuals with mental health diagnoses
- 7) 5.C.2.g. Demonstrates an understanding of the impact of biological and neurological mechanisms on mental health
- 8) 5.C.2.i. Demonstrates an understanding of the cultural factors relevant to clinical mental health counseling
- 9) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

10) Comments: _____

QUESTION 11- Practice of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship-RATE EACH

CRITERIA

- 1) 5.C.3.a. Conducts intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management
- 2) 5.C.3.b. Uses techniques and interventions for prevention and treatment of a broad range of mental health issues
- 3) 5.C.3.c. Uses strategies for interfacing with integrated behavioral health care professionals
- 4) 5.C.3.d. Uses strategies to advocate for persons with mental health issues
- 5) 5.C.3.e. Uses strategies to advocate for persons with mental health issues
- 6) Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

7) Comments: _____

Certificate of Participation
Counselor Education Program
The Florida State University

Major Area: _____

EXCEPTIONS: State of Florida Employees and out-of-state supervisors.

Course Number (Prefix & #): _____ # of Course Hours: _____

Semester (1 at a time): _____ Year: _____

Exact Field Practice Dates: _____

Student Name: _____

Student FSU EMPID:* _____

Field Practice Site Name and Address: _____

Immediate Site Supervisor (one only): _____

Site Supervisor's Social Security Number:* _____

*NOTE: The Florida State University Dean of Faculties office will not issue a fee waiver without both the student and supervisor ID numbers requested above.

Counselor Education Program Faculty

CORE FACULTY



Shengli Dong, Ph.D., Associate Professor

Education: Ph.D., University of Maryland College Park, Counselor Education with focus on rehabilitation, 2011. Professional Qualifications: Certified Rehabilitation Counselor (CRC), National Certified Counselor (NCC). Memberships in Professional Organizations: American Counseling Association; American Rehabilitation Counseling Association; Chi Sigma Iota International Counseling Honor Society. Areas of Interest: Dr. Dong's current research focuses on workplace and academic accommodations, transition issues to work and postsecondary education for youth with disabilities, mindfulness in counseling, multicultural counseling, and social justice in counseling. Dr. Dong has published around 50 publications (i.e., peer reviewed journal articles, book chapters, conference proceedings) in various outlets such as Rehabilitation Psychology, Rehabilitation Counseling Bulletin, Career Transition and Development for Exceptional Individuals, Journal of College Student Development, and Mindfulness. In addition, he has conducted more than 60 professional presentations at international, national, state, and local levels. He recently obtained a grant award from NIH on preventing depression among Chinese immigrant adolescents. Dr. Dong serves as editorial board members for several flagship journals in his research areas such as Journal of Multicultural Counseling and Development, Rehabilitation Counseling Bulletin, Journal of Rehabilitation, and the Journal of Vocational Rehabilitation. Furthermore, he serves on the Council on Diversity and Equity and Research Committee for the National Council of Rehabilitation Education. In addition, he is one of the founding members of Asian American Rehabilitation Association.



Eunhui Yoon, Ph.D, NCC, NCYC (Korea), Assistant Professor

Education: Ph.D, University of Florida, Counseling and Counselor Education, 2015.

Professional Qualifications: National Certified Counselor.

Professional Affiliations: American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), American School Counselor Association (ASCA), Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE), Association for Multicultural Counseling and Development (AMCD), Korean Counseling Association (KCA)

Areas of Interest: LGBTQ+ issues in counseling, Supporting and advocating for traditionally marginalized populations in counseling and school system,

Counselors' and counseling students' burnout, and Scale development and validation.

Dr. Yoon has published several book chapters and peer-reviewed journal articles in national and international journals such as *Journal of Counseling and Development*, *Counselor Education and Supervision*, *Journal of Asian Pacific Counseling*, and *Korean Journal of Counseling Psychotherapy*. She has served as an editorial board member of the *Journal of LGBTQ Issues in Counseling* since 2016, as an adjunct reviewer of the *Journal of Multicultural Counseling and Development* since 2017, and a reviewer of the *Korean Journal of Counseling* since 2016 and has been appointed as an associate editor of the journal from 2021.



Viola (Simone) May, Ph.D., Teaching Faculty I

Education: Ph.D, Auburn University, Counselor Education and Supervision, 2017

Professional Qualifications: National Certified Counselor (NCC)

Professional Affiliations: American Counseling Association, Association for Counselor Education and Supervision, Association for Multicultural Counseling and Development, and American Association of Colleges for Teacher Education

Areas of Interest: trauma, crisis, and multicultural issues with an emphasis on higher education preparation, success, recruitment, and retention.



Education: Ph.D., University of Tennessee, Knoxville, Counselor Education 2022.

Professional Qualifications: Licensed Professional Clinical Counselor Supervisor (LPCC-S), Licensed Clinical Alcohol and Drug Counselor (LCADC), National Certified Counselor (NCC)

Memberships in Professional Organizations: American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), Chi Sigma Iota International Honor Society (CSI), National Career Development Association (NCDA), & Florida Counseling Association (FCA).

Areas of Interest: Dr. LaFever's (he | him | his) current research has been factors that support wellness in career such as supervision, resilience, posttraumatic growth, and belonging. He has co-authored multiple articles and presented at local, state, regional, and national conferences on this and related topics. Dr. LaFever is professionally involved with committees across ACES, CSI, NCDA, and FCA and serves as an ad hoc reviewer for the Journal of Counselor Leadership and Advocacy. His professional experiences have included working in a variety of settings including university career, school, integrated health, substance use, and

	<p>community mental health. Dr. LaFever embraces a counselor identity and advocates for empowering wellness across our communities.</p>
	<p>Education: PhD in Counselor Education & Supervision, University of South Carolina, 2023</p> <p>Professional Qualifications:</p> <ul style="list-style-type: none"> • Licensed Professional Counselor (LPC) (South Carolina Georgia) • National Certified Counselor (NCC) <p>Memberships in Professional Organizations:</p> <ul style="list-style-type: none"> • American Counseling Association (ACES) • Association for Counselor Education & Supervision (ACES) • Southern Association for Counselor Education & Supervision (SACES) • Association for Multicultural Counseling & Development (AMCD) • South Carolina Counseling Association (SCCA) <p>Areas of Interest: Dr. Johnson is interested in multicultural counseling with a focus on cultural humility development in counseling. Dr. Johnson is also interested in social justice and advocacy in counseling specifically when working with Black populations.</p>