Community Counseling Master's of Education Program

Student Handbook
2017-2018

Dr. Georgia Calhoun
Program Coordinator

Department of Counseling and
Human Development Services

Table of Contents

- The Department of Counseling and Human Development Services

- The Graduate School

- Student Resources

- Academic Honesty

- Financial Support

- Staff

- Faculty

This handbook provides an orientation for graduate students in the Department of Counseling and Human Development Services. While it attempts to explain some requirements and procedures of the graduate programs, it should be used in conjunction with The University of Georgia (UGA) Graduate Online Bulletin that outlines official policies of the Graduate School.
http://grad.uga.edu/index.php/current-students/policies-procedures/graduate-bulletin/graduate-bulletin-a-c/

The Department of Counseling and Human Development Services

As one of nine departments within the College of Education (COE), the Department of Counseling and Human Development Services prepares counseling and student affairs professionals for a changing and increasingly complex world. Incorporating a combination of academic, clinical, and practical experiences, and the expertise of its faculty, the department maintains its perennial ranking by *U.S. News and World Report* as one of the nation's top 5 graduate programs in its field.

The Department of Counseling and Human Development Services has the highest enrollment of graduate students at UGA. The department has a rich history of over fifty years service as a primary state, regional, and national training site for students who have pursued careers in counseling and related educational fields in settings as diverse as K–12 schools, colleges and universities, hospitals, clinics, community agencies, prisons, and state and federal government agencies.

The Department of Counseling and Human Development Services

The Department of Counseling and Human Development Services is responsible for administering nine curricular programs across three campuses:

Master's Degree Programs

- College Student Affairs Administration

- Professional Counseling - Community or School Counseling Specializations (M.Ed. or M.A.)

Educational Specialist's Degree Program (Ed. S.)

- Professional School Counseling (Gwinnett)

Doctoral Degree Programs (Ph.D. or Ed.D.)

- Counseling and Student Personnel Services – College Student Affairs Administration Emphasis

- Counseling and Student Personnel Services – P-16 Emphasis (Gwinnett)

- Counseling Psychology

- Student Affairs Leadership (Griffin)

The Department of Counseling and Human Development Services

Students are assisted and directed throughout their programs of study by advisors and advisory committees. While the process of assigning advisors and advisory committees varies by program and by degree level, the goal is to provide students with personal assistance in program planning, monitoring, evaluation, and completion.

Enrollments are restricted in each program to ensure that instructional resources and clinical facilities are adequate and provide students an opportunity to learn in a supportive environment. Therefore, each program is able to build on the natural group dynamics of each cohort to help enhance the learning experience.

The intent of this document is as a departmental overview and should not be considered exhaustive or comprehensive. Individual program handbooks are provided to students for a more detailed description of each graduate program.

The Graduate School

All official guidelines pertaining to graduate study at The University of Georgia are established and administered by the Graduate School. The Graduate Bulletin is the official document that guides students throughout their tenure as graduate students at the University of Georgia. Although each academic program publishes its own student handbook for program-specific guidelines, the Graduate Bulletin serves as the students' *official handbook*. After matriculation, students must adhere to official guidelines and deadlines of the Graduate School. Students are required to follow the specific policies and procedures of their degree program, as outlined in their program's handbook and other related documents.

Applicants can find current issue information by searching for prefix "ECHD" at:

http://bulletin.uga.edu/CoursesHome.aspx

The Graduate Bulletin is located at:

http://grad.uga.edu/index.php/current-students/policies-procedures/graduate-bulletin/graduate-bulletin-a-c/

Student Resources

Mailboxes

Graduate Students in all Athens campus programs have mailboxes in 408 Aderhold Hall. Students are responsible for checking their mail on a regular basis, and information that is routed among students must be passed on promptly.

Email

Every UGA student must register for a UGA MyID, which is the sign-on name used to access a wide range of online services at UGA, including email. Students can obtain a MyID at http://eits.uga.edu/access_and_security/myid. Students should become proficient with the UGA email since all program and departmental notices will be posted on email through your UGA account.

Computer Access and Copying

Students **do not** have access to department resources such as the copy machine or other office supplies unless directly related to a teaching assignment or if assisting faculty. Likewise, the staff offices are not to be entered or used without permission, and staff computers cannot be used for student purposes.

Student Resources (cont.)

The Office of Information Technology (OIT)

OIT provides computer facilities and other services for the College of Education. The main office for OIT is room 232 Aderhold. Their phone number is (706) 542-8007.

OIT maintains computer labs in Aderhold and River's Crossing for students in the College of Education. Room 143 in River's Crossing and room 227 in Aderhold have Windows-based computers. Aderhold room 228 offers Mac computers. There's a per-page charge for printing on the laser jet printers. These computers access many different software programs including Microsoft Office, WordPerfect, SPSS, SAS, SYSTAT, email, the internet, and many electronic library databases. There are other computer labs across campus operated by the University Computing Network Service.

A schedule is posted outside the doors of the computer labs indicating times when faculty have reserved the lab for classroom use; during these times the room will not be open to other students. Please check this schedule so you are not disturbed unexpectedly when a class requires full use of a lab. A lab attendant has an office near the computer lab and, if available, can assist with computer problems. However, students are responsible for learning the software programs.

Student Resources (cont.)

Libraries

The College Student Affairs Administration program maintains a journal collection in 413 Aderhold. Material should not be removed without permission of a faculty or staff member. Most material can also be found at the UGA Main Library. Students are encouraged to tour the UGA libraries and become familiar with their services.

Many resources in the UGA libraries can be accessed through two on-line programs. The first is GIL, which allows you to search the library catalog for materials in libraries. And the second is GALILEO, which incorporates a growing list of electronic databases, some of which have on-line abstracts or full text of articles. GIL and GALILEO can be accessed from the computer labs, computers in the libraries, or the internet (some of the GALILEO databases are restricted to on-campus use only). Other useful references available on the internet are indexed at the references library home page:

http://www.libs.uga.edu

Student Resources (cont.)

Registration

Registration typically begins prior to the end of the semester. The registration calendar can be found at http://www.reg.uga.edu/calendars.   Prior to the registration dates, students meet with their advisors/major professors to fill out yellow advisement forms. Nikki Williams, located in 408B Aderhold, will use the forms to clear students for registration. Once cleared to register, students go to Athena (athena.uga.edu) to complete the registration process. If you have any problems registering, contact Nikki Williams nikkiw@uga.edu.

Graduate Student Healthcare

Specific information on the health insurance plans can be found at the University Healthcare website:

http://hr.uga.edu/students/student-health-insurance/

Students are required to have health insurance. This website will cover all up-to-date information about health insurance for graduate students. It is your responsibility to comply with the regulations.

Student Resources (cont.)

College of Education Appeals

University of Georgia students have the right to appeal academic decisions. Usually the appeal goes first to the unit responsible for the decision, for example, grades to the faculty members who assigned the grades; department requirements to the department; college or school requirements to the school; university requirements to the Educational Affairs Committee. An unfavorable ruling at one level can be appealed to the successive levels. A faculty decision can be appealed to the department; a department ruling can be appealed to the college in which the instructional unit is located; a college-level ruling can be appealed to the Educational Affairs Committee; the Educational Affairs Committee ruling can be appealed to the President of the University; and, except for grade appeals, the President's ruling can be appealed to the Board of Regents.

Additional details on appeals of academic matters, including special provisions for appeals in academic dishonesty cases, can be obtained from the **Office of the Vice President for Instruction** (https://ovpi.uga.edu/student-opportunities-resources/student-resources/student-academic-appeals/appeal-process).

Visit https://coe.uga.edu/academics/appeals for additional information concerning appeals.

Student Resources (cont.)

Grade Appeals

Any student who believes that he or she received an incorrect or unfair grade due to factual error, improper or unprofessional bias, or evaluation different from the stated course objectives/criteria or other public criteria, may appeal the grade. Grades are appealed within the department and college in which they are earned, not in the department and college in which the student's major resides.

Exception: Grade appeals, when a grade of I (Incomplete) has lapsed to a grade of F, must go directly to the UGA Educational Affairs Committee. Please note that all grade appeals must be initiated within *one calendar year* from the end of the term in which the grade was recorded.

Appeal route for graduate students:
1. Instructor
2. Department Head*
3. Dean's Office
4. Graduate School
5. UGA Educational Affairs Committee*
6. UGA President
7. Board of Regents

*Prior to review at each of these levels, the faculty member who assigned the student's final grade will receive a copy of the student's letter of appeal and be given the opportunity to provide a response for those reviewing the appeal.

Department Research Pool

The Department of Counseling and Human Development Services (CHDS) has a research pool that graduate students and faculty can use to conduct empirical research (e. g., for publishable papers, dissertation, and other research purposes).

The CHDS Research Pool (CHDS-RP) operates during the fall and spring semesters only, with the specific dates of operation set at the beginning of each new academic year. The research pool is populated by undergraduate students who are enrolled in selected classes of the Department's undergraduate course offerings. The pool typically contains 180-220 students each semester. Students in the pool are required to complete 3.0 hours of research or, alternatively, to write article summaries to fulfill the requirement. Dr. Alan E. Stewart (aeswx@uga.edu) is the coordinator of the CHDS-RP.

Students or faculty who desire to use the research pool must first have their research approved by the University of Georgia Institutional Review Board (IRB, http://gear.ovpr.uga.edu/applications-and-databases/irb-portal/). Once the project has been approved, researchers can then apply to use the CHDS-RP by completing this online form: https://ugeorgia.qualtrics.com/SE/?SID=SV_bajg6x3sleEqzel.

Department Research Pool (cont.)

Alternatively, researchers can email the CHDS-RP coordinator and request a word-formatted version of this form to complete and submit. Researchers should submit the researcher request form, along with their approval letter from the IRB, a copy of the informed consent, and debriefing statement (if applicable) to Dr. Stewart (CHDS-RP Coordinator, aeswx@uga.edu). The coordinator will then set up the study on the online platform for research opportunities (Sona Systems) and provide the research with Sona Systems accounts for accessing their research (i. e., to post sign-ups, etc.). The coordinator will also work with researchers to get their studies up and running in Sona.

Researchers should keep the following in mind before applying to use the pool:

- All research using the CHDS-RP must be approved first by the UGA IRB.

- Projects should be of reasonable length and in no case longer than 2.0 hours (credits).

- Projects should be reasonable in scope with regard to the number of participants requested. Projects requiring more than 100 – 150 participants may well take more than one semester to complete.

Department Research Pool (cont.)

- The CHDS-RP strives to offer students a variety of options and modalities for participation. In-lab / in-person studies are good ways to introduce students to the research process and to help them learn something as a result of their participation.

- Researchers designing online studies (i. e., surveys) are strongly encouraged to use the Qualtrics platform. Faculty and students in the College of Education have free access to a full-feature version of Qualtrics after obtaining a Qualtrics account from Mr. Dave Wynne (wynned@uga.edu). Reseachers considering platforms other than Qualtrics should consult with Dr. Stewart first before getting their research approved by the IRB because modifications may be needed to use non-Qualtrics platforms.

- The pool operates on a first-come, first-served basis for researchers each semester. Projects that begin later in a semester may not be completed if an insufficient number of participants remain.

- Researchers who do not comply with CHDS-RP procedures may have their access to the pool restricted or removed.

Academic Honesty

Students are expected to adhere to the ethical principles outlined by the American Counseling Association and the policies delineated in the University of Georgia's Student Code of Conduct.

UGA Statement of Academic Honesty

UGA's Honor Code:
"I will be academically honest in all of my academic work
and will not tolerate academic dishonesty of others."

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.

Prohibited Conduct

No student shall perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement.

Academic Honesty (cont.)

A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism, intended or unintended, is a violation of this policy.

Examples of Academic Dishonesty. The following acts by a student are examples of academically dishonest behavior:

a.   **Plagiarism** - Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:

   i.   Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;

   ii.   Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;

Academic Honesty (cont.)

ii.   Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;

iii.   Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;

iv.   Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.

b.   **Unauthorized assistance** - Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by an instructor. During examinations, quizzes, lab work, and similar activity, students are to assume that any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by an instructor.

Academic Honesty (cont.)

Examples of prohibited behavior include, but are not limited to, the following when not authorized:

i. Copying, or allowing another to copy, answers to an examination;
ii. Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
iii. Giving or receiving answers to an examination scheduled for a later time;
iv. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);
v. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;

Academic Honesty (cont.)

vi.   Unauthorized use of a programmable calculator or other electronic device.

c.   **Lying/Tampering -** Giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:

i.   Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to an instructor or to any University official for failure to attend an exam or to complete academic work;

ii.   Falsifying the results of any laboratory or experimental work or fabricating any data or information;

iii.   Altering any academic work after it has been submitted for academic credit and requesting academic credit for the altered work, unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work);

Academic Honesty (cont.)

iv.   Altering grade, lab, or attendance records. This includes, for example, the forgery of University forms for registration in or withdrawal from a course;

v.   Damaging computer equipment (including removable media such as disks, CD's, flash drives, etc.) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources;

vi.   Giving or encouraging false information or testimony in connection with academic work or any proceeding under this policy;

vii.   Submitting for academic advancement an item of academic work that has been submitted (even when submitted previously by that student) for credit in another course, unless done pursuant to authorization from the instructor supervising the work or containing fair attribution to the original work.

Academic Honesty (cont.)

d. **Theft** - Stealing, taking or procuring in any other unauthorized manner (such as by physical removal from a professor's office or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records, forms used in grading, books, papers, computer equipment and data, and laboratory materials and data).

e. **Other** - Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another.   Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

For more information, please see
http://ovpi.uga.edu/academic-honesty

Financial Support

Enrollment for Graduate Assistantships

UGA requires that any student on a 1/3 time assistantship or greater must be enrolled in a minimum of 12 hours during the funded terms. If an assistantship runs through the summer, students need to register for 9 hours during the summer session. All students on assistantships should register for ECHD 7005 (master's students) or ECHD 9005 (doctoral students) each semester. Each of these specific courses serve as a mechanism to account for the teaching and learning associated with assistantship activities. These hours do not count toward completion of graduation requirements and cannot be used on your program of study; however, you may have periodic meetings called throughout the semester associated with your registration for these credit hours. In some instances, students who have teaching assistantships will register for teaching related courses as well.

Other Financial Aid

The Graduate Bulletin lists other sources of scholarships and financial aid. In addition, UGA participates in federal assistance programs, including grants and work-study for qualified students. Visit http://osfa.uga.edu/ or contact the Office of Student Financial Aid in the Academic Building at (706) 542-8208 for further assistance.

Financial Support (cont.)

The Student Employment Office offers assistance for students who seek employment on campus or in the local community. Visit their website at http://tate.uga.edu/jobs/ or contact them at (706) 542-3375.

COE also offers scholarships. For further information, visit their website at https://coe.uga.edu/students/financial-aid or contact the Student Services Office at (706) 542-1717.

Graduate Travel Support

The Department of Counseling & Human Development Services (CHDS) has the opportunity to award students limited travel funding for travel related to their program. Funding supports travel to professional conferences at which students have had proposals accepted for presentation. The applicants should meet with the departmental accountant to complete a Travel Authority to be submitted with proof of acceptance to present and an abstract of the paper. The maximum award will be limited to $150, based on factors such as prevailing costs at the meeting site, distance traveled to the site, and whether the meeting is national or regional. Doctoral students will receive priority.

Financial Support (cont.)

The Graduate School offers travel funding for students who present research at meetings or conferences of regional or national importance. These awards are competitive and not all who are presenting receive funding. Students interested in applying for Graduate School travel funds should contact the department accountant.

The travel funding packet should be submitted to the department accountant at least two weeks before the Graduate School's deadline. More information regarding this travel funding can be found at:

http://grad.uga.edu/index.php/current-students/financial-information/travel-funding/

The College of Education's Research Office is offering travel funding to encourage COE students to grow professionally by encouraging them to write and present, on a first author basis, at major significant conferences. All requests are to be submitted to the departmental accountant at least one week before the application deadline.

Staff

Tonya Cox | Administrative Associate I
402 C Aderhold Hall | (706) 542-1812
tonyacox@uga.edu

Susan Mattox | Office Manager
402 E Aderhold Hall | (706) 542-4122
susanmat@uga.edu

Cassandra Statom | Office Manager (CCPE)
424 Aderhold Hall | (706) 542-8508
cstatom@uga.edu

Jennifer Throckmorton | Senior Accountant
408 A Aderhold Hall | (706) 542-2124
jthrock@uga.edu

Nikki Williams | Student Affairs Professional III
408 B Aderhold Hall | (706) 542-1813
nikkiw@uga.edu

Faculty

Faculty members maintain their own schedules; therefore, appointments should be scheduled directly with individual faculty. When possible, use faculty email and mailboxes for non-urgent messages. Appointments, rather than drop-in meetings, are preferred and allow faculty to give you their undivided attention.

Deryl F. Bailey | Professor, Coordinator of the Professional School Counseling Ed.S. Program
PhD, University of Virginia
dfbailey@uga.edu
Research interests include adolescent development with an emphasis on African American youth, development of enrichment initiatives for adolescents, multicultural and diversity issues in schools and communities, and professional development for school counselors.

Georgia B. Calhoun | Professor and Coordinator of the Community Counseling M.Ed. Program
PhD, University of Georgia
gcalhoun@uga.edu
Research interests are in program effectiveness, training and supervision issues, juvenile counseling and assessment, and perception attribution.

Faculty (cont.)

Linda F. Campbell | Professor and Director of the Center for Counseling and Personal Evaluation
PhD, Georgia State University
lcampbel@uga.edu
Research interests include health psychology; ethical, legal, and regulatory matters; psychotherapy effectiveness; assessment and evaluation; and evidence-treatment.

Collette Chapman-Hilliard | Assistant Professor, PhD, University of Texas
collette.hilliard@uga.edu
Research interests include racial and ethnic minority psychology with a particular focus on mental health and academic achievement outcomes among African descent people; racial and ethnic identity; racial consciousness and Black history knowledge.

Diane L. Cooper | Professor
PhD, University of Iowa
dlcooper@uga.edu
Research interests in supervision, legal and ethical concerns of student affairs leadership and administration, multicultural issues, and interventions with special student populations.

Faculty (cont.)

Jolie Daigle | Associate Professor and Coordinator of the School Counseling M.Ed. Program
PhD, University of New Orleans
jdaigle@uga.edu
Research interests include school counseling, play therapy, clinical supervision, legal and ethical issues, and counseling children, adolescents, and families.

Laura A. Dean | Associate Professor and Coordinator of the College Student Affairs Administration M.Ed. Program
PhD, University of North Carolina at Greensboro
ladean@uga.edu
Research interests include small college environments, student affairs standards of practice, and college counseling issues.

Edward Delgado-Romero | Professor
PhD, University of Notre Dame
edelgado@uga.edu
Research interests include multicultural counseling, Latino/a psychology, and race and racism in therapy process.

Faculty (cont.)

Merrily S. Dunn | Associate Professor and Graduate Coordinator
PhD, The Ohio State University
merrily@uga.edu
Research interests include identity development, living/learning environments in post-secondary education, the preparation of student affairs practitioners, and gender issues.

Brian A. Glaser | Professor and Department Head
PhD, Indiana State University
bglaser@uga.edu
Research interests in family therapy issues, treatment of adolescents with conduct disorders, and psychological evaluations.

Marian Higgins | Clinical Assistant Professor and Coordinator of the Student Affairs Leadership, Ed.D. program
Ph.D. University of Georgia
mawells@uga.edu
Interests include career development, diversity, equity, and inclusion in the workplace, supervision, staff development and training

Faculty (cont.)

Bernadette D. Heckman | Associate Professor, Coordinator and Training Director of the Counseling Psychology PhD program
PhD, Washington University
bheckman@uga.edu
Research interests include HIV/AIDS, substance use, and headache. She was the recipient of the Ohio Psychological Association's Mark Sullivan Early Career Award "in recognition of contributions to the field psychology and/or psychological health of individuals that address diversity and the unique needs of diverse individuals and populations."

Linda D. Logan | Public Service Assistant
PharmD, University of Colorado
ldh0307@uga.edu
Educational and professional experiences are in the area of pharmacy education. Interests are in the areas of pharmacy, pediatrics, effects of medication on behavior, and medication therapy management.

Faculty (cont.)

Chris Linder | Assistant Professor and Coordinator of the Counseling and Student Personnel Services – College Student Affairs Administration Emphasis Doctoral Program
PhD, University of Northern Colorado
linder@uga.edu
Research interests include race and gender in higher education, college student identity development, and inclusive campus environments.

Georgianna Martin | Assistant Professor
PhD, University of Iowa
glmartin@uga.edu
Research interests include the social class identity and experiences of low income, first-generation college students, impact of out of class experiences on college outcomes, and social and political activism in higher education.

H. George McMahon | Assistant Professor
PhD, University of Georgia
gmcmahon@uga.edu
Research interests include Ecological School Counseling, school counselor's role in educational equity and systemic change, professional school counselor identity construction, and group work in schools.

Faculty (cont.)

Darris Means | Assistant Professor
PhD, North Carolina State University
dmeans@uga.edu
Research interests include college access and persistence for low-income students, first-generation students, and students of color; the collegiate experiences of LGBT students of color; diversity in higher education; and spirituality.

Rosemary E. Phelps | Professor
PhD, University of Tennessee
rephelps@uga.edu
Research interests in multicultural training issues and concerns, racial and ethnic identity development, recruitment and retention of African American students in higher education, scale construction, roommate satisfaction, and preparing future faculty.

Pedro Portes | Professor
PhD, Florida State University
portes@uga.edu
Executive Director of CLASE and the Goizueta Foundation Distinguished Chair of Latino Teacher Education.

Faculty (cont.)

Anneliese A. Singh | Associate Professor and Coordinator of the Counseling and Student Personnel Services – P-16 Emphasis Doctoral Program
PhD, Georgia State University
asingh@uga.edu
Research interests in multicultural counseling and social justice, qualitative methodology with historically marginalized groups (e.g., people of color, LGBTQI, immigrants), advocacy to end child sexual abuse in South Asian communities, feminist theory and practice, Asian American counseling and psychology issues, and empowerment interventions with trauma survivors.

V. Gayle Spears | Clinical Associate Professor
PhD, University of Kentucky
gspears@uga.edu
Interests include women's issues and feminist therapy, clinical intervention with children, and developmental disabilities.

Alan E. Stewart | Associate Professor
PhD, University of Georgia
aeswx@uga.edu
Research interests include trauma, death, and loss following motor vehicle crashes, family roles, relationships and emotional processes, ecological/environmental psychology, and professional development in psychology.

Table of Contents

I. Mission Statement

The purpose of the Community Counseling Master's degree Program is to prepare students to work as professional counselors in a variety of community settings. This program is designed to be broad in scope and to focus on the development of sound counseling skills that can be used in a variety of settings and with a wide range of clients. Students are enrolled on a full-time basis with the intent of immersing them in the activities and identity of professional counseling. The Department of Counseling and Human Development and the University of Georgia are committed to recruiting students from diverse backgrounds.

II. Objectives

The program has several specific objectives:

To serve the citizens of the State of Georgia by preparing competent, effective professional counselors who are eligible for licensure as Licensed Professional Counselors (LPC) in Georgia and other states.

To train students in the practice of individual, couple, family, and group counseling

To prepare students to be culturally sensitive professional counselors

To provide opportunities for students to work with diverse, undeserved, and oppressed populations

To encourage students to develop strategies for addressing issues of social justice

To facilitate the professional identity of students through involvement in professional counseling organizations and other activities at the local, state, regional, national, and international levels

To ensure that students are trained to understand and to practice within the highest ethical and legal standards (e.g., ethical codes of various professional counseling organizations)

III. Accreditation

The Program is designed to meet the basic requirements for licensure as a Professional Counselor in Georgia and to qualify graduates to sit for the National Board of Certified Counselor's (NBCC) Examination. The University of Georgia Community Counseling Program was accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in 1987.

IV. Community Counseling Program Faculty

Georgia B. Calhoun: Professor and Community Counseling Program Coordinator (Ph.D., The University of Georgia); Research interests in program effectiveness, women's issues, and

intervention with juvenile offenders. gcalhoun@uga.edu

Linda F. Campbell: Professor and Director of the Center for Counseling and Personal Evaluation (Ph.D., Georgia State University); Psychotherapy process/outcome studies, cognitive behavioral therapies, counseling supervision, and psychology of exercise. lcampbel@uga.edu

Brian A. Glaser: Professor and Department Head (Ph.D., Indiana State University); Research interests in family therapy issues, treatment of adolescents with conduct disorders, and psychological evaluation.bglaser@uga.edu

Alan E. Stewart: Professor (Ph.D., University of Georgia); Research interests include behavioral climatology, death, and loss following motor vehicle crashes, family roles, ecological/environmental psychology, and professional development in psychology. aeswx@uga.edu

V. Gayle Spears: Clinical Associate Professor (Ph.D., University of Kentucky); Interests include women's issue and feminist therapy, clinical intervention with children and developmental disabilities. gspears@uga.edu

Collette Chapman-Hilliard: Assistant Professor (Ph.D. University of Texas) research interests include racial and ethnic minority identity development, cultural knowledge and critical consciousness while clinical interests include multiculturalism and social justice in therapy, trauma experiences, and women's issues. collette.hilliard@uga.edu

V. Responsibilities of Students and Faculty

The faculty in the Community Counseling Program has high expectations for ourselves and for our students. We aspire to be an outstanding professional preparation program. To a large extent the enthusiasm, commitment and professionalism of students and faculty on and off campus determine how successful we will be. The following guidance is offered to help ensure that we are successful in providing the best professional counseling training possible.

Students are expected to . . .

 Be dedicated to learning and be willing to put forth the effort necessary to achieve at the maximum capacities. Students are expected to take advantage of as many professional learning experiences as they can. Further, students are expected to become active members of professional associations by joining, attending conferences, submitting program proposals, and volunteering for special projects.

Be self-motivating and seek assistance when it is needed. To ask for help from classmates and faculty is not a sign of weakness but of intelligence.

Attend all classes and be on time. Lateness is a sign of disrespect for the instructor and your classmates. It also disrupts the learning environment.

Have read all assigned materials before the appointed class and to come to class prepared with questions and topics for discussion.

Submit work by specified deadlines.

Be cooperative and support others in their efforts to learn; unhealthy, excessive competition among students is not valued and is destructive of morale and learning.

Contribute to the learning community by going beyond class attendance and completion of class requirements. Students and faculty both have an obligation to contribute to the learning community of which we are members.

Adhere to high standards of academic integrity and professional ethics. The American Counseling Association's (ACA) Ethical Code and "A Culture of Honesty" – the University of Georgia's policy and procedures on academic honesty apply to all students in the program.

Dress, groom, and behave in a professional manner at all times.

Be loyal to the program and those associated with it. If a student has a problem or criticism of the program, other students or faculty, it should be dealt with within the program and directly with the persons involved.

Refrain from gossiping about students and/or faculty associated with the program. Gossiping is unprofessional conduct and demeans all involved. Students are expected to confront persons with whom they have issues directly and in private.

Students can expect faculty to . . .

Work hard and reflect well on the Community Counseling Program.

Be available to students. The best way to be certain you'll find faculty is to make an appointment. DO NOT apologize for seeking assistance or consultation. Email is generally the easiest way to contact faculty.

Be prepared for class.

Set high standards for academic performance, professional behavior and personal development and to provide support.

Care about students as persons and as developing community counselors.

To convey a professional image.

Be involved in regional and national professional organizations, giving the programs and students national visibility.

Conduct research and publish the findings.

Support students in initial job searches and doctoral program placement after graduation and throughout their careers.

VI. Curriculum

A. Areas of Concentration:

The core courses of the Community Counseling Masters degree Program are designed to provide a broad base of instruction and experience and to meet licensure and accreditation standards. This program is currently accredited by the Council on Accreditation for Counseling and Related Educational Programs (CACREP). During the current year this program will change its accreditation from CACREP to MPCAC (Masters in Psychology and Counseling Accreditation Council). The program will shift from a 48-hour degree program in Community Counseling to a 60-hour degree program in Mental Health counseling in order for its students to acquire the required number of hours for licensure as a Professional Counselor (LPC). Pre-application has been submitted and approved and the self-study is currently being written and submitted no later than the Fall of 2017, with a site visit to follow in Spring of 2018. The process should be completed within a year. The Program faculty will work together to ensure a seamless transition. Students can also concentrate their preparation, through additional coursework, in providing counseling services for a particular client population or service setting. Areas for such concentration include marriage and family therapy, gerontology, and women's studies. The department will not endorse its graduates for professional positions that include clinical practice beyond the scope of training and specialization provided by the department.

B. Core Courses:

The Community Counseling Program is moving toward changing to a 60 hour Mental Health Counseling Program. The proposed curriculum is as follows:

ECHD 6020 Interpersonal Relationships (Helping Skills)

ECHD 6380 Human Development and Mental Health

ECHD 7010 Individual Appraisal

ECHD 7040 Counseling Theories and Skills

ECHD 7050 Career Development, Theory, and Practice

ECHD 7060 Cross-Cultural Counseling

ECHD 7600 Foundations of Mental Health and Community Counseling

ECHD 7700 Individual Counseling Practicum

ECHD 7860 Internship in Community Counseling – 3 semesters

ECHD 7920 Research Methods in Counseling and Psychotherapy

ECHD 8000 Special Topic – Psychopharmacology

ECHD 8020 Seminar – Ethics

ECHD 8020 Seminar – Social Justice in Counseling Seminar

ECHD 8020 Seminar – Evidence-Based Practices

ECHD 8030 Psychodiagnosis

ECHD 8170 Theories of Drug and Alcohol Counseling

ECHD 8610 Fundamentals of Behavioral Neuroscience (Biological Bases)

ECHD 9110 Approaches in Cognitive-Behavioral Therapies

Total required hours – 60

Most students will complete the curriculum within two years' time. Because some students may be delayed in accruing the required number of internship hours during the second year, they may be delayed in graduating. The Community Counseling Program can make no guarantees that students will graduate within two years.

D. Elective Courses:

Elective courses are generally taken within the departments of psychology, social work or child and family development.

VII. Clinical Requirements

Practicum and Internship are intense clinical experiences in which students' clinical skills are developed with clients under the close supervision of faculty and on-site counselors. Students are assigned a practicum site based upon their clinical interests, the number of slots open at a practicum site at any given year, and the needs of the Community Counseling Program. All practicum site placements must receive faculty approval. Clinical supervision is offered on-site and from departmental faculty. Audio/video taping is required for individual and group supervision. One semester of practicum (plus Maymester) and three semesters of

internship are required.

Purposes of Practicum & Internship Experiences:

The purpose of the practicum experience is to introduce students to the many practical approaches that exist in helping people change through counseling. To this end, students will learn value of the therapeutic relationship and will receive feedback and supervision on how to enhance the relationship. Students also will begin learning how they can use their sense of self in effectively listening to and responding to clients in a therapeutic manner. The practicum also helps students to learn how to manage ethical dilemmas with clients and how to behave in a professional and competent manner when interacting with clients who present with crises or other highly-emotional issues such as harm to self, to others, and so forth. Finally the purpose of the practicum is to help students learn how to benefit from the supervision of the practicum work.

The purpose of the internship experience is to give students the chance to learn what it is like to work on a more full-time basis in a community counseling setting. As much as possible the internship experience should simulate a real employment experience as a community counselor. A second purpose of the internship experience is to help the students to develop their counseling skills by doing counseling and receiving supervision for this counseling. Third, the internship is expected to help the student develop more complex professional skills in assessment and in conducting counseling that build upon the abilities and competencies demonstrated in the practicum.

Practicum Requirements:

1. By the conclusion of the practicum experience students must accrue 40 hours of direct client contact during the practicum semester and accrue other on-site hours (e. g., supervision, case consultation, note-taking, administrative/clinic meetings, etc.) amounting to a grand total of 100 hours for the experience. Unless otherwise specified, the practicum will occur during the Spring and Maymester terms of the first year. Note that once the Practicum hour requirements have been met that excess hours *cannot* be used toward Internship requirements. This separation-of-hours between the two experiences is stipulated by CACREP so that the Practicum and Internship experiences will be separate and distinct training experiences.

2. Students must apply to the site(s) of their choice and schedule any required interviews prior to the placement in the practicum by the Program faculty.

3. Students are required by the department to demonstrate proof of student liability insurance prior to beginning practicum. Proof of insurance means a canceled check, an insurance card, or written acknowledgment from an insurance company of the term and coverage of your insurance. There are several companies currently offering student insurance through the American Counseling Association (ACA, http://www.acait.com/) or the American Psychological Association (APA, http://www.apait.org/products/studentliability/). Students should choose student malpractice insurance for trainees in community counseling.

4. Students are required to work according to the schedules of their practicum agencies and will work with both the agencies and Community Program faculty to resolve any

time/scheduling conflicts that may arise. Students should not miss their site or program-based supervision meetings for the sake of seeing clients. Students also should not cut back their practicum schedules in the event that they met the 40-direct/100-total hour requirements before the calendar end of the semester in which practicum occurs.

5. Students are expected to be *good citizens* of their practicum placements and to recognize that they are guests serving at the pleasure and discretion of personnel at their practicum agencies. Students will conduct themselves according to the rules, policies, and procedures in place at their practicum agencies as this pertains to all facets of professional practice. Students are expected to conduct themselves in a manner that reflects favorably upon the Community Counseling Program and in accord with the highest standards of professional and ethical behavior as these are set forth in ethics codes and practice guidelines. Students that do not comply with agency or program guidelines for their Practicum experiences may be removed from the setting at the discretion of the Community Counseling Coordinator and/or the Community Counseling Program faculty.

6. Students will attend their individual supervision sessions at their practicum site, along with any required orientation, training, or other in-service programs. Students are expected to meet with their doctoral student supervisors for at least one hour per week during a regularly scheduled time within the Department of Counseling and Human Development. Students also will meet once per week for a group-supervision meeting that is facilitated by a Community Program faculty member. Group supervision will be approximately three hours per week. It is not acceptable to miss supervision meetings.

7. Students are required to complete logs that document their practicum-related professional activities as these occur on-site and on-campus. Students may and are strongly encouraged to keep their own records that summarize the *number* and *type* client contacts and clinical hours. Note that students should not keep personal case-related notes that exist separate and apart from practicum agency records of intakes, case notes, case summaries, etc. Students also must regularly report their practicum hours to the Community Counseling Program Assistant. The hours maintained by the Program Assistant is important and will be the log-of-record with respect to ascertaining the extent to which students have fulfilled practicum requirements. It is unacceptable to fail in regularly turning in practicum hours.

8**.** Students will receive either an S (satisfactory) or a U (unsatisfactory) for the work that they do for their internship. The oral and written evaluations received from site supervisors will be considered when grades are given to students. In the event that a student has not yet logged the required number of practicum hours then a grade of I (Incomplete) will be given until such time as the hour requirements have been satisfied.

Internship Requirements:

1. By the conclusion of the internship experience, students must have accrued 240 direct client contact hours and 600 total hours. As with practicum, the 600-hour total includes the 240 direct hours. The internship is completed during the Summer term of the student's first year and Fall and Spring semesters of the second year. Students will register for three hours of Internship for each of these three semesters. Note that once the Practicum hour requirements have been met that excess hours *cannot* be used toward Internship requirements. This

separation-of-hours between the two experiences is stipulated by CACREP so that the Practicum and Internship experiences will be separate, distinct training experiences.

2. Students must continue to maintain current, effective student malpractice/liability insurance for the duration of their work in the Internship.

3. Students must regularly obtain supervision for their Internship work. The primary supervision during the internship occurs at the internship site where the progress of clients is reviewed is given by the on-site supervisor. The on-site supervisor should spend at least one hour a week with internship students reviewing cases and problems that occur in counseling. It is important to note that for the Practical/Internship sites at the Center for Counseling and Personal Evaluation, and Juvenile Counseling and Assessment Program receive their primary supervision from Counseling Psychology doctoral students within the department who are associated with each of these programs/sites. Students also receive supervision from Doctoral Students in the department during the internship experience. Student also must attend three hours of Program-based group supervision per week that is facilitated by the Community Program faculty.

4. Students should spend a large amount of the time in their setting doing individual, group or vocational counseling. The following other activities can be a part of the internship experience: 1. Administering clinically-relevant instruments; 2. Consultation; 3. Case Staffing; 4. Intake interviews; 5. Life Skills training; 6. Community outreach; and 7 Administrative duties as assigned by the site. Internships may involve other, similar kinds of professional service delivery.

5. As with the practicum experience, the intern will be expected to keep a log of the activities that are performed as a part of the internship. Students can (and should) keep their own logs that summarize direct, indirect, supervision, and group supervision hours, along with other summary information such as types of clients, presenting problems, etc. Students should not keep personal, written summaries of case notes outside of their practicum agencies. Students must also turn in their hours on a regular basis to the Program Assistant. These hours will serve as the log-of-record with respect to determining the extent to which students have fulfilled Internship requirements.

6. Students are reminded that they still are guests in existing clinical settings and that they must adhere to the policies and procedures of these settings. Students that do not comply with agency or program guidelines for their Internship experiences may be removed from the setting at the discretion of the Community Counseling Coordinator and/or the Community Counseling Program faculty.

7. Students will receive a grade (A-F) for the work that they do for their internship. The oral and written evaluations received from site supervisors will be considered when grades are given to students. In the event that a student has not yet logged the required number of internship hours required within a given semester, a grade of I (Incomplete) will be given until such time as the hour requirements have been satisfied. It also is important for students to remember that if they have not logged the required number of internship hours, this may delay their graduation from the Program. In this regard the Program cannot guarantee that people will

finish the program within two year's time.

Community Counseling Program Practicum and Internship Sites:

Students will become involved in the process of arranging a practicum placement during the latter portion of the Fall semester of their first year in the program. A listing of the currently-approved practicum and internship agencies is provided below. Students must apply to practicum sites and will have to interview with the staff at those sites. Contact the individual sites listed below to determine the methods and procedures for applying. *Applying for a practicum or internship slot at a site does not automatically guarantee that the student will be placed at that site.* Decisions about practicum and internship placement are made by the Community Program Faculty and/or the Community Counseling Coordinator, taking into consideration: 1. the training needs of the student, 2. the nature of the practicum site and the training slots they have available at any particular time, 3. the expressed preferences of training sites, and 4. the needs and recommendations of the Community Counseling Program. Other factors may be considered depending upon the specific circumstances that may occur.

Ordinarily, students will complete their practicum and internship experiences at the same site. In some rare instances, based upon student needs, site availability, and Program needs, students may complete their practicum and internship at different sites. The Program must approve of such site-shifts in transitioning from practicum to internship.

Advantage Behavioral Health Systems
This site provides opportunities to work with patients with chronic and/or severe mental disorders. Advantage has a track for children/adolescents and another for adults. For this site, you select the track of your choice. You will gain experience in conducting group and individual counseling, working in a clinic setting, and working with people who have more serious mental disorders. Advantage is a great place to learn the pharmacological approaches to mental health and how to counsel a person who is also receiving psychotropic drugs.

Center for Counseling and Personal Evaluation
In the Aderhold building (which houses the Community Counseling department), we have a Center for Counseling which provides professional services for a wide range of emotional, interpersonal, and educational concerns. All of the Center's staff are under the direct supervision of University of Georgia faculty members. At this site, you have opportunities in group counseling, individual counseling, family/couples therapy, and play therapy. The clients are either from the University of Georgia or referred by local agencies and represent a wide range of presenting issues – mild depression, eating disorders, and possibly more severe or chronic mental disorders. Center director: Dr. Linda F. Campbell (lcampbel@uga.edu).

The Banyan Tree

The Banyan Tree is a counseling and wellness facility located in Athens Georgia, with particular expertise in providing substance abuse and addiction counseling to court-referred clients. The staff of The Banyan Tree conducts detailed substance abuse assessments and

DHR Approved Clinical Evaluations as well as offer approved ASAM Level I Outpatient Treatment in the form of individual and group therapy.

The Tree House, Inc.

The Tree House is a non-profit, outpatient counseling center located in Winder, Georgia. The goals of the Tree House programs are: 1. To enrich the family life and help to promote the healthy growth and development of children. 2. To provide families with current information, community resources and topics of interest to new parents. 3. To reduced the incidence of child abuse and neglect. 4. Identification of families needing extra support in developing quality parenting skills and referrals to appropriate community support services. Students at this site will work with both parents (biological and/or foster)) and children who have been victimized sexually or in other ways.

Ministry Village

Ministry Village is a Christian based non-profit organization that serves Walton County (located in Loganville). Services include counseling (individual, marital, family, substance abuse, play therapy, etc.), supervised visitation, mandated accountability programs, support for foster care families, and much more. The opportunities are endless, and interns have the freedom to look into any interest areas they have and start new programs.

The Potter's House

The Potter's House is a Christian-Based residential long-term alcohol and drug recovery program for men. Interns have the opportunity to do Assessment, Group Counseling, Treatment Planning, Implementing Changes within the Program, and Individual Counseling. The program is based on the twelve steps of recovery and the levels within the program focus on 2-3 steps at a time.

VIII. Certificate Programs

It is possible to pursue a specialized area of study and practice within the Community Counseling Program. The University of Georgia offers several such certificate programs. Students should note that participation in a certificate program is not expected or required. In addition, there may be extra course requirements (from the certificate program) that make it necessary to graduate later than the two years normally required for the master's degree in Community Counseling.

Graduate Certificate in Gerontology Program:

The curriculum for The University of Georgia Graduate Certificate in Gerontology program is designed to meet six goals: 1. Students are presented with a comprehensive theoretical

overview of the field of gerontology. The interdisciplinary and integrative nature of gerontology is emphasized. 2. In addition to a broad, interdisciplinary perspective, students are required to acquire a basic foundation in the psychology, biology/physiology, and sociology of aging. 3. There are opportunities for students to have practical or hands-on experiences with older adults in the form of community service or course practica. 4. Students are exposed to gerontological research techniques and methodologies, permitting them to develop their own analytic and evaluative skills. 5. Students complete either a research project or field work placement practicum focused on some aspect of gerontology. 6. Students supplement their own disciplinary academic expertise with gerontological content and methods to advance their aging research and practice. Completion of the curriculum requires a total of eighteen semester hours of eligible graduate level courses. To apply for admission to the Graduate Certificate Program, students can choose one of following options: 1. Students may be admitted to the Graduate School and to an academic department as either a prospective candidate for a graduate degree or in a non-degree seeking status prior to applying to the Graduate Certificate Program. 2. Students may be admitted to the Graduate School as a prospective candidate or in a non-degree seeking status for the Graduate Certificate Program solely. For more information concerning the Graduate Certificate of Gerontology or to request a mailed copy of the brochure, please contact: Help Desk Coordinator, Institute of Gerontology Help Desk, 255 E. Hancock Avenue, The University of Georgia, Athens, GA 30602-5775

Certificate Program in Marriage and Family Therapy:

The University of Georgia has a Pre-Professional Graduate Certificate Program in Marriage and Family Therapy. This interdisciplinary certificate program (Child and Family development, and Counseling and Human development Services) can help a student to begin to prepare for state licensure as a Marriage and Family Therapist or for clinical membership in the American Association for Marriage and Family Therapy (although neither of these goals can be completely met by the certificate program, since there are extensive supervised practice requirements).

If students in the Community Counseling program take all their electives to meet the requirements of the certificate program they can then obtain a M.Ed. in Community Counseling and a Certificate in Marriage and Family Therapy simultaneously. When this is done, students generally will have to take more than 54 hours of coursework to meet the requirements of both programs. Students interested in this certificate program must file a separate application to be admitted to this program once they are admitted into the Community Counseling Program. Students are expected to take courses in the following areas in order to meet the requirements of this certificate program: Professional Studies, Marriage and Family Therapy, Therapeutic Skills, Human development and Practicum in Marriage and Family Therapy.

Students who are interested in this track should contact Dr. Brian Glaser (bglaser@uga.edu).

Certificate in Women's Studies

The purpose of the certificate is to train students in a rapidly expanding and interdisciplinary

body of theoretical, epistemological, and substantive scholarship on women and gender and its intersections with race, class, and nation. The IWS comprises core and affiliate faculty with expertise in a wide range of approaches to the study of women and gender, making the Institute uniquely able among institutes and departments on campus to provide access to this body of cutting-edge theories, methodologies, and empirical research. The graduate certificate thus offers students who pursue training in this area a credential that is sure to make them more well-rounded scholars and enhances their marketability in an academia that increasingly values interdisciplinary approaches to the construction of knowledge.

IX. Student Evaluation Procedures

Grades

Students' progress in the Community Counseling Program is evaluated in two ways. First students receive grades for the courses, practicum, and internship experiences that they complete. With the exception of practicum, which is graded Satisfactory or Unsatisfactory, all students receive letter grades in their courses that reflect their levels of mastery and performance. Students are expected to maintain a high grade point average. If a student receives a course-related grade with which she or he disagrees, the student's first response should be to schedule a meeting with the course instructor to discuss the matter and to achieve a workable solution.

Conduct

The second way in which students will be evaluated pertains to their general attitudes, behaviors, and responses as these contribute to and reflect professional development as a community counselor. The faculty evaluates these characteristics as students attend their classes, practicum and internship. The characteristics that the faculty focuses upon include but are not limited to:

 1. *Positive and open attitude towards learning*. Students are expected to enjoy learning for the sake of learning and to approach the learning experiences in the Program with an open mind. In the ideal situation, students will become scholars within community counseling. At a minimum, students should find ways to become interested and engaged in the program's learning experiences. Coming to classes, practicum, or supervisory meetings prepared, interested, and enthused will go far in creating a rewarding learning environment.

2. *Respect for and celebration of diverse people and cultures*. Students are expected to become aware of and open to the areas in which they need to grow and develop as professional counselors with respect to diversity, as this term is broadly conceived. Students are expected to examine their own attitudes about people who are different from themselves and to behave in a manner that reflects this understanding of self and the appreciation of others who are different. Intentionally disparaging language (e. g., humor, epithets) or other offensive behaviors will not be tolerated and could result in dismissal from the program.

3. *Punctuality and regularity in Program participation*. Students are expected to attend all

classes and to come sufficiently ahead of the class starting time so that they are ready to work when the class begins. The Community Counseling program is not a part-time program and is not geared to be a self-paced, come-at-your-leisure correspondence program. Class meetings are important and students are expected not only to attend but to actively participate. Students are also expected to submit assignments on the assigned due-dates and to be diligent with respect to meeting other program deadlines. Absences from classes, missed assignment deadlines, and other forms of non-participation or procrastination will be cause for negative evaluation.

4. *Openness to growth.* Students are expected to demonstrate an openness and eagerness for growth along cognate, emotional, behavioral, and professional dimensions. Knowledge of self and how the self can be used as a tool for helping others is very important. To that end, students will be asked to self-reflect and share these self-reflections in both group and individual settings. Values calcification exercises, personality inventories, and reflection papers are all tools used to enrich and enhance students' counseling efficacy. Students are expected to take advantage of opportunities to further their growth. Such growth might take the form of personal counseling to deal with issues or concerns that will affect their ability to become a competent, effective counselor. Negative or hesitating attitudes and behaviors with respect to self-awareness and growth will limit students' abilities to benefit from the program.

5. *Responsiveness to faculty feedback*. Students are expected to respond in a timely and effective manner when working with Program faculty or supervisors of their practicum and internship experiences. This means answering email or phone messages, implementing behavioral changes or other interventions in students' counseling sessions, producing reports or other documentations in a timely manner following faculty feedback, and so forth. In a larger sense, students should respond in a timely manner in implementing any Program or faculty-related suggestions for their professional work. All students must obtain and use their University of Georgia email accounts. Program information will not be sent to non-UGA accounts. The failure to implement faculty or program recommendations regarding class, practicum, or internship work will be the cause of negative evaluation.

6. *Interpersonal adequacy.* Students are expected to possess the interpersonal characteristics that are necessary for initiating, maintaining, and successfully ending a professional helping relationship with their clients. Although some of the Community Counseling Program classes are geared towards helping students further develop their abilities to use the helping relationship effectively, this presumes a certain, minimal amount of interpersonal skills and competencies that exist in the student prior to enrolling in the program. A representative listing of such skills includes: knowing about ones' feelings and being able to express them in a socially appropriate manner; being able to understand other peoples' emotions and to appreciate their perspectives and situations. Students are also expected to know how to interact in group settings and to constructively and cooperatively engage others. Students are also expected to be able to tell (either by themselves or via cohort or faculty feedback) when they need to change or work on their attitudes, feelings, or behaviors so that they can benefit from the program. Beyond these more personal qualities students are expected to show promise in developing skills that pertain to their professional performance as

counselors. These include: being able to hear both explicit and implicit meanings in clients' verbalizations, ability to identify and track client emotional expressions, ability to keep clients focused on their counseling-related issues, and awareness of how the counselor's self may be affecting the client and vice versa, among other minimal interpersonal competencies. If it becomes apparent that students do not possess the minimal interpersonal skills and have been unable to develop these skills or other professionally-needed client interpersonal skills through a combination of remedial study or work in their own personal counseling or therapy, students may be encouraged to consider other career choices outside of the counseling profession. Although students may be making satisfactory progress in their content-related counseling courses, the Program faculty cannot ethically recommend or certify students to become licensed for independent practice if they do not show evidence of a certain minimal level of interpersonal adequacy.

7. *Professional demeanor and behavior*. Especially during their practicum and internship experiences, students are expected to dress, groom, and comport themselves in a manner that is consistent with the counseling profession. This means that students should dress in a *business casual* or *professional casual* manner and also in a way that is in accord with what is expected at their practicum or internship agencies. As a general guide, students should neither over- nor under-dress with respect to the kinds of clients with whom they are working. Students should consider the extent to which their dressing and grooming style would be distracting or off-putting to their clients, cohort members, or faculty members. Students shall behave professionally at all times, remembering that they represent both the University of Georgia and the counseling profession in all of their client and supervisory relationships at training sites.

8. *Adherence to Ethical Guidelines.* Students in the Community Counseling Program should behave in a professionally-ethical manner at all times regarding their course-work, practicum and internship experiences, and any research projects that they undertake. The relevant ethical standards are the American Counseling Association's *Code of Ethics and Standards of Practice*. Knowingly violating this ethics code (e. g., dishonesty, cheating, sexual relationships with clients, etc.) will occasion the Program's review of the incident and the student's behavior. Remediation may be prescribed or, in extreme cases, students may be expelled from the program. Similarly, students are expected to observe local, state, and federal laws. Convictions of criminal offenses may the grounds for students' dismissal from the program.

Review of Student Progress

Graduate degrees in the department of Counseling and Human Development are awarded in recognition of proficiency in research, breadth and soundness of scholarship, acquaintance with a specific body of knowledge, and proficiency as a professional practitioner, and not upon completion of a prescribed amount of work or semester hours of courses alone. The judgment of whether a student is making adequate academic progress and has demonstrated the potential to be an effective practitioner is at least partly a matter of subjective judgment informed by the faculty's experience as practitioners and teachers. The responsibility for

making that judgment lies with the program faculty, and ultimately the department's Graduate Faculty.

Student's academic progress and conduct are informally discussed during the monthly faculty meetings of the Community Counseling Program. Students' progress will be formally reviewed and evaluated during the fall and spring semesters for the years that they are enrolled in the Program. That review will include examination of each student's academic and clinical progress and the extent to which they have conducted themselves in accord with the guidelines above. At each semester evaluation meeting the faculty will consider whether each student is making sufficient and satisfactory progress to warrant continuation in the program or whether a student should be dismissed. If necessary, a written summary of the evaluation will be placed in each student's file to document the student's challenges, progress or successes in the program.

 If it is determined that a problem exists in the academic or conduct areas, the student will have a conference with the Community Counseling Program Coordinator where the student will: 1. be given an opportunity to respond and/or explain his or her performance, and 2. to determine what (if any) actions are required to remedy the situation. Possible outcomes of the conference could include: 1. probation with specific actions required to be taken, 2. mandatory withdrawal from the program, or 3. development of a corrective plan of action.

Dismissal

If the student is recommended for mandatory withdrawal or if she/he is placed on probation and then fails to satisfactorily correct the deficiencies at the end of one semester, the student will be recommended to the Graduate Faculty of the department for dismissal. . According to The University of Georgia Graduate Bulletin, "Students may be dismissed by their department at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. Termination of students will follow policies and procedures adopted by the department." See the full Bulletin at the following link: http://www.gradsch.uga.edu/Bulletin/Bulletin_Academic_Regulations.html#probation

 If the student wishes to contest the recommended dismissal, she or he may appear before the Graduate Faculty to present documents or oral arguments against her or his dismissal. The student will be notified by certified mail at least seven days prior to the date of the Graduate Faculty meeting. (The student may retain an attorney and have him/her present as an advisor, but the attorney may not participate in the proceedings in any manner.) The Graduate Faculty will then determine whether the student should be dismissed and will so recommend to the Dean of the Graduate School.

Medically-Related Absences from the Program

If a student has any newly-diagnosed or existing medical conditions that may require an absence of one full week (or more) during an academic term (Fall, Spring, or summer through session), the student should inform the Community Counseling Program Coordinator as soon

as possible so that arrangements may be made for temporarily discontinuing academic and/or clinical work. If the medically-related absence is of short duration, the student may continue to make satisfactory progress by negotiating with the Community Counseling Program Coordinator and the student's individual course instructors to develop a mutually acceptable plan for completing missed in-class and assigned home work. In cases where absences are extended beyond one week or if over the course of the term episodes of absences total more than one week, the student may, in consultation with the Program Coordinator and course instructors, have to receive a grade of Incomplete (I) until such time as the work can be successfully completed. The particular circumstances of each case will be considered in planning and decision-making. Because many of the courses in the Community Counseling Curriculum possess a significant process component that relies upon actual class attendance and participation, extended absences may necessitate that the student drop a class and take it when it is offered in a subsequent academic term. Students should note that accruing incomplete grades or postponing course work that had to be dropped likely will delay their graduation dates beyond the nominal intervals of residency in the Program. Students are encouraged to discuss their individual situations with the Program Coordinator so that the necessary planning can occur to assure an outcome that is satisfactory to the student and that maintains the integrity of their education experiences.

X. General Information

APA Writing Style

The *Publication Manual of the American Psychological Association* (6th Edition) is the required resource manual for preparing papers for the Community Counseling Program. It is recommended that students purchase a manual at campus bookstores prior to beginning their program of study.

Expenses

Students should be aware that during graduate study they will incur additional expenses beyond tuition, room and board. Expenses such as: textbook purchases, parking, professional dues, copying of course materials and resources needed for class assignments, conference attendance costs, research instruments and liability insurance for practicum experiences are additional expenses that students can expect during their two year program.

Email

All students will be provided with a University of Georgia email account. Email is an important vehicle for communication among students, faculty, practicum/internship site supervisors and professional colleagues throughout the United States. **Students will receive important information via their University of Georgia email accounts**. The faculty assumes that students check their email regularly, that is, at least several times per week. Consequently,

students are required to check and use their school email accounts and not to expect that important information will be sent or received at non-UGA accounts.

Mail Boxes

Each student is assigned a mailbox in 408 Aderhold Hall. Almost all hardcopy and paper communications from the Department of Counseling and Human Development with students will occur through these mailboxes. Students should check their boxes several times a week to assure that they do not miss important information.

XI. Frequently Asked Questions

Will I be able to work and be in this program?

During the first year of the program our students carry a full load of classes, most of which are held during the daytime and early evening hours. The summer and last year of the program students spend a lot of time at internship sites getting clinical counseling experience and logging their required amount of hours. Thus, the training model makes it very difficult for students to work full time while in the program.

Is this a full-time program?

Yes—the program requires a full-time commitment. Students are actively engaged in classroom and internship learning experiences during the two-year program. Because of our strong belief in the cohort learning model, we do not allow students to enter the program on a part time basis.

Because I've had some of the required courses before or just because I want to, can I mix and match courses and create my own unique schedule of completing the program?

No. Students are expected to take the required courses in the sequence that has been established by the Program. In some rare instances exceptions to this policy may be made after consideration by the Program Coordinator and/or the faculty of the Community Program, especially if the student is participating in a certificate program.

Are classes offered on the weekends?

Usually no; however occasionally electives are offered or out-of-class expectations require weekend time commitments.

How many days per week are courses offered?

Students are generally on campus Monday through Friday.

What is the cost of tuition?

Tuition changes from year to year and depends on how many credits you are registered for. To find exact tuition for the year you are looking for, go to the Bursar's Office website and access the tuition for the college of education. Check the schedule for 12 or more credits as a full time student

Will I be able to complete this program in less than two years?

No. Also, the Community Program does not make any promises, contracts or warranties that students will finish at the conclusion of two year's time. Although in the nominal case the program experiences are designed to allow for completion of the degree requirements at two years, this does not invariably occur. Some students may not be able to accrue the necessary practicum or internship hours within the allotted time frame such that the times for completion may be extended. In other cases, students may have to take additional courses should the Community Program deem that such remediation is necessary to meet the Program requirements. Some students also may pursue certificate-training programs (i. e., Marriage and Family Therapy or Gerontology) and this could add to their total in-residence time in the program. Other reasons for taking longer than two years to complete the program exist—the above examples are meant to be illustrative rather than exhaustive.

Will I be able to do my internship and work at the same time?

As mentioned earlier, the requirements of the internship generally do not allow for full time employment outside of the program. The Community Counseling faculty does not encourage or support students taking on outside employment during their enrollment in the Community Program as this may delay their completion of required course work and/or affect the quality of their academic work.

Can I use the activities required by an assistantship towards the completion of my practicum or internship?
Generally, no. However, if: 1. a licensed professional counselor (LPC) is working full-time on-site at your assistantship and can supervise you as required and 2. the activities of your assistantship comprise bona fide practicum or internship experiences insofar as you provide professional counseling services, then the Community Counseling Program Coordinator and/or Community Program faculty may allow such an assistantship experience to apply towards practicum or internship requirements of the Program. Approval of such arrangements must always go through the Program faculty and is not automatic.

Are there any assistantships or financial aid available for master's students?

As a general rule masters students do not receive assistantships that the Department itself has discretion in awarding. Within the department, priority is given to providing assistantships to doctoral students in Counseling Psychology or College Student Affairs. *Occasionally*, master's students have obtained assistantships within the department or across campus, but not

guarantees can be offered. Residence life offers live-in positions in housing. Financial aid information is available through the UGA Financial Aid Office. If Community Program faculty or the Community Counseling Program Coordinator learns of such assistantships that would be judged as appropriate for a Community Counseling student, then notification will be given so that students may pursue the opportunity. The Community faculty members do try to help students obtain assistantship funding when such opportunities exist and the faculty know of a students needs or interests to pursue an assistantship.

 There are several types of financial aid available. One type is the federal student loans that are available through filling out the Free Application for Federal Student Aid (FAFSA). To find out more information about this type of aid or to fill out the form online, visit the FAFSA website. Other types of aid are also available. These are available through the Graduate School, not the Community Counseling department. To learn more about these types of aid, visit the Graduate School website and click on the financial aid and awards button. If you have any additional questions, please contact the department.

What are the licensure requirements and does completing the program mean I will get a license to practice counseling?

Licensure requirements to become a Licensed Professional Counselor (LPC) vary by state. Our program is designed to meet the licensure requirements for the state of Georgia. Students should be aware, however, that obtaining the Master's Degree in Community Counseling is not *equivalent* to licensure. Further, students should be aware that the process for applying to practice as an LPC is separate and distinct from completing the Program requirements at the University of Georgia. Boards organized by state governments to regulate such professional practice and to assure its quality for the consuming public grants licenses to practice. States differ from each other with respect to the passing scores on tests and practical experiences that are required beyond the earning of one's master's degree. Consequently, successful completion of the Community Counseling Program does not guarantee or warranty that one will be granted a license to practice in the state of Georgia or other in states. Additional information about licensure can be obtained through the American Counseling Association website.

Are there any other expected expenses in addition to tuition and books?

Our program does required ACA student membership and the procurement of student malpractice insurance. Combined these expenses are generally no more than $125 annually. Additionally, students are assessed yearly dues for the Community Counseling Student Association. These fees are generally no more than

What is the cohort model?

The cohort model is a unique learning model that encourages the development of relationships

among members of the program. Students foster close relationships with one another and share experience and expertise in the learning process. Cohorts are generally made up of around 12 individuals and students attend most of their classes with this group during the course of the program.

Receipt of Handbook Verification

The following *Statement of Receipt* must be submitted to the program coordinator.

* SIGN AND TURN IN UPON RECEIPT   *

STATEMENT OF RECEIPT

I acknowledge receipt of the Graduate Handbook for the Department of Counseling and Human Development Services and Community Counseling program. I understand that I am responsible for the information, policies and procedures contained therein and that it is my responsibility to seek clarification for any information I do not understand.

_____   _____
Student Name (Print)   Student Signature

 Community Counseling__ _____
Program Name (Print)   Date