

Graduate School
of Education
& Human Development

THE GEORGE WASHINGTON UNIVERSITY

DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

COUNSELING PRACTICUM HANDBOOK

2021-2022

For
CNSL 6269 Practicum I in Counseling
and
CNSL 6271 Advanced Clinical Skills

Department of Counseling and Human Development

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**THE GEORGE
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Overview

The practicum program is designed to provide George Washington University (GWU) counseling graduate students initial counseling experience. The practicum experience is a vital part of the GWU counseling programs. This experience provides opportunity for the student to put their didactic learning to use and apply it to practice. It serves as a catalyst for their personal and professional growth needed for entry into both their internship and the counseling profession. There are several prerequisites for practicum.

Practicum serves as the integrating component in master's degree programs, providing students both a structured and supportive environment in which to apply their cumulative learning, including counseling theories, techniques, and skills. On-campus students in the clinical mental health counseling and rehabilitation counseling master's programs are required to complete a 2-semester practicum in the Community Counseling Services Center (CCSC). School counseling students and on-line rehabilitation students complete their practicum within one semester at a practicum site approved by their faculty advisor. Ideally, practicum provides students the opportunity to provide counseling to diverse clients with varying life situations. Students (also titled Counselor Intern [CI]) develop skills in observation, feedback, case preparation, interview analysis and reporting. They should also heighten awareness of professional resources, including technological resources and community referral agencies.

Students are required to log 100 hours during their practicum, of which 40 are direct hours (accrued through providing client counseling sessions, group facilitation, assessment, and guidance lessons) and 60 are indirect hours. Students who do not log the required hours for counseling sessions in the CCSC will receive a grade of *Incomplete* until this requirement is met. In such circumstances, students may be required to enroll in, and complete, additional sections of practicum.

Mission, Philosophy and Purpose

Community Counseling Services Center: Philosophy and Purpose

The CCSC serves as the clinical complement to the theoretical classroom learning in the professional preparation of counselors, offering students the opportunity for experiential learning that includes providing individual, couples, family, and group counseling with community clients, supported by recorded supervision sessions and group supervision.

Recorded sessions benefit counseling interns as they allow supervisors and faculty members to provide feedback and insights on how the counseling intern is progressing. This oversight benefits clients as it improves the outcome of counseling.

The objectives are:

1. To provide an opportunity for students to implement counseling skills under the close supervision of faculty and peers.
2. To provide faculty and supervisors with the opportunities for observing counselors in training/practice to give students feedback, monitor student progress, and substantiate mastery of the students' basic counseling skills.
3. To provide the community with a resource in the form of low-cost counseling services.

Clients are recruited and selected with the training needs of students in mind. During the screening, clients are informed that counseling sessions will be video/audio recorded for counselor education and training purposes.

When a counseling intern conducts in-person or teletherapy sessions video/audio recordings are securely stored and only accessed by students, clinical instructors and supervisors on-site. Confidentiality and informed consent are adhered to within the ethical guidelines of the ACA and CRCC.

More information on the CCSC experience is available from the CCSC Director and Coordinator of Clinical Training Dr. Monica Megivern. She can be reached by phone at (202) 994-2390 or email at mmmeg@gwu.edu.

Clinical Mental Health Counseling: Mission

The Clinical Mental Health Counseling program is committed to preparing knowledgeable and ethical Professional Counselors equipped for the practice of individual, couple, family, and group counseling. Our program emphasizes working with diverse populations and developing strategies to promote the social, emotional, psychological, and physical health of individuals, families, communities, and organizations. We contribute to human development, adjustment, and change by encouraging our diverse faculty and student body to engage in reflective practice, critical inquiry, civic engagement, and responsible social action.

School Counseling Experience: Mission, Philosophy, and Purpose

The School Counseling program is dedicated to the preparation of knowledgeable and ethical counseling professionals for employment as school counselors in public and private schools and related educational settings for diverse populations. We endorse an approach that integrates school counseling with other school services. Our program contributes to learning, human development, adjustment, and change by encouraging our diverse faculty and student body to engage in reflective practice, innovative inquiry, and responsible social action.

It is vital that school counselors gain experience within the settings into which they will enter upon graduation. Therefore, during their practicum experience, school counseling students will provide counseling services within the school system as outlined by CACREP and the American School Counseling Association's National Model (2014). Students will engage, under supervision, in systemic support, individual planning, responsive services, and guidance programming in an elementary, middle, or high school. Video recordings are not required within the practicum. Confidentiality and informed consent are adhered to within the ethical guidelines of the ACA and ASCA. The student's schedule will be determined by their site placement.

Rehabilitation Counseling Experience: Philosophy and Purpose

The Rehabilitation Counseling program philosophy is to help prepare professionals to empower persons with disabilities to more fully participate in society through employment and independent living. The Rehabilitation Counseling program emphasizes the philosophical foundations of rehabilitation; organizational structure of public, not-for-profit and private vocational settings; individual, group and family counseling theories; behavior and personality theory; human development; multicultural counseling; attitudinal and environmental barriers for the people with disabilities; rehabilitation services; case management; medical and psychosocial aspects of disability; job development, development and placement; and ethical standards for rehabilitation counselors.

It is vital that rehabilitation counselor students, both on campus and online, gain experience within the settings into which they will enter upon graduation. Therefore, during their practicum experience, rehabilitation counseling students on campus will provide service in the GW CCSC and the online students will enter an appropriate setting in which to provide counseling services to persons with disabilities as outlined by CACREP (2016). Video recordings are not required within the practicum. But they are required for on campus students. Confidentiality and informed consent are adhered to within the ethical guidelines of the ACA and CRCC. The student's schedule will be determined by their site placement.

2016 CACREP Professional Practice Standards

Requirements for practicum are in alignment with the 2016 Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards and include:

Entry-Level Professional Practice

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students can become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

Practicum

- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- G. Practicum students complete at least 40 clock hours of direct service (out of 100 clock hours) with actual clients that contributes to the development of counseling skills.
- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a Department of Counseling and Human Development faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Requirements

Insurance

Students must be covered by individual professional counseling liability insurance policies, presenting proof of insurance, while enrolled in practicum. Many students obtain insurance from the American Counseling Association (ACA), the American School Counseling Association (ASCA), or the American Rehabilitation Counseling Association (ARCA) when they become student members. It is important to secure insurance well in advance of beginning practicum and internship. Without insurance, students will be unable to have any contact with the populations served by their sites. Procedures for applying for liability insurance are available on association websites. After obtaining proof of liability coverage provide the documentation to your practicum instructor for CNSL 6269 Practicum I and the Coordinator of Clinical Training (Dr. Megivern; mmmeg@gwu.edu).

HIPAA Training

Prior to seeing your first client of practicum, you will be required to complete the GWU online 2021-2022 HIPAA information training (please see your Blackboard account for CNSL 6269). The HIPAA training will load on your Blackboard Page shortly after the semester begins and after the practicum instructor has given permission for you to access class documents. Upon completion, provide the certificate of completion to your course instructor and Coordinator of Clinical Training (Dr. Megivern mmmeg@gwu.edu).

Contracts

Clinical Mental Health Counseling Students and on-campus Rehabilitation Counseling students complete the **Contract for Work in the CCSC**. Prior to beginning practicum, practicum students complete the contract and provide a copy form to the instructor for CNSL 6269 Practicum.

The school counseling program has a school site contract that is signed by the supervisor and student and faculty instructor. The contract delineates the requirements and expectations for the student and supervisor.

Clock Hours

1. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours (40 direct services hours and 60 indirect service hours) over one full academic term.
2. Practicum students complete a minimum of 40 direct service hours with clients/students that contribute to the development of counseling skills.
3. During Practicum, Clinical Mental Health Counseling (CMHC) students and on-campus Rehabilitation Counseling students are expected to carry a caseload of **up to five clients**.

Supervision

1. Practicum students have weekly interaction with supervisors, averaging one hour per week during an academic term, of individual and/or triadic supervision throughout the practicum by: (1) a doctoral student supervisor who is under the supervision of a counseling program faculty member *or* (2) a CCSC staff person *or* (3) site supervisor with a minimum of a Master's degree in a counseling-related field with certification or licensure and two years supervisory experience.
2. During CNSL 6269 Practicum I and CNSL 6271 Advanced Clinical Skills, practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the two academic terms. Group supervision is provided by the counseling program faculty course. Group supervision of practicum and internship students does not exceed a 1:12 faculty-to-student ratio.
3. Supervision of practicum students includes program-appropriate audio/video recordings and/or live consultation of students' interactions with clients.
4. Written supervision agreements define the roles and responsibilities of the faculty supervisor, doctoral student supervisor, CCSC staff supervisor and student during practicum.

Evaluation

1. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.

Professional Activities

1. Students can become familiar with a variety of professional activities (e.g., intake, risk assessment, career counseling, outreach, etc.) and resources including technological resources, during their practicum.
2. Counseling students must lead or co-lead a counseling or psychoeducational group during practicum and internship.

Practicum Scheduling

On campus students are required to accommodate the practicum schedule each week. Students are assigned to practicum sections based on CCSC need and availability, with consideration for student preference.

For Foggy Bottom on-campus students, CCSC-based practicum sections are scheduled in eight to nine-hour time blocks during predetermined weekdays. (See Appendix D for daily schedules.) Students attend group supervision, individual supervision, and provide therapy in an eight to nine-hour block, one day a week. When a CI has a full caseload, class, supervision and client sessions happen back-to-back during their block which leaves limited time for documentation, case conceptualization, treatment planning, watching client sessions, preparing for supervision and other client-related work. As a result, students complete this work outside of their assigned block period. Students should plan to complete this work at other times.

School counseling practicum occurs in schools after students are placed by the Division of Clinical Experiences and Licensure. The group supervision for this experience lasts two hours and is held in two different sections. The student chooses their section.

The on-line rehabilitation practicum times will vary by course instructor.

Roles and Responsibilities

GWU graduate students, and supervisors provide mutual support and accountability through their unique relationships (outlined below). Practicum students and GWU agree to the provisions detailed below. Faculty in the Clinical Mental Health Counseling, School Counseling, and on campus Rehabilitation Counseling programs have established the following requirements in keeping with the 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Practicum Site

The Community Counseling Services Center (CCSC) or student's identified school site or vocational rehabilitation agency site will provide:

1. Access to a client caseload and outreach opportunities.
2. Support to foster a learning environment. This includes time for appropriate supervision as outlined in the section on supervision expectations and specialized trainings and workshops throughout the year.
3. Orientation to the site to ensure student understanding of agency policies and procedures including:
 - a. Agency administrative and supervisory organization
 - b. Client assignment and scheduling
 - c. Documentation expectations and procedures
 - d. Protocols for reporting abuse
 - e. Crisis response process for client danger to self or others (including suicide assessment supervisory support)
 - f. Confidentiality procedures, release of information, and consent for treatment
 - g. Acquainting students with culture and norms of setting
4. Opportunities for the student to develop professional relationships with peers, experienced counselors, supervisors, and related personnel through in-service training, clinical case presentations, and other agency activities.
5. Ability to record client sessions for review.
6. Hardware and software needed to maintain all required documentation

Supervision

Consistent with supervision expectations, supervisors are expected to be responsible for direct supervision to ensure client care.

Faculty

Instructor Qualifications

- Meets core faculty status under the 2016 CACREP Standards.
- Training and experience in supervision.
- A familiarity with, and adherence to, the ethical codes of the ACA

Faculty Instructors will provide:

1. Regularly scheduled group supervision.
2. Supervision of supervision with the CCSC/site supervisor through one or more of the following: individual meetings as requested, joint student supervision, joint group supervision
3. General supervision to students around issues of ethics, standards of care, student counselor growth and development, development of case conceptualization, treatment planning,

development of theoretical orientation and relevant counseling topics. This will be achieved through:

4. Periodic review of student work samples including recorded sessions and written case summaries.
5. Mid-semester and final evaluation of student performance for purposes of meeting standards and requirements
6. Assistance to the supervisor with monitoring student skills and clinical documentation through weekly block meetings with supervisors.
7. Coordination and facilitation of weekly block meeting pre- or post-practicum class.
8. Assistance to the supervisor in monitoring student progress and completion of the practicum requirements
9. Coordination with the clinic director as needed
10. Final responsibility for awarding course credit and grade, in collaboration with the supervisor and based on supervisor written evaluations.

Supervisors: Clinical Mental Health Counseling and on campus Rehabilitation Counseling

CCSC Staff Supervisor Qualifications

- A master's degree in counseling, social work, or a related field
- If eligible, licensure in chosen discipline
- A minimum of two years of post-degree counseling experience
- Training in clinical supervision
- Familiarity with and adherence to the ethical codes of the ACA

CCSC Doctoral Supervisor Qualifications

- A master's degree in counseling, social work, or a related field
- Training in supervising students
- Current enrollment in CNSL 8259 or CNSL 8260, under the instruction of GWU faculty
- Familiarity with and adherence to the ethical codes of the ACA

CCSC Staff and Doctoral Supervisors will provide:

1. Individual or triadic supervision and, in some cases, live supervision in which the supervisor observes the CCSC client session while it is in progress.
2. Collaboration with the faculty instructor in student evaluation.
3. As the supervisor on site, primary responsibility for client care in consultation with the faculty instructor and/or clinic director for clients at risk of harm to self or others.
4. Supervision appropriate for the developmental level of the student including:
 - a. Consultation with the student to develop individual learning goals;
 - b. Client screening and assignment according to student competency level and individual learning goals;
 - c. Monitoring client caseload for risk and reassigning clients if necessary;
 - d. Helping the student learn to manage caseloads;
5. Supervision and training in ethics and law as issues arise with clients;
6. Regular review of work samples (live supervision, recorded sessions, progress notes, and treatment plans);
7. Supervisory experiences to assist the student in applying basic counseling skills and developing new skills;
8. Assistance in developing ability to apply theory to practice including case conceptualization and treatment planning;
9. Ongoing evaluation and feedback to facilitate the student's professional growth;
10. Formal written evaluation, using GWU forms and competency guidelines at the midpoint of the semester and at the end of the semester.

Supervisors: On-line Rehabilitation Counseling

Rehabilitation Counseling Supervisors Qualifications

- A master's degree in rehabilitation counseling, counseling or a related field

- Certified Rehabilitation Counselor (CRC)
- A minimum of two years of post-degree counseling experience
- Training in clinical supervision
- Familiarity with and adherence to the ethical codes of the ACA, CRCC and ASCA

Supervisors: School Counseling

School Site Supervisor Qualifications

- A master's degree in counseling, social work, or a related field
- If eligible, licensure in chosen discipline
- A minimum of two years of post-degree counseling experience
- Training in clinical supervision
- Familiarity with and adherence to the ethical codes of the ACA and ASCA

Student Responsibilities

The primary purpose of the practicum is for students to gain supervised practice and clinical experience to help develop and integrate the skills necessary to become professional counselors. This experience carries with it the following responsibilities:

1. Adopting an attitude of attending to client welfare as a counselor's primary responsibility
2. Adhering to the ethical standards of their respective specialty. Ethical codes are provided by the American Counseling Association (ACA), the Commission on Rehabilitation Counselor Certification (CRCC), and the American School Counseling Association (ASCA).
3. Adhering to the legal mandates of the District of Columbia or location of their site
4. Adhering to the provisions of the practicum agreement including:
 - a. Duties performed
 - b. Duration of contract
 - c. Hours
 - d. Location
 - e. Supervision
 - f. Any significant changes to agreement
5. Consistent and punctual participation in all work and training activities on site, including but not limited to tasks that might be necessary to ensure that the CCSC, Rehabilitation Counseling Program or School Counseling Program (as appropriate to the student's program) is able to support the needs of all programs
6. Following their sites' policies and procedures.
 - a. For on-campus students, CCSC policies can be found in the CCSC Policies & Procedures Manual here: <https://gwu.box.com/v/2020-2021ccscpolicies>
 - b. For the school counseling program, student expectations are provided in the syllabus. Students abide by the policies and procedures of the school in which they are placed
7. Appropriate client termination or transfer
8. Maintaining appropriate documentation in Titanium and Time2Track as outlined by the site and the college confidentiality guidelines. On-line Rehabilitation Counseling students only utilize Time2 Track for logging practicum hours and supervisor evaluations.
9. Completion of all documentation at end of practicum
10. Maintaining personal malpractice/liability insurance (\$1 million per occurrence, \$3 million aggregate)
11. Engaging in a working alliance with supervisors including:
 - a. Developing an understanding of the scope and purpose of supervision
 - b. Attending all supervision sessions
 - c. Accurately communicating content and scope of counseling sessions in supervision
 - d. Maintaining an openness to feedback in supervision, and following through on directives from supervisors

- e. Willingness to record interactions with clients and receive feedback on recorded interactions
- f. Seeking supervision in a timely manner about individuals who are at risk (making full disclosure to supervisors of risks to client welfare).

Preparing for Practicum

The following guidelines apply to all GWU students enrolled in the practicum master's clinical mental health, school counseling, and rehabilitation counseling programs for the 2020-2021 academic year.

The first and most important step in the master's program is to request a meeting with your faculty advisor to discuss the course sequence. The course sequence is fixed and ensures that students complete all course prerequisites prior to beginning the practicum experience. Course sequences are found in the Student Handbook.

Carefully reading and following the guidelines described will help you avoid failing to take a practicum prerequisite course; consequently, resulting in a delay in enrolling in practicum when you planned or having a less than satisfactory practicum experience.

Important Dates*

	Summer Cohort 2020	Fall Cohort 2020	Summer Cohort 2021	Fall Cohort 2021	Summer Cohort 2022	Fall Cohort 2022
Practicum Preference Form	3/15/ 21	3/15/ 21	3/15/22	3/15/ 22	3/15/ 23	3/15/ 23
Portfolio & Practicum Readiness Form	4/1/21	5/1/21	4/1/22	5/1/22	4/1/23	5/1/23
Practicum Orientation	5/10-11/21	CMHC 8/25-26/21 Rehab Students 8/24 & 26/21	5/9-10/22	CMHC 8/24-25/22 Rehab Students 8/23 & 25/22	5/15-16/23	CMHC 8/23-24/23 Rehab Students 8/22 & 24/23
Practicum Agreement	3/1/21	3/1/21	3/1/22	3/1/22	3/1/23	3/1/23
CPCE	5/21/22	8/20/22	5/20/23	8/--/23	5/18/24	8/--/24
Internship Application	12/1/21	1/15/22	12/1/22	1/15/23	12/1/23	1/15/24
Field Site Supervisor Agreement	3/1/22	5/1/22	3/1/23	5/1/23	3/1/24	5/1/24
Internship Site Evaluation	12/15/22	5/1/23	12/15/23	5/1/24	12/13/24	5/1/25
Internship Orientation	10/8/21	10/8/21	10/7/22	10/7/22	10/13/23	10/13/23

* Online Rehabilitation Counseling students consult with their faculty advisor

Important Dates for Part-time Students

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
Practicum Preference Form	3/13/20	3/15/21	3/15/22	3/15/23
Practicum Readiness Form	4/1/20	4/1/21	4/1/22	4/1/23
Practicum Orientation	5/11 & 12/19	5/10 & 11/21	5/9 & 10/22	5/15 & 16/23
Practicum Agreement	3/1/20	3/1/21	3/1/22	3/1/23
CPCE TBD	8/29/21	8/20/22	8/19/23	8/24/24
Internship Application	1/15/21	1/15/22	1/15/23	1/15/24
Field Site Supervisor Agreement	5/1/21	5/1/22	5/1/23	5/1/24
Internship Site Evaluation	5/1/22	5/1/23	5/1/24	5/1/25
Internship Orientation	10/9/20	10/8/21	10/7/22	10/13/23

Anticipating State Licensure

If state licensure is a goal after completion of the 60-hour program, discuss licensure with your faculty advisor and check the specific requirements of the state that you plan to reside in after graduation. The American Counseling Association (ACA) also provides complete state-by-state requirements in the 2016 editions of their online publication, *Licensure Requirements for Professional Counselors*. You can access this publication by going to the ACA website at <https://www.counseling.org> a member login is required. For assistance, call ACA at 1-800-347-6647.

Course Prerequisites

For Clinical Mental Health Counseling students (CMHC) and on-campus Rehabilitation Counseling (RC) students, several courses are to be completed prior to practicum. Because all classes are not offered every semester; it is important to meet with your advisor to discuss course sequence before registering for classes in your stated counseling program plan of study.

CNSL 6151 Professional and Ethical Orientation to Counseling

CNSL 6153 Counseling Interview Skills

CNSL 6154 Theories and Techniques of Counseling

CNSL 6163 Social and Cultural Dimensions of Counseling

CNSL 6173 Diagnosis and Treatment Planning

CNSL 6174 Trauma and Crisis Intervention

HDEV 6108 Lifespan Human Development

CNSL 6157 Individual Assessment

**CNSL 6268 Foundations of Clinical Mental Health Counseling (CMHC students only)
or CNSL 6376 Foundations of Rehabilitation Counseling (RC students only)**

Completion of **CNSL 6171 Family Counseling** is required as a corequisite to provide couples counseling in the CCSC. Completion of **CNSL 6155 Career Counseling** is a corequisite to see clients requesting career services.

Pre-Practicum Portfolio

As part of the master's degree program, students are required to develop a portfolio that documents their experience and growth as a helping professional. Students will receive guidance on how to complete this requirement in meetings with their advisor. The core elements of the portfolio requirement are listed and described briefly here. All elements of the portfolio must be fully completed and uploaded to Taskstream by the deadline date in the semester prior to the student's first practicum. Students will meet with their faculty advisor to discuss the content of their Pre-Practicum Portfolio.

Portfolio Due Dates

- For CMH and Rehabilitation Students who wish to start practicum in Summer 2021: **April 1, 2021**
- For CMH and Rehabilitation Students who wish to start practicum in Fall 2021: **May 3, 2021.**
- CMH should note that all requirements, including 10 required counseling sessions, must be completed by the due date.
- School counseling students will submit their portfolio to their faculty advisor by 12/01/2020 for a Spring 2020 start date.

All Students must meet with their faculty advisor to document that these requirements have been met.

Portfolio Requirements for All Practicum Students

- **Current resume or vita (All students required).**
- **Statement of Professional Goals (All Students required).** Write a paragraph that states your professional goals and upload to Taskstream. Describe your professional aspirations after you complete your degree. Identify the populations and problems with which you want to work and the settings in which you wish to work.

Portfolio Requirements for CMH, on-campus Rehabilitation Counseling, and School Counseling

- **Practicum Readiness Form**
Once the student has completed the pre-practicum portfolio requirements, they will need to have their advisor sign off on the portfolio, signaling the student's preparedness to begin the practicum. **The Practicum Readiness Form for the Summer-2022 cohort is due April 1, 2022 and for the Fall 2022 cohort May 3, 2022.**

Additional Portfolio Requirements for Clinical Mental Health Students Only

1. **Documentation of Personal Counseling.** Document at least 10 hours of personal counseling (individual, couple, family, or group) with a licensed or license-eligible mental health professional. Documentation does not require you to reveal any personal material, but it does require both you and your professional mental health provider to sign a statement indicating that you completed at least 10 hours of personal counseling.

The 10 sessions should be completed by the portfolio due dates indicated previously. Documentation of appropriate personal counseling completed as an adult prior to admission to the program will also be accepted if it has been completed within 24 months prior to the start of practicum. Documentation should be included in your portfolio and uploaded to Taskstream. A simple one-sentence letter or email stating that you attended 10 sessions and signed by your therapist is sufficient

2. **Documentation of Collaboration Skills** Write a paragraph that lists your collaborative experiences as a professional or counselor-in-training. "Collaboration" means working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in team

projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative problem-solving. Briefly describe your role and the contributions you made to the work of the group.

3. **Description of 200 hours or more of experience in helping roles** Write a short description/paragraph for each setting/task for which you will be counting helping hours, the number of hours gained from that task/setting and upload the documentation to Taskstream. Helping hours may be gained from previous employment, volunteer work, or appropriate practicum placements within the past 24 months. If you have other kinds of experience that might apply, check with your advisor about including that experience.
4. **12-Step Program Attendance (For CMH students only).** We strive to prepare students in a comprehensive and best practice-based course of study to work effectively with clients impacted by the full range of presenting problems. This preparation includes acknowledging the importance of both mental health issues as well as the substance use disorders that often co-occur with mental health problems. Of specific importance to effectively treating dual-diagnosis clients is developing a basic understanding of addiction and the role of community-based, 12-step groups that serve as vital supports to effective treatment effort.

In recognition of this, all students are required to attend a minimum of 4 meetings of various 12-step oriented groups held in their communities. By having this experience, students should be more able to empathize with clients who may be involved in the recovery community or anticipating attending a meeting for the first time. In addition, students should be able to give basic information to clients about how to contact 12-step groups, where to go, and what to expect. Students are also required to prepare a one-page, single-spaced summary of each of the separate meetings attended. The summary should include the type, address, and time of the meeting, their personal reactions and feelings; and what they learned from attending. The four summaries of visits will be uploaded to Taskstream.

CMH students should attend only meetings that are listed as open to the public. Contact information for specific groups concerning meeting schedules and locations is readily available online for 12-step oriented groups including, but not limited to, Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Overeaters Anonymous (OA), Gamblers Anonymous (GA), Adult Children of Alcoholics (ACOA), and others.

Notes to students on attendance decorum: The following are some general guidelines for you to follow as you attend these meetings:

- There are various types of meetings, including speaker meetings, small group meetings, and open and closed meetings. Open meetings are the type you should attend to fulfill this requirement; these are open to anyone. Closed meetings are for individuals who are attending for their own need (i.e., people with drug addiction attending NA meetings), and it is not appropriate for you to attend those meetings as a professional.
- When attending a meeting, you will be interacting with several people and may or may not be asked to introduce yourself to the group. Even if you do not speak or participate in the meeting you attend, individuals before or after the meeting are likely to strike up conversations with you. Be honest. It is appropriate to say something like: "I'm a graduate student in a counseling program and I'm here to learn more about (AA, NA, etc.). I want to have the knowledge and experience I need to help my clients find the places they can get assistance with (alcohol problems, eating problems, etc.)."
- Do not tell people you are only there as a requirement for school. It may be considered insulting to those in attendance. People attend these groups to help them survive and cope with tremendous difficulties and they deserve your respect.
- Yes, you will probably feel uncomfortable at your first meeting. This is part of the point of attending. If you accidentally get into a closed meeting, apologize politely, ask whom you can contact about an open meeting, and leave.

- All meetings have a different “flavor” to them, depending on who is in attendance and the norms of the group. Be open to a variety of experiences.
5. **Advocacy Participation Assignment** Students will attend a minimum of 8 hours of meetings/gatherings, either regular planning meetings or events, of grassroots groups or nonprofit organizations that facilitate/pursue systems/policy change (rather than work to improve the situation of a single person or family). These could represent organizing in sectors such as immigration, rural health, LGBTQ+, anti-racism, environmental justice, housing and homelessness, prison reform, labor rights, peace, economic inequality, etc. Students may attend groups in two or three different sectors, but the idea is to find one and stick with it to learn about how these groups move through time from month to month.

Note to students regarding their participation: Participate as a person who cares about the cause or issue. In some cases, lots of people come and go from these groups, but be sure not to volunteer to do something and then fail to follow through.

Students will document this participation by answering the following questions in about 250-300 words:

1. What were the main short-term goals of the meetings you attended?
2. How do these connect to the mission of the organization?
3. In what ways were these goals fulfilled or not?
4. What helped and what got in the way?
5. What do you notice about group dynamics?
6. What helped make the meetings/events effective and enjoyable?
7. What did you learn about yourself in the role of an activist or community organizer?

Orientation

Orientation at the CCSC-Foggy Bottom for Clinical Mental Health and On-Campus Rehabilitation Practicum Students

Orientation to the practicum experience is held biannually and is conducted by the staff of the CCSC-Foggy Bottom. It is mandatory. If a student is unable to attend for both days, starting practicum will be delayed until the next opportunity to start practicum.

- The clinical mental health cohort starting practicum in the Summer of 2021 will have orientation on May 10 and May 11, 2021, (9:00 AM to 6:00 PM)
- The clinical mental health cohort starting practicum in the Fall of 2020 will have orientation on August 25-26, 2021 and on August 24 and 26 for rehabilitation counseling students.
- Students are notified about practicum orientation through the department listserv. It is the responsibility of each student to provide Thelma Myers, Executive Assistant (thelmy@gwu.edu; 202-994-8648), with their name and e-mail address to be added to the department listserv.

School Counseling Practicum Orientation

School Counseling students attend an in-class orientation prior to site placement. School counseling students participate in an online orientation with the representative from the Division of Clinical Experiences and Licensure. The event is scheduled to correspond with the CNSL 6154 course by the 7th week of the semester. Please contact your faculty advisor for more information.

Online Rehabilitation Counseling

Online Rehabilitation Counseling students attend a Zoom practicum orientation one semester prior to site placement. Please contact your faculty advisor for more information.

Practicum Requirements

The following are required of all students enrolled in practicum.

Service Hours

Successful completion of the practicum will be no less than 100 hours that includes a minimum of 40 direct service hours. The following section outlines approved options for obtaining direct and indirect service hours.

A minimum of 40 direct service hours must be obtained by performing approved *counseling* activities.

Direct Service Hours include:

- Intake session(s);
- Couple, family sessions (e.g., 30-minute, 45-minute, 50-minute);
- Either one-on-one or co-therapy;
- Group facilitation of therapy; career counseling;
- Guidance programing;
- Professional/consultations. Professional consultations are conversations with a community mental health professional, and/or community resources about a client/presenting concern i.e., Former therapist or current psychiatrist.
- Assessment: Assessment administration not occurring during client sessions and assessment feedback session with client

Indirect Service Hours include

- Administrative Duties such as scheduling, returning phone calls, communicating with clinic directors, staff, instructors, attending staff meetings
- Supervision, including individual, triadic, group; on-campus or tele supervision
- Client Advocacy
- Reviewing video recordings of client sessions
- Role Plays
- Mentorship
- Professional Development and training/workshop/conference attendance
- Documentation:
 - 1.5 hours maximum for the first client session (intake # 1)
 - 30 minutes maximum per client session
 - 1 hour maximum per group session
- Assessment Scoring
- Related readings: readings associated with preparing to serve your client

Recording Counseling Sessions

For Practicum Students (Clinical Mental Health Counseling and on campus Rehabilitation Counseling) and CMH and CCSC-Alexandria Graduate Educational Center (School Counseling)

All counseling sessions, in-office or teletherapy, are recorded.

Teletherapy sessions are recorded using Zoom. Practicum students will receive directives on how to record, store, and review video recording in a manner that meets HIPAA and University standards for managing extremely sensitive client information.

All in-person counseling sessions taking place in the CCSC-AGEC or the CCSC-FB are recorded using the Video Audio Learning Tool (VALT) system. In the event of such technical difficulties, students are expected to alert a staff member before proceeding with the session. VALT recordings may be viewed only on site at Graduate School of Education and Human Development.

Persons authorized to view video recordings are limited to the counseling intern, supervisors, instructors, and staff members of the CCSC. Contexts in which video recordings may be viewed are limited to the counseling intern's review, the staff or supervisor's review, use in supervision sessions, and presentations during practicum instruction. Consequences for viewing a video recording in another location, allowing an unauthorized person to view a video recording, including breach of HIPAA Privacy Rule, may include failing practicum or dismissal from the program as it is considered an alleged violation of the ethical standards.

For Online Rehabilitation Students

Please contact your practicum instructor regarding program-appropriate audio/video recordings and/or live supervision of your interactions with clients.

Documentation

Clinical documentation is an important component of the treatment process and helps with the facilitation of continuity of care for clients. Clinical documentation, progress notes, and files must be always up to date in accordance with ACA ethical standards and record-keeping guidelines and those outlined in this manual. Students are to document the specifics of any contact they have had with their client(s) (e.g., sessions, phone calls, crisis response, etc.) or on behalf of their client(s) (e.g., consultations, advocacy, etc.).

For Practicum Students at the CCSC-Foggy Bottom (On-campus Rehabilitation) and CMH and CCSC-Alexandria Graduate Educational Center (School Counseling)

Documentation is housed in the Department of Counseling and Human Development's Titanium electronic health record. Notes are to be completed within 48 hours of a session and submitted to the supervisor via Titanium for review and signing. All client notes must be typed in Titanium; no handwritten notes will be approved unless otherwise determined by CCSC staff or practicum faculty. Care must be taken to guard the confidentiality of the electronic health record. Additionally, part of the training experience is receiving constructive feedback, both about your clinical skills and your clinical documentation. You will likely receive feedback on your case notes that will require some revising. This is normal and to be expected. Please contact the CCSC to review the Titanium Manual for detailed guidelines on documentation in Titanium.

Concluding the Semester

Practicum students are evaluated by their supervisors. A grade will not be submitted until required assignments are uploaded to Taskstream; the mid-semester and final evaluations from your supervisor is turned in and a final hour's summary report from Time2Track is submitted.

In addition, the practicum site will require that practicum students complete additional work at the end of the semester to ensure the well-being of clients.

Evaluation

Student clinical work is formally evaluated twice during each semester of the practicum experience at the midterm and end of the semester. Students are encouraged to read the evaluation prior to the evaluation period to understand the content on which they will be assessed. This evaluation can be found in Appendix D of this handbook.

Supervision

Students will receive group supervision and either individual or triadic supervision in support of their emerging counseling skills in alignment with the training standards outlined by CACREP.

Group supervision will be the first two hours of each meeting in group supervision for CMHC and Rehabilitation Counseling students, and the identified class period for School Counseling and on-line Rehabilitation Counseling students. Within group supervision, students discuss assigned readings, clinical and training needs and issues, and client concerns.

Individual or triadic supervision will be provided during a scheduled meeting time with the same supervisor each week. Students will receive 60 minutes of individual or triadic supervision each class each week, either with their doctoral student supervisor or staff supervisor (for CMHC and Rehabilitation Counseling students) or their site supervisor (for School and online Rehabilitation Counseling students). Individual/triadic supervision will include a partial or total review of observed sessions, audio/video recording review, case conceptualization, and discussion of pertinent issues.

Students will:

- Review video recordings (or other documentation) of therapy sessions
- Prepare for supervision by gathering materials, reflecting on issues, critiquing their counseling skills, working on documentation prior to supervision
- Be open to utilizing supervision by approaching it in a candid and non-defensive manner, presenting relevant material in supervision
- Raise with the supervisor any problems encountered in the practicum, in group supervision, or with the supervisor
- Treat the supervisor with respect

Supervisors will:

- Ensure the safety and well-being of the clients seen by their supervisees and ensure that the therapy provided by the practicum student is appropriate and effective.
- Provide clinical supervision, teaching, mentoring, and offering support for the professional development and counseling identity of the CIs
- Communicate with their practicum student's instructor
- Check the practicum student's documentation
- Ensure case files adhere to ethical standards for clinical documentation
- Evaluate the practicum student at the mid-semester and end of semester
- Be accessible, courteous, communicative and respectful to their practicum students.

The broad goals of supervision include (a) development of diagnostic and case conceptualization skills, (b) development of the ability to translate theory and research into practice, (c) enhancement and refinement of interviewing, assessment, and counseling techniques (within session behavior), (d) understanding of relationship and process issues and their emotional components, and (e) personal and professional development.

Because counseling is an immensely personal and emotional experience for both the client and counselor, the practicum student can expect to be challenged personally throughout the practicum experience and will need to engage in critical self-reflection. The student may also find the process of professional development as a counselor impacts their personal relationships. These issues are normal and expected. As such, they are appropriate topics for discussion in supervision. While some discussions may have secondary therapeutic benefits for the student, the goal is not personal counseling. While students may explore conflicts in supervision as they relate to work with clients, the goal is not to modify a student's personality. The goal is to help the student work through specific personal barriers that may impede their work with clients, participation in individual or group supervision, or interactions and functioning as a counselor.

Evaluation of students' counseling skills and professionalism is not confidential. Students will not be evaluated based on any feelings, weaknesses, or inadequacies they discuss in supervision (unless they negatively impact the client or are a threat to themselves, clients, or colleague's welfare). Students are expected to be willing to explore personal reactions to clients and to supervision, and to be open to considering their personal contribution to the therapeutic relationships. Students will be evaluated based on their behaviors and attitude.

Taskstream

The CHD department utilizes Taskstream to assess student progress across the curriculum. In the practicum course, students are required to submit their assignments (i.e., case presentation, CARES notes, transcriptions) in Blackboard (for grading purposes) and Taskstream (for program evaluation purposes). Hard copies of these documents ARE NOT collected.

Required Assignments

Clinical notes, case presentations, journals, hour logs, supervisor evaluations, and transcriptions are required for CNSL 6269/CNSL 6271. Practicum instructors may include additional assignments at their discretion.

APPENDICES

Appendix A: Student Statement of Informed Consent

The George Washington University
Graduate School of Education & Human Development
Department of Counseling and Human Development
Student Statement of Informed Consent

I agree to abide by the rules and policies of the George Washington University (GWU), the Graduate School of Education and Human Development (GSEHD), the Department of Counseling and Human Development (CHD), in the CHD Student Handbook, the CHD Counseling Practicum/Internship Handbook, and the GW Graduate Bulletin.

To successfully complete a program in any field of Counseling within the Graduate School of Education & Human Development, I will be expected to demonstrate academic competence, counseling skills, and personal –comportment appropriate for a counselor-in-training. This includes but is not limited to appropriate client interviews and sessions, practicing in a professional and ethical manner, and establishing appropriate relationships with clients to facilitate client progress.

I understand that my performance in the program will be reviewed and evaluated on a continual basis by department faculty members. I understand that the department faculty meet twice yearly, and at other times as may be needed, to conduct an executive (confidential) review of all students to discuss and identify any student who may be exhibiting academic, professional, or personal behavior that calls into question his or her suitability for being a professional counselor. Deficiencies in these areas may result in my being required to repeat course work, to seek and show evidence of personal counseling at my own expense, or dismissal from the program. The evaluation will be based on my academic knowledge, practitioner competencies, and personal comportment. My learning and professional activities will be characterized by my ability to achieve proficiency for the following skills:

- Demonstrate effective listening skills.
- Respect divergent points of view.
- Express thought/knowledge effectively.
- Demonstrate realistic expectations regarding academic planning.
- Show developed sense of self-awareness regarding skills and talents.
- Demonstrate an ability to develop and sustain rapport with clients regardless of gender, race, ethnicity, sexual preference, religion, ability or class.
- Use personal power and authority appropriately.
- Work collaboratively with others.
- Demonstrate ability to articulate one’s feelings.
- Demonstrate an awareness of cultural, gender, and spiritual issues.
- Demonstrate the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- Demonstrate appropriate boundaries: sexual, ethical, and professional.
- Exhibit ability to take responsibility for one’s actions.
- Interact appropriately with authority.
- Contribute to a positive classroom environment.
- Exhibit dependable behaviors regarding assignments, group activities, and attendance.

I understand that GW counseling faculty strongly encourages students to seek out opportunities for personal growth and enhanced self-awareness through a variety of means, including personal counseling, as a complement to my clinical training. Because I understand that the process of becoming a counselor places heavy personal and psychological demands on students and may cause

me personal distress or challenge my personal adjustment, I understand that I may be encouraged or required to seek support or personal counseling to ensure that I am able to successfully complete my training.

I also understand that the program requires participation in experientially based courses. Self-disclosures will not be used as a basis for grading these courses. However, if I disclose an impairment, condition, or circumstance that compromises my ability to perform in a professional and ethical manner or which create the potential for harm to clients, I may be required to repeat course work, to seek and show evidence of personal counseling at my own expense, or I may be dismissed from the program.

I will be expected to successfully complete CNSL 6269 (Practicum I in Counseling) and CNSL 6271 Advanced Clinical Skills in Counseling (for Clinical Mental Health Counseling students and on campus Rehabilitation Counseling students) with a letter grade of "B-" or better prior to enrolling in CNSL 6185 (Internship in Counseling). If I do not meet this requirement after two attempts, I will be dismissed from the program. I understand that to register for CNSL 6185 or CNSL 6186 (Advanced Internship in Counseling) a second time, it will require permission from the Senior Associate Dean. I will be expected to successfully complete both CNSL 6185 and CNSL 6186 with a letter grade of "B-" or better to complete the Program. If I do not meet this requirement, I will be dismissed from the Program.

I am aware that I must complete a Practicum and an off-campus Internship (For on-campus Clinical Mental Health Counselors and on-campus Rehabilitation Counselors). For online Rehabilitation Counselors Practicum and Internship are completed off-campus. It is imperative that I make myself available for the hours required by all Practicum and Internship sites on the specific days and times, including meetings leading up to the beginning of practicum and internship such as open houses and orientation by sites off campus. I also realize that I am responsible for fulfilling all the procedures as outlined in the Practicum and Internship Handbooks. If I am enrolled in a 60-credit counseling program, I am aware that I must successfully pass the comprehensive exam, the CPCE within two attempts. I understand that failure to do so may result in my termination from the program. Proficiency as a counseling intern is expected to successfully complete programs at the GW. Regular student evaluations are provided during Interview Skills, Practicum, and Internship.

Finally, I understand that the completion of a degree or certificate in Counseling does not guarantee certification or licensure. I understand that these credentials are conferred by different agencies and may have requirements different from those of the Counseling Programs at the George Washington University. I understand that the requirements set forth in this document are not exhaustive or cumulative and that I may be dismissed from the program based on reasons other than those set forth herein or based on my failure to meet one or more of such requirements.

Student name printed

Student signature

Date

Faculty Advisor name printed

Faculty Advisor signature

Date

Appendix B: Practicum Agreement

The George Washington University
Graduate School of Education & Human Development
Department of Counseling and Human Development
Practicum Agreement

The practicum program is designed to provide a beginning clinical counseling experience for George Washington University counseling graduate students, supervisors, and clients of the Community Counseling Services Center in a relationship of mutual support and accountability. Important aspects of these relationships are outlined below. Practicum students and George Washington University agree to the provisions detailed below. On the final page of this agreement all parties sign off on the particulars of the agreement; this document serves as a contract between all parties. Faculty in the Clinical Mental Health Counseling program, the Rehabilitation Counseling Program, and the School Counseling Program have established the following requirements in keeping with 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). I understand that my enrollment in CNSL 6269, CNSL 6271, or independent study or research (at the discretion of program faculty) reflect my tacit understanding and agreement to abide by the expectations outlined in this practicum manual and the Foggy Bottom and Alexandria Policies & Procedures manual of the CCSC. The CCSC in Alexandria is not the location of our practicum so this does not apply to SC.

The Community Counseling Services Center will provide:

- Access to a client caseload that will contribute to meeting program requirements for breadth and depth of services. Client contact hours are not guaranteed and are based in part on the number of clients available, the skill level of the student and the balance of other factors that affect the population of clients engaging in counseling at the Community Counseling Services Center.
- Support to foster a transformative learning experience. This includes time for appropriate supervision as outlined in the section on supervision expectations
- Orientation to the site to ensure student understanding of agency policies and procedures including:
 - Agency administrative and supervisory organization
 - Client assignment and scheduling
 - Clerical support available
 - Paperwork and documentation expectations
 - Protocols for reporting abuse
 - Crisis response process for client danger to self or others (including suicide assessment supervisory support)
 - Confidentiality procedures, release of information, and consent for treatment
 - Acquainting students with culture and norms of the setting
 - Opportunities for the student to develop professional relationships with peers, experienced counselors, supervisors, and related agency personnel through in-service training, case staffing, and other agency activities.
 - Ability to record client sessions for review.
 - An adequate workspace in which students can schedule time to see clients on a regular basis.

SUPERVISION EXPECTATIONS & RESPONSIBILITIES

Consistent with supervision expectations, supervisors are expected to be responsible for direct supervision to ensure client care. This means taking ownership of the responsibility to make sure they receive supervision between each client session, to be prepared and proactive about their supervision process, and to seek support in the appropriate channels (instructor, advisor, CCSC staff) when supervision is not meeting their needs and expectations.

Faculty Supervision

Faculty Supervisor Qualifications

- Meets core faculty status under the 2016 CACREP Standards.
- Training and experience in supervision.
- A familiarity with, and adherence to, the ethical codes of the American Counseling Association

Faculty Supervisors will provide:

- Supervision of supervision with the site supervisor through one or more of: individual meetings, joint student supervision, joint group supervision,
- Assistance to the site supervisor with monitoring student skills and clinical documentation
- Assistance to the site supervisor monitoring student progress and completion of the practicum requirements
- Coordination with the clinic director as needed
- Final responsibility for awarding course credit, in collaboration with the site supervisor and based on site supervisor written evaluations.

CCSC Supervisor

CCSC Supervisor Qualifications

- A master's degree in counseling, social work, or a related field
- If eligible, licensure in chosen discipline
- A minimum of two years of post-degree counseling experience
- Training and experience in supervising students.
- A familiarity with, and adherence to, the ethical codes of the American Counseling Association (ACA), the Commission on Rehabilitation Counselor Certification (CRCC), and the American School Counseling Association (ASCA).

CCSC Supervisors will provide:

- Live individual and/or triadic supervision.
- Collaboration with the faculty supervisor in student evaluation
- As the full-time supervisor on site, primary responsibility for client care in consultation with the faculty supervisor and/or clinic director for clients at risk of harm to self or others
- Supervision appropriate for the developmental level of the student including:
 - Consultation with the student to develop individual learning goals
 - Client screening and assignment according to student competency level and individual learning goals
 - Monitoring client caseload for risk and reassigning clients if necessary
 - Helping the student learn to manage caseloads
 - Supervision and training in ethics and law as issues arise with clients
 - Regular review of work samples (live supervision, videotape, case notes, and treatment plans)
 - Supervisory experiences to assist the student in applying basic counseling skills and developing new skills
 - Assistance in developing ability to apply theory to practice including case conceptualization and treatment planning
 - Ongoing evaluation and feedback to facilitate the student's professional growth
 - Formal written evaluation, using George Washington University forms and competency guidelines at the end of the semester

Supervisors will also provide general academic supervision to students around issues of ethics, standards of care, student counselor growth and development, development of case conceptualization, treatment planning, development of theoretical orientation and other relevant topics.

- Regularly scheduled group supervision.

- Periodic review of student work samples including videotape, audiotape, and written case summaries.

Final evaluation of student performance for purposes of meeting standards and requirements.

STUDENT RESPONSIBILITIES

The primary purpose of the practicum is for students to gain supervised practice and clinical experience to help develop and integrate the skills necessary to become professional counselors. This experience carries with it the following responsibilities:

- Adopting an attitude of attending to client welfare as a counselor’s primary responsibility
- Adhering to the ethical standards of the American Counseling Association
- Adhering to the legal mandates of the District of Columbia
- Adhering to the provisions of the practicum agreement including:
 - Duties performed
 - Duration of contract
 - Hours
 - Location
 - Supervision
 - Any significant changes to agreement
- Consistent and punctual participation all work and training activities on site, including but not limited to other tasks that might be necessary to ensure that the Community Counseling Services Center is able to support the needs of all programs
- Following the Counseling Center policies
- Appropriate client termination or transfer
- Maintaining appropriate documentation as outlined by the site and the college confidentiality guidelines
- Completion of all documentation at the end of practicum (Including the CCSC Evaluation Form)
- Maintaining personal liability insurance (\$1 million per occurrence, \$3 million aggregate)
- Conducting audits of case files as scheduled throughout the practicum experience.
- Engaging in a working alliance with supervisors including:
 - Developing an understanding of the scope and purpose of supervision
 - Attending all supervision sessions
 - Accurately communicating content and scope of counseling sessions in supervision
 - Maintaining openness to supervision feedback and following through on supervisor directives
 - Willingness to record interactions with clients and receive feedback on taped interactions
 - Seeking supervision in a timely manner about individuals who are at risk making full disclosure to supervisors of risks to client welfare.

Student name printed

Student signature

Date

Faculty Advisor name printed

Faculty Advisor signature

Date

Appendix C: Practicum Readiness Form

The George Washington University
Graduate School of Education & Human Development
Department of Counseling and Human Development

Practicum Readiness Form

Please return to your advisor by April 1, 2022 for the Summer Cohort and May 1, 2022 for the Fall Cohort.

Student Name: _____ GW ID _____

Cell Phone: _____ GWU email: _____

Anticipated Practicum Start: SUMMER FALL 20 _____

Program: CLINICAL MENTAL HEALTH COUNSELING
 REHABILITATION COUNSELING
 SCHOOL COUNSELING

STUDENT STATEMENT OF INFORMED CONSENT has been signed by the student and resides in the Department student file: Yes No

Prior to registration in CNSL 6269 Practicum I in Counseling, students must meet with an advisor face-to-face and obtain signed approval to enroll in these courses. This meeting serves several purposes:

1. To ensure prerequisites have been met (completed, in process of completion, waived, or transferred)
2. To update your file
3. To review your progress in the program
4. To discuss your practicum and internship plans
5. To provide approval to enroll in practicum class

Please print your unofficial transcript from Degree Map and bring it with you to your faculty advisor practicum advising appointment. Your transcript needs to show that you have satisfactorily completed all the prerequisites for practicum

**COMPLETED AND IN PROGRESS
COURSEWORK**

- CNSL 6268- Foundations of CMHC OR
- CNSL 6376 - Foundations of Rehabilitation Counseling
- CNSL 6151- Professional and Ethical Orientation to Counseling
- CNSL 6153- Counseling Interviewing Skills
- CNSL 6154- Theories of Counseling
- CNSL 6163- Social & Cultural Dimensions

- CNSL 6173- Diagnosis & Treatment Planning
(N/A to School Counselors)

TO BE COMPLETED (SEMESTER PRIOR)

- CNSL 6157- Individual Assessment
(N/A to School Counselors)
- CNSL 6174- Trauma and Crisis Intervention
- HDEV 6108- Lifespan and Human Development

Your Professional Development Portfolio* must be completed before you can start your practicum placement. Please ensure that your advisor can sign off on your completion of the following core elements of the portfolio:

- Professional Resume (CV) _____
- Statement of Professional Goals _____
- Personal Counseling (10 hours)* _____
- Documentation of Collaboration Skills* _____
- Helping Skills Hours (200 hours)* _____
- 12-Step Meeting Attendance (4) * _____
- Advocacy Participation (8 hours)* _____

All Incompletes cleared? Yes No

Student name printed Student signature Date

Faculty Advisor name printed Faculty Advisor signature Date

*Rehabilitation counseling student meet with their faculty advisor.

Please return to your advisor by April 1, 2022 for the Summer Cohort and May 1, 2022 for the Fall Cohort.

Appendix D: Practicum Preference Form

The George Washington University
Graduate School of Education & Human Development
Department of Counseling and Human Development
PRACTICUM PREFERENCE FORM

SUMMER 2022 and FALL 2022

Student Name: _____ GW ID #: _____

GWU e-mail: _____ Cell Phone _____

Program: CLINICAL MENTAL HEALTH COUNSELING
 ON-CAMPUS REHABILITATION COUNSELING

School Counseling does not follow the block schedule, so this form is not applicable.

Summer and Fall students, please mark your Top 3 (if applicable) choices in order of preference (e.g., 1st, 2nd, 3rd) from the options below. You will be expected to be in the CCSC for the full window of time you select. We will attempt to match your preferences as closely as possible.

DUE MARCH 15, 2022

Please return completed form to your FACULTY ADVISOR, the Coordinator of Clinical Training (Dr. Megivern mmmeg@gwu.edu, the Assistant Director of the CCSC (Dr. McCullough lindamc@email.gwu.edu), and Thelma Davis-Meyers (thelmy@gwu.edu). Failure to submit a complete form by the deadline may result in assignment without your consideration.

School counseling students and **on-line Rehabilitation Counseling** students should check about due dates with their academic advisors.

CNSL 6269 (SUMMER 2022 start ONLY)

_____ Friday 8:00 AM - 5:30 PM **or** _____ Friday 9:00 AM -6:30 PM

CNSL 6269 (FALL 2022 start ONLY)

_____ Monday 11:30 AM -8:30PM
_____ Tuesday 11:30 AM -8:30PM
_____ Thursday 11:30 AM -8:30PM

FOR CCSC USE ONLY

Assigned Section: _____ Date: _____

Assigned By: _____

PRACTICUM PREFERENCE FORM (continued)

Block Schedules

Supervision will take the place of one of client appointment. An “extra client” will be assigned if a practicum student needs more direct service hours. Practicum students are free to leave after their last session (client or supervision.)

Monday-Thursday Blocks

11:30	Client
12:30	Client
1:30	Break
2:00	Class
4:00	Break
4:30	Client
5:30	Client
6:30	Client
7:30	Extra Client
	8:30

Friday 9:00 – 6:30

9:00	Client
10:00	Client
	Break
11:30	Client
12:30	Client
1:30	Break
2:00	Class
4:00	Break
4:30	Client
5:30	Extra Client
	6:30

Friday 8:00 – 5:30

8:00	Client
9:00	Client
10:00	Client
	Break
11:30	Client
12:30	Client
1:30	Break
2:00	Class
4:00	Break
4:30	Extra Client
	5:30

Appendix E: Field Site Supervisor Agreement Form

The George Washington University
Graduate School of Education & Human Development
Department of Counseling and Human Development
Field Site Supervisor Agreement Form (Page 1 of 2)
Clinical Mental Health Counseling Students
Rehabilitation Counseling Students (On-Campus)
Online Rehabilitation Counseling Students

I, (Supervisor name printed) _____ agree to provide weekly supervision to (Student name printed) _____ within their scope of counseling practice and counseling- related activities according to GWU’s “Clinical Supervision Guidelines for Field Site Supervisors” and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) guidelines for the agreed duration of the required internship period/practicum period.

Name of Agency/School OR Institution: _____

Address: _____

City/State/Zip: _____

Start Date: (month)/ (day)/ (year)

End Date: (month)/ (day)/ (year)

Student is expected begin no earlier than two weeks prior to the first day of classes and to stay at the site through the last week of online rehabilitation counseling student practicum class for 1 semester. Students attend the site weekly and may not leave the site prior to the agency agreed upon end date.

- As the supervisor of above referenced intern at the above referenced agency, I understand and agree to the following practicum requirements of the Department of Counseling and Human Development at The George Washington University:
- As a representative of the agency, we agree to ensure adequate client contact to support the accrual of hours for the on-campus counseling student and the online rehabilitation counseling student practicum (i.e., a minimum of 40 direct client hours and 60 indirect client hours) over one academic semester.
- As supervisor, I understand that at least one (1) hour of individual supervision provided weekly is required.
- As supervisor, I agree to identify an appropriate credentialed supervisor who will assume responsibility of Intern and Intern’s counseling work in my absence.
- The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings)
- As supervisor, I agree to be available for at least one (1) site visit and/or phone contact with faculty supervisor/program representative per semester
- Formal written evaluation of the student’s professional and counseling performance at midterm and end of semester for each semester of the internship experience/practicum experience.

Supervisor Signature: _____ Date: _____

Field Site Supervisor Agreement Form (Page 2 of 2)
SUPERVISOR DATA

Supervisor Name: _____

Phone _____ Email Address: _____

Name of Agency/School OR Institution: _____

Supervisor Title: _____

Supervisor Profession: _____

Supervisor Terminal Degree: MA MS MSW Ph.D. Ed.D. Other _____

Number of years of professional counseling experience: _____

License State/Certification _____ Number: _____ Expiration date: _____

GWU requires two years of counseling experience prior to licensure experience. Do you meet this requirement?

Yes No

Number of years of counseling supervisory experience: _____

CACREP requires supervisors to have training in the provision of clinical supervision. Have you received training in the supervision of counselors? Yes No

If yes, when? (MM/DD/YYYY) _____

Location? _____

Name of Trainer? _____

CEs awarded? Yes No How many? _____ Clock hours? _____

If no, the Department of Counseling and Human Development at GWU provides training for supervision of counselors in person and online, would you be interested? Yes No

Appendix F: School Counseling Internship Contract with Site Supervisor

School Counseling Internship **CONTRACT** with Site Supervisor

Intern's Name: _____ Phone: _____
School Name: _____ School Address: _____
School Telephone Number: _____
School Supervisor's Name and Title _____
School Supervisor's E-mail: _____ Phone: _____
Intern Schedule: Days of week: _____ Hours each day: _____
Beginning date: _____ End date: _____

Provide detailed comments for each item, stating anticipated plans to meet requirements.

I. Focus/Learning Activities for school students to address school demographics, challenges, etc.

A. Individual Counseling

- 1) Long term counseling with **3** individuals (target students) for a minimum of **6-8** sessions
- 2) **Intern's Anticipated Skill Development**, (ex: Open-ended questions, Confrontation, Contracts, Effective use of silence, Realistic goal setting)

B. Group Counseling, Choose one for Spring, 2020

- 1) Personal Growth, 7 - 8 sessions
- 2) Problem Solving Group, **7 -8** sessions
- 3) Career Group, 7 – 8 sessions

C. Anticipated interactions with:

- 1) Teachers
- 2) Parents
- 3) Resource people
- 4) Principal
- 5) Child study committee
- 6) Crisis intervention (Reported and/or suspected harm to self or others).
Include school-specific guidelines.
- 6) Others

D. Testing/Assessment

- 1) Individual educational testing (child study)
- 2) Classroom observation for child study
- 3) Parent social history for child study
- 4) Standardized testing: group preparation OR interpretation

E. Referral/Collaboration

- 1) Observation or utilization of outside referral process
- 3) Assist in classroom observation for referral

F. Professional Development (Meetings and In-Service Training)

G. Intern's Personal Growth Goals (ex: self-confidence, role identity, comfort with age group, other)

H. Anticipated Intern Contributions to the Site

II. Evaluation Process

Student

- 1) Complete counseling notes (other) required by school
- 2) On-going self-evaluation during supervision meetings

School Supervisor

- 1) Weekly individual supervision meetings on progress and growth of intern's skills
- 2) Observe sessions, periodically
- 3) Complete written evaluations
- 4) Provide ongoing evaluation and consultation with intern.

Other:

Student's Signature: _____ **Date:** _____

School Supervisor's Signature: _____ **Date:** _____

University Supervisor's Signature: _____ **Date:** _____

Appendix G: Supervisor Feedback Form

The George Washington University
 Graduate School of Education & Human Development
 Department of Counseling and Human Development
Supervisor Feedback Form

Supervisee Name _____ Date of Evaluation _____
 Supervision Period: From _____ To _____
 Supervisor Name _____
 Course Instructor _____

Purpose: To provide the supervisor with an understanding of his/her job performance in relation to the supervisee, to suggest areas for improvement, to permit the student to offer feedback to the supervisor in a written form that is based on a set of clearly and previously established criteria, and to increase the supervisor's competence as a supervisor.

Performance Level Rating Scale: Based on current assessment and progress of supervision and expectations of supervisee:

- 3 – much more of this is needed
- 2 – it would be desirable to have somewhat more
- 1 – it would be desirable to have a little more
- 0 – this area is satisfactory

Directions: Utilizing the Rating Scale above, place the appropriate number on the line provided at the end of each item.

Evaluation Items: Supervisor can:

1. Be flexible and responsive to your changing needs	
2. Establish an atmosphere of acceptance and psychological safety	
3. Call attention to errors in a tactful manner	
4. Recognize and accommodate to your level of experience and style of learning	
5. Refrain from indiscriminate use of praise	
6. Provide opportunities for you to question, challenge or doubt	
7. Encourage you to explore the implications of your interventions	
8. Encourage you to formulate your understanding of the case material	
9. Make specific suggestions when you need them	
10. Not foster undue dependence on your part	
11. When asked, present a clear, theoretical rationale for suggestions	
12. Clearly inform you of legal issues	
13. Clearly inform you of ethical issues	
14. Be sensitive to the requirements placed on you by your agency	
15. Admit errors and/or limitations without undue defensiveness	
16. Be concrete and specific in comments	

17. Facilitate your understanding of countertransference reactions to your clients	
18. Seek consultation when it is needed	
19. Summarize and/or highlight major points of supervisory session	
20. Be reached in case of emergencies	
21. Help you formulate the dynamics of the client	
22. Listen sensitively to you	
23. Help clarify and define the nature of problem(s) you are having in your work	
24. Be clear about the limits of the supervisory relationship	
25. Deal explicitly with the formal evaluation process	
26. Through role-playing or other suitable techniques, to help you more effectively intervene with your client	
27. Be straightforward with you regarding areas in which you need improvement	
28. Be clear with you about the differences between supervision and psychotherapy	
29. Maintain an appropriate focus in your sessions	
30. “Be there” to meet your needs and not impose his/her issues on you	
31. Be open to discussing any difficulties between the two of you which are hindering your learning	
32. Clearly define the nature, structure, expectations, and limitations of the supervisory relationship	
33. Make decisions and take responsibility when appropriate	
34. Make you feel s/he genuinely want to help you learn	
35. Be a good role model for you	
36. Provide you with general knowledge about professional psychology	
37. Be sensitive and adaptive to the stresses you are experiencing as a student	

Summarize the supervisor’s strengths and weaknesses as you currently view them and make suggestions for ways in which your supervisor could further facilitate your learning.

Hall-Marley (2001) developed this Supervisor Feedback form as an instrument to provide feedback to supervisors on the trainee’s experience of supervision. The form consists of sections including atmosphere for learning, supervision style, supervision conduct, and supervision impact. It is recommended a supervisor feedback form be used a minimum of four times during the training year and ideally, more frequently. It is a tool in establishing a dialogue and a feedback loop which should enhance the supervisory alliance.

© Susan Hall-Marley, 2001

Appendix H: Contract for Work in the Community Counseling Services Center

The George Washington University
Graduate School of Education & Human Development
Department of Counseling and Human Development
Contract for Work in the Community Counseling Services Center

It is required that all on campus master's and doctoral students read and sign this contract prior to beginning Practicum. By signing this contract, you agree to abide by the policies and procedures that have been established by the Community Counseling Services Center (CCSC).

Contract for Work in the Community Counseling Services Center

I, _____, agree to abide by the policies and procedures that are indicated in the CCSC Manual. Those policies that are particularly of consequence include the following:

Please place your initials at the front of each statement.

_____ I agree to remain in the CCSC for the entire two-semester period that is Practicum I and Advanced Clinical Skills.

_____ I agree to keep up-to-date and accurate records of my clinical activity, as required by the ACA Code of Ethics.

_____ I agree to be available and punctual for client sessions, supervision, and class during the block to which I am assigned.

_____ I agree to write my progress notes within 48 hours after I see my client(s).

_____ I agree to attend weekly supervision, whether I have a client, to ensure the quality of client care while working in the CCSC.

_____ I agree to a caseload of up to five clients at one time while working in the CCSC.

_____ I recognize that it is my responsibility to ensure that I have accrued the designated number of 40 direct hours by the end of the semester.

_____ I agree to know and abide by the ACA Code of Ethics and the Ethical Guidelines for counselor interns and clinical supervisors.

I recognize that any breach of this contract may result in:(1)a verbal warning, which will be reflected in the CCSC portion of my practicum grade.

- (1) a written warning, which will be reflected in my overall practicum grade;
- (2) dismissal from practicum class and the CCSC.

Counselor Intern

Date

Appendix I: Counseling Practicum/Internship Evaluation

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Counseling Practicum/Internship Evaluation

Practicum I Advanced Clinical Skills Internship I Internship II

Semester: FALL 20 _____ SPRING 20 _____ SUMMER 20 _____

REQUIRED INFORMATION:

Student name: _____

Internship Site: _____

Supervisor: _____

Supervisee's Counseling Orientation: _____

Supervisor's Theoretical Orientation to Supervision: _____

Direct Hours summary (to date): _____

Indirect Hours summary (to date): _____

Practicum/Internship Instructor: _____

I have reviewed the evaluation and discussed it with my supervisor.

Student* _____ Date _____

Supervisor _____ Date _____

Practicum/Internship Instructor _____ Date _____

*Note: Your signature does not necessarily indicate agreement with the appraisal, only that it has been discussed. You are obligated to acknowledge the appraisal if your supervisor has discussed it with you.

*For Clinical Mental Health Counseling student evaluations: Complete Sections I through X.
For Rehabilitation Counseling student evaluations: Complete Sections I through XI.*

For School Counseling student evaluations: Complete Sections I through X and section XII.

Evaluation Directions

The purpose of this evaluation is threefold. First, it allows Counseling Intern (CI) practicum/internship students to reflect upon their counselor identity development process during the practicum and internship experience to foster a deeper self-awareness of strengths and areas for growth. Second, it provides a structured format for supervisors to give feedback to their trainees on progress towards the development of clinical skills. Third, the university practicum instructor, who has the responsibility for assigning a course grade, will use it as part of an overall evaluation of the successful completion of practicum requirements.

Listed below are several statements pertinent to counselor trainee development and performance. This evaluation takes into consideration the developmental nature of the emergence of clinical skills; thus, counseling interns’ skills will be rated based on an expected level of development for each time point in the semester at which they are being evaluated (at mid-term and at the end of each of the semesters of internship). During the first semester of practicum, CIs will receive scores from 0-3, as is developmentally appropriate. Over the course of the 700-hour practicum/internship experience, students usually demonstrate increasingly higher scores across evaluation items.

Discussion of this feedback should occur in an atmosphere of open, two-way communication between both supervisor and supervisee. The aim of the evaluation process is to promote meaningful reflection and discussion concerning specific areas of a trainee’s training, progress, and how skills can be further acquired and refined.

RATING SCALE

- N - No Opportunity to observe
- 0 – Deficient. Does not meet criteria for program level
- 1 - Meets criteria minimally or inconsistently for program level
- 2 - Meets criteria consistently at this program level
- 3 – Exceeds criteria at this program level

I. INTAKE APPOINTMENT SKILLS					
	0	1	2	3	N
1. CI prepares adequately for intake appointment (e.g., reviews site policies and procedures, discusses client’s presentation with supervisor, reviews phone screening, schedules appointments correctly in calendar)					
2. CI accurately performs and conveys all elements of the Informed Consent with the client in both written and verbal form (including limits to confidentiality).					
3. CI completes a risk assessment, if appropriate, with client during the first session and whenever clinical necessary in future sessions including asking about past and current risk history topics (e.g., suicidal ideation, abuse, substance use).					
4. CI thoroughly explores client’s presenting problems bringing them to seek services, including consumer’s physical and mental functioning.					

I. INTAKE APPOINTMENT SKILLS					
	0	1	2	3	N
5. CI addresses all questions on the intake forms to obtain a comprehensive client's case history.					
6. CI demonstrates basic interviewing skills (e.g., active listening, reflection, restatements, paraphrasing, summarizing, reinforcers).					
7. CI establishes rapport and facilitates client's disclosure.					
8. CI expresses genuine concern and empathy for the client while retaining perspective and objectivity.					
9. CI identifies collateral sources that need to be collaborated with for continuity of care of the client and accurately completes a Release of Information with the client for this purpose.					
10. CI contacts collateral sources in a timely fashion and releases/obtains important information for client's care and well-being.					
11. CI contacts collateral sources in a timely fashion and releases/obtains important information for client's care and well-being.					
12. The CI consults with the on-call supervisor at a minimum for situations involving risk.					

Comments:

II. ASSESSMENT SKILLS

	0	1	2	3	N
1. The CI introduces the purposes behind the use of assessments and how to complete the assessments accurately to clients before they complete them.					
2. The CI utilizes the results from the assessments to aid in service to clients and complete progress notes.					
3. The CI discusses the assessments with their supervisor to determine if additional assessments are needed.					

Comments:

III. COUNSELING SKILLS					
	0	1	2	3	N
<i>Session Structure</i>					
1. CI demonstrates ability to open a session including completing a check-in, setting an agenda for session, and providing a summary of previous session for/with the consumer.					

III. COUNSELING SKILLS					
	0	1	2	3	N
2. CI demonstrates ability to close a session including informing the consumer the session is ending, avoiding discussion of new material/redirecting the consumer if they bring up new material, and initiates the end of the session through summarization or discussion of homework for the following session.					
<i>Utilization of Counseling Micro-skills</i>					
3. CI responds to the client by appropriately matching the tone and effect of the client in session.					
4. CI intermittently uses verbal and non-verbal encouragers (e.g., head nods, mm-hmm, yes) to reinforce client's communication regarding issues being addressed.					
5. CI listens carefully to what the client is saying and hears the client, as is reflected in the progress notes.					
6. CI attempts to redirect client from prolonged tangential discussions.					
7. CI responds appropriately to cognitive content of sessions.					
8. CI responds appropriately to client's feelings in session.					
9. CI communicates understanding of client's nonverbal behaviors.					
10. CI uses silence effectively in the session.					
11. CI uses confrontation appropriately with clients.					
<i>Relationship Building Skills</i>					
12. CI conveys an empathic understanding of the client's world.					
13. CI approaches client in a therapeutically genuine manner.					
14. CI can convey feelings of warmth and acceptance to client s.					
15. CI utilizes self-involving statements and self-disclosure in an appropriate manner in sessions.					
16. CI fosters a deepening of the relationship in subsequent sessions by building an environment of trust.					
<i>Awareness of Counseling Process</i>					
17. CI is aware of their own reactions within sessions.					
18. CI deals constructively with own reactions (e.g., positive, negative, ambivalent) about clients when they occur in session and brings them to supervision independently.					
19. CI is aware of his/her own impact on the client.					
20. CI can deal appropriately with positive and negative emotions the client may express toward the counselor.					

Comments:

IV. CASE CONCEPTUALIZATION SKILLS					
	0	1	2	3	N
1. The CI can make and modify hypotheses about client s and their current functioning as sessions proceed.					
2. The CI can complete an accurate case conceptualization of the client's case based on client services provided.					
3. The CI discusses with the client the priorities for treatment /service plans and reviews these with the supervisor.					
4. The CI uses the client's priorities to formulate goals for treatment/service plans.					
5. The CI can articulate goals, short-term objectives, and interventions on a plan that will facilitate client progress in treatment/service plans.					
6. The CI demonstrates an understanding and competence in the use of the DSM-5 to create a diagnostic impression of the client(s).					

Comments:

V. THEORY & INTERVENTION SKILLS					
	0	1	2	3	N
1. The CI provides a rationale for a client's case conceptualization based on sound counseling theory/theories.					
2. The CI articulates client issues from various theoretical perspectives.					
3. The CI develops intervention/service strategies based on case conceptualization.					
4. The CI shows willingness to be innovative and creative in intervention approaches.					

Comments:

VI. FILE DOCUMENTATION					
	0	1	2	3	N
1. The CI completes documentation for client sessions in a timely manner (i.e., the same day as the session or phone call is conducted).					
2. The CI updates case files with feedback and suggestions in a timely manner (i.e., one week).					
3. The CI can construct concise documentation that includes critical details in each section.					

Comments:

VII. SUPERVISORY RELATIONSHIP					
	0	1	2	3	N

1. The CI participates actively in supervision sessions (e.g., contributes to supervision agenda, sends clips for review to supervisor, reads outside of supervision and prepares comments).					
2. The CI demonstrates professional behaviors in interactions with supervisor (e.g., appropriate tone and demeanor, treating others with dignity and respect).					
3. The CI is open during supervision to self-examination about how the client and session content affect the CI (countertransference, feelings).					
4. The CI is open to discussion of the development of the supervisor-supervisee relationship.					
5. The CI shows openness to supervisor's feedback and suggestions for client's sessions and documentation.					
6. The CI demonstrates follow-through on topics, interventions, or recommendations of supervisor in subsequent counseling sessions.					
7. The CI displays a developmentally appropriate balance between dependence and independence in relationship with supervisor.					
8. The CI can expose and express own weaknesses and share strengths accurately.					

Comments:

VIII. ETHICAL DECISION-MAKING SKILLS					
	0	1	2	3	N
1. The CI demonstrates ethical decision-making and behaviors in counseling and case management (e.g., maintains confidentiality, avoids dual relationships, practices only within areas of competence).					
2. The CI only uses appropriate and approved assessments and interventions in counseling sessions (e.g., those discussed in supervision first).					
3. The CI discusses with supervisor when issues of an ethical nature present in the counseling or supervision relationships.					
4. CI demonstrates personal commitment to developing professional competencies.					

Comments:

IX. MULTICULTURAL IDENTITIES (e.g., gender, race, ethnicity, age, disability, sexual orientation/affectional orientation, socioeconomic status)					
	0	1	2	3	N

1. The CI demonstrates awareness of client' cultural diversity and multicultural identities.					
2. The CI responds appropriately to clients' multicultural identities and explores their importance to the client and in shaping consumers' worldview.					
3. The CI demonstrates sensitivity to the impact of own cultural diversity in the counseling process.					
4. The CI demonstrates an appreciation for the value of cultural diversity in the overall counseling process.					

Comments:

X. PROFESSIONAL DISPOSITIONS					
	0	1	2	3	N
<i>Professional Responsibility</i>					
1. The CI conducts self in an ethical and professional manner to promote confidence in the counseling profession.					
2. The CI relates to peers, professors, and others in a manner consistent with program mission and standards.					
3. CI demonstrates a capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to those in supervisory or instructional positions.					
4. CI demonstrates the ability to engage in dialogue with others who have different perspectives in ways that show respect for the other persons and their points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.					
<i>Maturity and Attitude</i>					
5. The CI demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
6. The CI demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.					
7. The CI demonstrates a tolerance for ambiguity and can appropriately balance professional responsibilities with self-care practices.					
8. The CI maintains a positive attitude and flexible, solution- oriented stance in all educational and professional endeavors.					
<i>Integrity</i>					
9. The CI refrains from making statements that are false, misleading or deceptive.					
10. Respects the fundamental rights, dignity and worth of all people.					

X. PROFESSIONAL DISPOSITIONS					
	0	1	2	3	N
11. Respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.					
12. Considers the impact of her/his actions on the wellbeing of others and the group (cohort, program, and agency) as a whole, such as avoiding improper and potentially harmful relationships.					
<i>Social and Self Awareness</i>					
13. Demonstrates awareness and knowledge of their intersecting identities (gender, race, disability, socio-economic class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling.					
14. Demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards and/or client care.					
15. The CI demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.					
16. The CI demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.					
17. The CI maintains humility and uses privilege to promote social equity.					

Comments:

XI. SPECIFIC TO REHABILITATION COUNSELING					
	0	1	2	3	N
1. The CI demonstrates informal and formal assessment of the needs and adaptive, functional, and transferable skills of PWDs.					
2. The CI demonstrates evaluation and application of assistive technology with an emphasis on individualized assessment and planning					
3. The CI utilizes resources for research and evidence-based practices applicable to rehabilitation counseling.					
4. The CI demonstrates the use of strategies to enhance coping and adjustment to disability.					
5. The CI uses techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment.					
6. The CI promotes the self-advocacy of decision-making of individuals with disabilities throughout the rehabilitation process.					
7. The CI demonstrates the use of strategies to facilitate successful rehabilitation goals across the lifespan.					
8. The CI utilizes career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the workplace.					

XI. SPECIFIC TO REHABILITATION COUNSELING					
	0	1	2	3	N
9. The CI uses strategies to analyze work activity and labor market data and trends to facilitate the match between an individual with a disability and targeted jobs.					
10. The CI advocates for the full integration and inclusion of individuals with disabilities to include strategies to reduce attitudinal and environmental barriers.					
11. The CI assists individuals with disabilities to obtain knowledge of and access to community and technology services and resources.					
12. The CI consults with medical/health professionals or other interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities.					
13. The CI consults and collaborates with employers regarding the legal rights and benefits of hiring individuals with disabilities to include accommodations, universal design, and workplace disability prevention.					
14. The CI demonstrates the ability to consult and collaborate with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention.					

Comments:

XII. SPECIFIC TO SCHOOL COUNSELING					
	0	1	2	3	N
1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.					
2. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs					
3. Applies relevant research findings to inform the practice of school counseling.					
4. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.					
5. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).					

6. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.					
7. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.					
8. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.					
9. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.					
10. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.					
11. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.					
12. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.					

Comments:

Primary Strengths:

Primary Areas for Improvement:

Appendix J: Sample Syllabus



PRACTICUM I IN COUNSELING

*Department of Counseling and Human Development
The George Washington University*

CNSL 6269

Fall 2020

INSTRUCTOR: Rob Froehlich, Ed.D. , LPC, CRC

Associate Professor

Phone: (804)794-6667(office)

Email: rfro@gwu.edu

Office Hours by Appointment

COURSE INFORMATION

Class time: Tuesdays 9:10-11:00 a.m.

Location: Online via Zoom

Credits: 3 credit hours

Pre-requisites: CNSL 6154, CNSL 6151, CNSL 6268, CNSL 6163, CNSL 6153, CNSL 6173, HDEV 6108, CNSL 6174, CNSL 6157

COURSE DESCRIPTION

- This course is the first in a 2-course sequence designed to provide instruction and supervision to first semester practicum students working with clients at the Community Counseling and Services Center (CCSC).
- Students will receive triadic and group supervision in support of their emerging counseling skills in alignment with the training standards outlines by CACREP.
- The focus of the course will be to provide ethical and competent client care while working within the parameters of time, student theoretical orientation, and client issues/goals.
- Successful completion of the practicum will be no less than 100 hours (40 direct services hours and 60 indirect service hours) and passing grades in 2-semesters of practica coursework.
- Skills that will receive particular attention will include developing a therapeutic relationship and counselor empathy. The recognition of the impact of race, culture, gender, sexual orientation, and poverty, as well as other societal and political influences that define the context of the therapeutic relationship, will also be highlighted.
- A beginning knowledge of client assessment and the development of treatment planning (including articulating the goals, objectives and interventions) will be developed.
- The establishment of a self-care practice and development of professional boundaries will be central as students become aware of countertransference and vicarious trauma while growing professionally as a counselor.

METHODS OF INSTRUCTION

- Lectures
- Student Presentations
- Required Readings
- Out of class activity
- Recommended/Supplemental Readings
- Video/media
- Class and Small Group Discussions
- Other: Role-plays, experiential activities

COURSE OBJECTIVES

As a result of completing this course, students will be able to:

1. Explain and apply the role of the professional counselor as an advocate to the profession and to clients with barriers that impede access, equity and success. (2.F.1.c, 2.F.1.g)
2. Demonstrate awareness of their social locations and impact on their life experiences. (2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.5.f)
3. Demonstrate openness to supervision (2.F.1.m)
4. Describe the effect of power, privilege, and difference and how these shape their own cultural attitudes, and beliefs. (2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.3.g)
5. Demonstrate ability to explore how personal experiences, thoughts, and feelings impact counseling with clients. (2.F.2.d, 2.F.2.f, 2.F.2.e, 2.F.2.g, 2.F.3.g, 2.F.4.b)
6. Explain the essential concepts of the major theoretical schools in counseling and apply specific techniques associated with each of those approaches. (2.F.2.b, 2.F.3.a, 2.F.4.a, 2.F.5.a, 2.F.5.c, 2.F.5.g, 2.F.6.a, 2.F.8.b)
7. Evaluate the use of counseling theory and techniques within treatment, intervention, or prevention plans. (2.F.4.b, 2.F.4.j, 2.F.5.j, 2.F.5.l, 2.F.5.h, 2.F.5.i, 2.F.8.b)
8. Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan in any counseling modality (2.F.3.i, 2.F.4.j, 2.F.5.j, 2.F.5.d, 2.F.6.g)
9. Adopt and demonstrate an ethical decision-making model for use in the various counseling roles and responsibilities.
10. Describe the role of ethics and legal considerations in counseling and related professions that have developed historically. (2.F.1.i)
11. Describe and evaluate treatment plans and interventions grounded in theory and best practices for clients in crisis or with chronic issues using various modalities. (2.F.4.b, 2.F.4.h, 2.F.5.j, 2.F.5.h, 2.F.5.i, 2.F.7.m, 2.F.8.b)
12. Demonstrate ability to facilitate and manage the counseling process with individuals, groups, and families through direct client services and indirect client services. (2.F.5.k, 2.F.5.j, 2.F.6.b)
13. Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice. (2.F.4.c, 2.F.4.i, 2.F.7.j, 2.F.7.b, 2.F.7.c, 2.F.7.d, 2.F.7.i, 2.F.7.k, 2.F.7.l)

2016 CACREP STANDARDS

Practicum	CACREP Standard	Curriculum/Evaluation Outcomes
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c.	CARES Notes

professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g.	CARES Notes
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i.	CARES Notes
the role of counseling supervision in the profession	2.F.1.m.	Supervisor evaluation
theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b.	Transcription
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d.	CARES Notes, In-class participation, Case Presentation, Supervisor Evaluation
the effects of power and privilege for counselors and clients	2.F.2.e.	CARES Notes
help-seeking behaviors of diverse clients	2.F.2.f.	CARES Notes
the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g.	CARES Notes, In-class participation, Case Presentation
theories of individual and family development across the lifespan	2.F.3.a	Transcription
effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g.	Case Presentation, Supervisor Evaluation
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i.	Supervisor Evaluation
theories and models of career development, counseling, and decision making	2.F.4.a	Transcription
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	2.F.4.b.	Supervisor Evaluation
processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	2.F.4.c.	Supervisor Evaluation
strategies for facilitating client skill development for career, educational, and life- work planning and management	2.F.4.h.	Supervisor Evaluation
methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i.	Supervisor Evaluation

ethical and culturally relevant strategies for addressing career development	2.F.4.j.	Supervisor Evaluation
theories and models of counseling	2.F.5.a.	Transcription
theories, models, and strategies for understanding and practicing consultation	2.F.5.c.	Transcription
ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Supervisor Evaluation
counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	CARES Notes, In-class participation
essential interviewing, counseling, and case conceptualization skills	2.F.5.g.	Transcription
developmentally relevant counseling treatment or intervention plans	2.F.5.h.	Supervisor Evaluation
development of measurable outcomes for clients	2.F.5.i.	Supervisor Evaluation
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j.	Supervisor Evaluation
strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k.	Supervisor Evaluation
suicide prevention models and strategies	2.F.5.l.	Supervisor Evaluation
theoretical foundations of group counseling and group work	2.F.6.a.	Transcription
dynamics associated with group process and development	2.F.6.b.	Supervisor Evaluation
ethical and culturally relevant strategies for designing and facilitating groups	2.F.6.g.	Supervisor Evaluation
methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b.	Supervisor Evaluation
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c.	Supervisor Evaluation
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d.	Supervisor Evaluation
use of assessments relevant to academic/educational, career, personal, and social development	2.F.7.i.	Supervisor Evaluation
use of environmental assessments and systematic behavioral observations	2.F.7.j.	Supervisor Evaluation
use of symptom checklists, and personality and psychological testing	2.F.7.k.	Supervisor Evaluation

use of assessment results to diagnose developmental, behavioral, and mental disorders	2.F.7.l.	Supervisor Evaluation
ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7.m.	Supervisor Evaluation
identification of evidence-based counseling practices	2.F.8.b.	Transcription, Supervisor Evaluation
cultural factors relevant to clinical mental health counseling	5.C.2.j	Supervisor Evaluation
etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	5.C.2.b	Supervisor Evaluation
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.C.2.d	Supervisor Evaluation
cultural factors relevant to clinical mental health counseling	5.C.2.j	Supervisor Evaluation

Academic Preparation for Learning

According to the Middle States Commission on Higher Education (MSCHE), students enrolled in a three-credit hour, 15-week course are expected to engage in a minimum of 112.5 hours of learning during the period of the course. This course includes 2 hours of direct instruction and a minimum of 5.5 hours of independent learning each week, totaling a minimum of 7.5 hours per week.

Independent (out-of-class) learning expectations:

For a 3-credit semester long course, students are expected to spend an average of 5.5 hours of independent or out-of-class learning each week. This could include, but is not limited to, completion of assigned readings and assignments, additional opportunities to enhance classroom learning, and exam preparation.

REQUIRED TEXTS

Teyber, E., & Teyber, F. H. (2017). 7th ed. *Interpersonal process in therapy: An integrative model*. Belmont, CA: Thomson/Brooks Cole.

Jongsma, A. E. & Peterson, L. M. (2014). *The Complete Adult Psychotherapy Treatment Planner (CAPTP)*. Hoboken, NJ: Wiley & Sons.

Additional readings as assigned.

COURSE POLICIES

Attendance

- It is essential that students attend each class session to receive credit for the required supervision and to provide reliable, ethical, and competent client care.
- In case of illness and true emergencies, please notify Dr. Froehlich, your Practicum supervisor, and your client as soon as possible.
- **More than one absence a semester could result in a failure to complete the class.**

Taskstream

The CHD department has moved to utilizing Taskstream to assess student progress across the curriculum. In this course, you will be required to submit your written assignments directly through Taskstream. This includes your CARES notes, case presentation, supervisor evaluations, and transcript. You will be required to submit these documents for grading in Blackboard and for program assessment in Taskstream. Hard copies of these documents WILL NOT be accepted.

UNIVERSITY POLICIES

Religious Holiday Policy

The Faculty Senate has set guidelines pertaining to the observation of religious holidays. These have become university policy and are as follows:

- that students notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- that faculty continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- that faculty who intend to observe a religious holiday arrange at the beginning of the semester to re-schedule missed classes or to make other provisions for their course-related activities.
- that, prior to each semester, the administration circulates to faculty a schedule of religious holidays most frequently observed by GW students.
- that student members of other religious groups are also entitled to the same courtesies and accommodations.
- that the administration conveys this policy to students by including it in the Schedule of Classes and other places deemed appropriate.

Students with Disabilities Policy

The George Washington University is committed to serving the needs of its students with disabilities. Professional staff in the office of Disability Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-

discrimination laws. Please see the Disability Support Services website for more information:
<http://gwired.gwu.edu/dss/>

GW Academic Integrity Code

The [Code of Academic Integrity](#) is a part of the [Guide to Student Rights & Responsibilities](#) and:

- Sets minimum standards for academic student conduct
- Defines the rights of students charged with an academic disciplinary violation
- Lists the procedures for resolving academic disciplinary matters
- Provides guidance for academic disciplinary sanctions
- Addresses other issues regarding academic student conduct

All students--undergraduate, graduate, professional full time, part time, law, etc., must be familiar with and abide by the provisions of the [Code of Academic Integrity](#).

Safety and Security

In the case of an emergency, if possible, the class should shelter in place. If the building that the class it is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined location.

Sexual and Gender-Based Harassment and Interpersonal Violence Policy

All members of the university community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The university has designed a Title IX Coordinator to oversee the implementation of this policy and to ensure compliance with Title IX, relevant portions of VAWA and Title VII, and to work with the Division of Safety and Security on compliance with the Clery Act and other applicable laws. The university's Title IX Coordinator is Rory Muhammad; Director. Office for Diversity, Equity and Community Engagement, shrc@gwu.edu 202 994-7434

PROFESSIONAL PRACTICE POLICIES

Ethical Guidelines: Students are expected to follow the ethical guidelines put forth by the American Counseling Association (ACA, 2014; <https://www.counseling.org/resources/aca-code-of-ethics.pdf>) and the Commission on Rehabilitation Counselor Certification (CRCC, 2017; <https://www.crcrcertification.com/code-of-ethics-4>) and to seek supervision when there is case confusion or an ethical dilemma to be resolved. Failure to follow ethical guidelines and/or non-disclosure of ethical problems and the seeking of appropriate supervision may result in dismissal from the practicum and/or counseling program. To follow ethical guidelines in relation to clients and to respect the work of our peers it is of fundamental importance that the contents of group discussion be regarded as confidential.

A NOTE ABOUT SUPERVISION

The broad goals of supervision include (a) development of diagnostic and case conceptualization skills, (b) development of the ability to translate theory and research into practice, (c) enhancement and refinement of interviewing, assessment, and counseling techniques (within session behavior), (d) understanding of relationship and process issues and their emotional components, and (e) personal and professional development. Of course, of primary concern is the welfare of your clients.

Because counseling is an immensely personal and emotional experience for both client and therapist, you can expect to be challenged personally throughout your practicum experience. You are likely to find yourself questioning aspects of your own personality as well as re-interpreting your past experiences as a child and as an adult. You may also find the process of beginning to identify yourself as a counselor and therapist to be quite disturbing, and this process may have ramifications in your personal and family relationships. These issues are normal and expectable. As such, they are appropriate topics for discussion in supervision. As one example, you may find that you have difficulty allowing a client to express strong emotions (e.g., anger, pain). (This is common!) The extent to which such a walling-off of feeling is characteristic of you or is due to experiencing a personal crisis in your own life may become part of our dialogue in supervision. While these discussions may have secondary therapeutic benefits for you, the goal is *not* counseling. In other words, while we may explore your conflicts in supervision as it relates to your work with clients, the goal is not to modify your personality. The goal is, rather, to help you work through specific personal barriers that impede your work with clients, that impede your participation in individual or group supervision, or that impede your interactions and functioning as a therapist.

You will not be evaluated based on any feelings, weaknesses, or inadequacies you discuss in supervision (unless they negatively impact the client or are a threat to client or colleague welfare). You will, however, be expected to be willing to explore personal reactions to clients and to supervision and to be open to considering your personal contribution to the therapeutic context. You will be evaluated based on your behaviors and attitude.

Please note that despite the formality of this document the practicum will be relaxed with an emphasis on individualized learning. The intent is to provide an opportunity to share cases and experiences and to learn from one another.

THE ROLE OF THE SUPERVISOR

According to the Association for Counselor Education and Supervision (ACES, 2011), the supervisor's role and responsibilities are as follows:

- a. monitoring client welfare;
- b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
- c. monitoring clinical performance and professional development of supervisees; and
- d. evaluation and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes (Standard 2,00)

KEY ASSIGNMENTS (submitted to Taskstream at end of semester)

CARES Notes

CARES notes are designed to facilitate communication about your caseload and individual supervision between you and your practicum instructor. CARES notes are to be turned in weekly into Blackboard. CARES notes are due every Friday by 9:00am each week that you see clients AND/OR have supervision, even when class does not meet or if your clients do not show. CARES notes must not include identifiable client information.

Transcript

You are expected to transcribe 15-minute section of one of your sessions. You should choose a continuous 15-minute segment demonstrating an attempted skill or intervention that does not go as planned or an area for growth. You are expected to annotate your transcript documenting the process occurring between you and your client (e.g., what were you trying to accomplish, where did you have emotional reactions, where do you think your client's responses are indicative of the presenting problems, the transference relationship, etc.) and what could you have done differently to improve the efficacy of the intervention. You must annotate EACH of your own speech turns and provide thoughtful self-feedback to receive full credit. The transcript should not include identifiable client information.

Case Presentation

Students are required to make a comprehensive case presentation lasting 45 minutes (including questions and discussion) as part of the group supervision sessions. For each presentation, a formal case write-up (typed) **will be prepared following the format discussed in class**. Case write-ups must be between 7-10 pages in length (page length might vary depending on how long you have been seeing your client), double-spaced, and in APA format.

Students are expected to choose at least one theoretical orientation with which to conceptualize the case. This report differs from the writing tasks required by the clinic (e.g., intakes and closing summaries) in several ways; however, the most obvious difference is the focus on psychological theory and client conceptualization as the driving force for the case conceptualization and intervention strategies. In the group supervision session, the student will present a brief review of the written material and present excerpts (to be selected prior to presentation) of the videotaped therapy session (7-10 minute segment).

Case presentations will be scheduled at the start of the semester and are due by the start of class on your assigned presentation day (i.e., by 9:10 am of the Tuesday you are scheduled to present). You will be responsible to present on the date assigned. You must successfully complete all requirements to receive a passing grade. Case presentations that do not meet the expectations of the seminar will not be accepted. Examples of an inadequate presentation include: an inaudible tape, an outdated tape of a client, no written case conceptualization, no tape excerpts, a clear lack of preparation concerning the client's issues or your needs, etc.

ADDITIONAL EXPECTATIONS

1. **Progress Notes:** Client progress notes and files must be always up to date in accordance with ACA ethical and record keeping guidelines as well as those outlined in the practicum manual. Notes are to be submitted in Titanium weekly for signing by the supervisor. Additionally, part of the training experience is receiving constructive feedback, both about your clinical skills and your case notes. You will *likely* receive feedback on your case notes that will require some revising. This is normal and to be expected.
2. **Outreach:** Secondary to COVID 19 related conditions, the final decision relative to parameters for Outreach will be made in late October, 2020. More detail will be available at that time.
3. **File Audit:** The last class will be spent auditing the files of each client on every student's caseload. File audits will check that every session, including intake and termination, have complete documentation, including all necessary signatures. Additionally, call logs and fee records will be checked for completeness and accuracy. All file deficiencies noted in the audit are to be corrected within 72 hours.

4. **Attendance:** Students are expected to approach the practicum at the Community Counseling Services Center in a professional manner. The practice of counseling carries with it the burden of responsibility for client welfare. Thus, students should cancel client appointments only in extreme situations (e.g., illness). You are expected to attend EVERY class, be on time.
5. **Evaluation:** At mid-semester and end of the semester, doctoral supervisors will complete an evaluation of the CI's activities. This evaluation form will be sent to the supervisor through Time2Track two times per semester and is used by the practicum instructor in the calculation of students' final course grade.

GRADES

The practicum is a graded experience. **A passing grade will NOT be awarded without 40 direct client hours. You cannot begin internship without a passing grade in practicum. Furthermore, only meeting the hours requirements will not earn you an "A" in the course. Practicum is your first opportunity to demonstrate the emerging skills necessary for being a professional counselor; clinical skills and professional skills. These factors will be considered in determining your semester grade. A grade of "B" is required to continue in the clinical sequence.** Meeting the above requirements is a minimum criterion for evaluation.

Grounds for an Unsatisfactory Grade include but are not limited to:

- In the absence of unforeseen and unavoidable circumstances, failure to adhere to course expectations *may* be sufficient grounds for insisting that you repeat or withdraw from the practicum:
 - Failure to complete required assignments (e.g., self-assessments, clinical logs, case presentations)
 - Absences
 - Failure to complete basic administrative responsibilities (e.g., case notes, taping of sessions, case conceptualization)
 - Inappropriate, unprofessional, and/or unethical behavior that is unresponsive to feedback and/or jeopardizes client or colleague welfare
 - Unwillingness or inability to take corrective actions in response to supervisory feedback
 - Inappropriate imposition of personal values and/or consistent skill deficiencies that are unresponsive to supervisory feedback and compromise clinical work

Points:

CARES Notes	45	(up to 3 points for every note, 14 in total and 3 for all complete and on time)
Case Presentation	25	
Transcript	15	
Participation	15	

Grade	Percent	Grade	Percent	Grade	Percent
A	94-100	B+	87-89.9	C+	77-79.9
A-	90-93.9	B	84-86.9	C	74-76.9

		B-	80-83.9	C-	70-73.9
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Course Schedule

***Beginning the week of 8/31/2020, CARES notes are due by 9:00 am on Friday of each week that you see clients AND/OR have supervision, even on weeks when your clients do not show.**

Date	CACREP Standards	Topics	Readings	Supplemental Readings	Assignments Due
9/1	CACREP standard: 2.F.1.m	Professional backgrounds and hopes for Practicum Intro/Review Syllabus/Brief Assignments Overview CARES Notes Concept and How To Proof of Liability Insurance CCSC Contract Assign Case Presentation Dates	Relevant CCSC Forms/Procedures/Documents	Syllabus Best Practices in Clinical Supervision: Evolution of a Counseling Specialty, The Clinical Supervisor, 33:1, 26-44, DOI: 10.1080/07325223.2014.905225	CARES Notes Topic: Openness to Supervision
9/8	CACREP standards: 2.F.1.c, 2.F.1.g	Check-ins/ Case Presentation Overview The Interpersonal Process Counseling Professional Issues	Teyber Chapter 1	Updated weekly in class	CARES Notes Topic: Licensure/Certification/Professional Associations/Public Policy Effects
9/15	CACREP standards: 2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.3.g	Transcription Overview Establishing a Working Alliance Power, Privilege and Difference	Teyber Chapter 2	Updated weekly in class	CARES Notes Topic: Power, Privilege, and Difference and how those topics shape your cultural attitudes and beliefs
9/22	CACREP standard: 2.F.1.i	Ethics/Beginning and Advanced Considerations	CRCC Code/ACA Code of Ethics/AMCD Multicultural and Social Justice Counseling Competencies	Updated weekly in class	CARES Notes Topic: Describe the role of ethics and legal considerations in counseling and how they have developed historically

9/29	CACREP standards: 2.F.3.i, 2.F.4.j, 2.F.5.j, 2.F.5.d, 2.F.6.g	Honoring the Client's Resistance Ethically and Culturally Relevant Strategies	Teyber Chapter 3	Updated weekly in class	Case Presentation #1 _____ CARES Notes Topic: Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan
10/6	CACREP standards: 2.F.2.d 2.F.2.e, 2.F.2.g, 2.F.5.f	Social Location		Updated weekly in class	CI Complete Self Evaluation and Evaluation of Supervisors CARES Notes Topic: Social Location
10/13	CACREP standard: 2.F.2.d, 2.F.2.f, 2.F.2.e, 2.F.2.g, 2.F.3.g, 2.F.4.b	Internal Focus for Change Your experience and thoughts and how they impact counseling	Teyber Chapter 4	Updated weekly in class	Case Presentation #2 _____ CARES Notes Topic: Explore how personal experiences, thoughts, and feelings impact counseling with clients
10/20	CACREP standard: 2.F.1.i	Helping Clients with Their Feelings Ethical Decision Making Models	Teyber Chapter 5	Updated weekly in class	Transcript Due CARES Notes Topic: Adopt and demonstrate an ethical decision-making model
10/27	CACREP standards: 2.F.2.b, 2.F.3.a, 2.F.4.a 2.F.5.a, 2.F.5.c, 2.F.5.g, 2.F.6.a, 2.F.8.b	Familial and Developmental Factors Counseling Theories	Teyber Chapter 6	Updated weekly in class	Case Presentation 3 Mid-Term Hours Summary CARES Notes Topic: Counseling Theories
11/3	CACREP standards: 2.F.4.b, 2.F.4.j, 2.F.5.j, 2.F.5.l, 2.F.5.h,	Treatment Planning	Jongsma - Introduction	Updated weekly in class	Case Presentation 4 CARES Notes Topic: Counseling theory and techniques within treatment, intervention, or prevention plans

	2.F.5.i, 2.F.8.b				
11/10	CACREP standards: 2.F.4.b, 2.F.4.h, 2.F.5.j, 2.F.5.h, 2.F.5.i, 2.F.7.m, 2.F.8.b	Treatment Plans, theory, and best practices	Jongsma Appendices A and B	Updated weekly in class	Case Presentation 5 CARES Notes Topic: Describe and evaluate treatment plans and interventions grounded in theory and best practices
11/17	CACREP standards: 2.F.4.c, 2.F.4.i, 2.F.7.j, 2.F.7.b, 2.F.7.c, 2.F.7.d, 2.F.7.i, 2.F.7.k, 2.F.7.l	Diagnostic/Risk Assessments and Evidence Based Practice		Updated weekly in class	Case Presentation 6 CARES Notes Topic: Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice.
11/24	CACREP standards: 2.F.5.k, 2.F.5.j, 2.F.6.b	CCSC Applied to Accreditation and Your Career Path		Updated weekly in class	Case Presentation 7 CARES Notes Topic: Demonstrate the ability to facilitate and manage the counseling process with individuals, groups, and families through indirect and direct services.
12/1				Updated weekly in class	Case Presentation 8 Final Hours Log Final CARES Notes Reflection

Appendix A

SUGGESTED RESOURCES

- American Counselor Association. (2014). *Code of ethics*. Alexandria, VA: Author.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- American School Counselor Association. (2010). *Ethical standards for school counselors*. Alexandria, VA: Author.
- Crunk, A. E., & Barden, S. M. (2017). The common factors discrimination model: An integrated approach to counselor supervision. *The Professional Counselor*, 7(1), 62-75.
doi:10.15241/aec.7.1.62
- Erford, B. T., Eaves, S. H., Bryant, E. M., & Young, K. A. (2010). *35 techniques every counselor should know*. Upper Saddle River, NJ: Pearson Education.
- Geller, S. M., & Greenberg, L. S. (2012). *Therapeutic presence: A mindful approach to effective therapy*. Washington, DC: American Psychological Association
- Halbur, D. A., & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. Boston, MA: Pearson Education.
- Haney, J. H., & Leibsohn, J. (1999). *Basic counseling responses*. Pacific Grove, CA: Brooks/Cole.
- Ivey, A. E., & Ivey, M. B. (2003). *Intentional interviewing and counseling*. Pacific Grove, CA: Brooks/Cole.
- Jongsma, A. (2002). *The complete adult psychotherapy treatment planner*. New York, NY: Wiley, John, & Sons, Inc.
- Jongsma, A. (2001). *The complete adult psychotherapy progress note planner*. New York, NY: Wiley, John, & Sons, Inc.
- King, A. (2001). *Demystifying the counseling process: A self-help handbook for counselors*. Needham Heights, MA: Allyn and Bacon.
- Morrison, J. (2014). *DSM-5 Made Easy. The clinician's guide to diagnosis*. New York, NY: The Guilford Press.

CNSL 6269: Practicum I in Counseling				
Student Learning Outcome	Proficient (3)	Benchmark (2)	Emerging (1)	Inadequate (0)
Professional Counseling Identity				
<p>Criteria 1</p> <p>Explain the professional counseling credentialing process, including certification, licensure, accreditation practices and standards, professional organizations and membership, and lastly the effects of public policy on these issues.</p> <p>As evidenced by: Time2Track (or written) hours report approved by supervisor</p> <p>CACREP standards: 2.F.1.c, 2.F.1.g</p>	<p>Student consistently and accurately documents all clinically relevant training activities, including direct and indirect hours in accordance with CACREP and licensure standards in DC; meets all program deadlines including evaluation and application deadlines.</p>	<p>Student consistently and accurately documents all clinically relevant training activities, including direct and indirect hours in accordance with CACREP and licensure standards in DC; meets most program deadlines including evaluation and application deadlines.</p>	<p>Student inconsistently documents clinically relevant training activities, confusing direct and indirect hours in accordance with CACREP and licensure standards in DC; meets all program deadlines including evaluation and application deadlines.</p>	<p>Student inconsistently documents clinically relevant training activities, including but not limited to misrepresenting direct and indirect hours; consistently fails to meet program deadlines including evaluation and application deadlines.</p>
Self as Counselor				
<p>Criteria 2</p> <p>Demonstrate awareness of their social locations and impact on their life experiences.</p> <p>As evidenced by: Student reflective journal assignment/ CARES notes score >80% and in-class participation</p> <p>CACREP standards: 2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.5.f</p>	<p>Ability to demonstrate reflective and critical application of their social location and impact.</p>	<p>Ability to demonstrate reflective and critical application of their social location and impact.</p>	<p>Ability to demonstrate reflective and critical application of their social location and impact.</p>	<p>Limited ability to demonstrate reflective and critical application of their social location and impact.</p>
<p>Criteria 3</p> <p>Demonstrate openness to supervision.</p> <p>As evidenced by: CCSC Supervisor evaluation: Section VII. Supervisory Relationship</p>	<p>Student takes seriously the supervisory relationship, is consistently prepared for supervision, and demonstrates advanced understanding of the central role supervision</p>	<p>Student takes seriously the supervisory relationship and is usually prepared for supervision., Demonstrates working knowledge of the role</p>	<p>Student takes seriously the supervisory relationship, is often unprepared for supervision, and struggles to demonstrate an understanding of the</p>	<p>Student does not take seriously the supervisory relationship, is consistently unprepared for supervision, and fails to understand the role</p>

<p>CACREP standard: 2.F.1.m</p>	<p>plays in counselor development</p>	<p>supervision plays in counselor development</p>	<p>role supervision plays in counselor development</p>	<p>supervision plays in counselor development</p>
<p>Multicultural Competence</p>				
<p>Criteria 4</p> <p>Describe the effect of power, privilege, and difference and how these shape their own cultural attitudes, and beliefs.</p> <p>As evidenced by: Case presentation score >80%</p> <p>CACREP standards: 2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.3.g</p>	<p>Student demonstrates strong and consistent ability to be reflective and explore influences on their counselor attitudes and beliefs and the role they plays in their work with client(s). Well-written; in APA format.</p>	<p>Student demonstrates consistent ability to be reflective and explore influences on their counselor attitudes and beliefs and the role they plays in their work with client(s). Well-written; in APA format.</p>	<p>Student inconsistently demonstrates the ability to be reflective of the influences on their counselor attitudes and beliefs and struggles to recognize their impact on their work with clients.</p>	<p>Student is unable, prompted or not, to explore influences on their counselor attitudes and belief, verbally or in writing.</p>
<p>Criteria 5</p> <p>Demonstrate ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.</p> <p>As evidenced by: Internship site supervisor evaluation: Section X. Professional Dispositions- Social and Self Awareness</p> <p>CACREP standard: 2.F.2.d, 2.F.2.f, 2.F.2.e, 2.F.2.g, 2.F.3.g, 2.F.4.b</p>	<p>Ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>	<p>Ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>	<p>Ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>	<p>Limited ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>
<p>Theory to Practice</p>				
<p>Criteria 6</p> <p>Explain the essential concepts of the major theoretical schools in counseling and apply specific techniques associated with each of those approaches.</p> <p>As evidenced by: Transcription score of >80%</p>	<p>Student can clearly identify and articulate theoretically driven interventions, their rationale for use, and accurately evaluate the intervention effectiveness in the therapeutic relationship.</p>	<p>Student can identify interventions used and provide rationale for use, though may inconsistently connects them to theory. Students evaluation of effectiveness is generally accurate.</p>	<p>Student inconsistently identifies interventions used or demonstrates confusion about what constitutes an intervention; rationale for use is not consistent or not clinically appropriate, inconsistently connected them to</p>	<p>Student is unable to identify interventions used and provide rationale for use, though may inconsistently connect them to theory. Students evaluation of effectiveness is generally accurate.</p>

<p>CACREP standards: 2.F.2.b, 2.F.3.a, 2.F.4.a 2.F.5.a, 2.F.5.c, 2.F.5.g, 2.F.6.a, 2.F.8.b</p>			<p>theory. Students evaluation of effectiveness is generally accurate.</p>	
<p>Criteria 7</p> <p>Evaluate the use of counseling theory and techniques within treatment, intervention, or prevention plans.</p> <p>As evidenced by CCSC Supervisor evaluation Section V. Theory and Intervention Skills section</p> <p>CACREP standards: 2.F.4.b, 2.F.4.j, 2.F.5.j, 2.F.5.l, 2.F.5.h, 2.F.5.i, 2.F.8.b</p>	<p>4 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>3 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>2 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>1 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>
<p>Ethical Practice</p>				
<p>Criteria 8</p> <p>Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan in any counseling modality.</p> <p>As evidenced by CCSC Supervisor evaluation Section VIII. Ethical Decision Making Skills section</p> <p>CACREP standards: 2.F.3.i, 2.F.4.j, 2.F.5.j, 2.F.5.d, 2.F.6.g</p>	<p>4 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>3 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>2 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>1 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>

<p>Criteria 9</p> <p>Adopt and demonstrate an ethical decision-making model for use in the various counseling roles and responsibilities.</p> <p>As evidenced by: Ethics sections of CARES notes</p> <p>CACREP standard: None</p>	<p>Student demonstrates advanced ethical decision making processes, appropriate attention to potential ethical concerns, and awareness of own limitations navigating such situations.</p>	<p>Student demonstrates ethical decision making processes expected at this stage of training, appropriate attention to potential ethical concerns, and awareness of own limitations navigating such situations.</p>	<p>Students' ethical decision making process is emerging and/or slightly underdeveloped; student does not engage in unethical behavior but struggles to identify potential ethical concerns. Awareness of own limitations is inconsistent.</p>	<p>Student demonstrates inappropriate ethical decision making processes and/or ethical behavior. Student lacks awareness of limitations navigating such situations.</p>	
<p>Criteria 10</p> <p>Describe the role of ethics and legal considerations in counseling and related professions that have developed historically.</p> <p>As evidenced by: Student reflective journal/CARES notes</p> <p>CACREP standard: 2.F.1.i</p>	<p>Strong and consistent ability to present reflective and critical application of ethics and legal considerations in counseling, diagnosis and treatment.</p>	<p>Consistently able to present reflective and critical application of ethics and legal considerations in counseling, diagnosis and treatment.</p>	<p>Limited ability to present reflective and critical application of ethics and legal considerations in counseling, diagnosis and treatment.</p>	<p>Demonstrate limited or inappropriate ethical behavior with clients or the counseling process; reflecting poor understanding of and/or adherence to professional ethics.</p>	
<p>Clinical Skill</p>					
<p>Criteria 11</p> <p>Describe and evaluate treatment plans and interventions grounded in theory and best practices for clients using various modalities.</p> <p>As evidenced by: CCSC site supervisor evaluation: Section IV. Case Conceptualization Skills</p>	<p>6 of 6 component items rated as Adequate or More than Adequate</p>	<p>4 of 6 component items rated as Adequate or More than Adequate</p>	<p>3 of 6 component items rated as Adequate or More than Adequate</p>	<p>1 of 6 component items rated as Adequate or More than Adequate</p>	

CACREP standards: 2.F.4.b, 2.F.4.h, 2.F.5.j, 2.F.5.h, 2.F.5.i, 2.F.7.m, 2.F.8.b				
<p align="center">Criteria 12</p> <p>Demonstrate ability to facilitate and manage the counseling process with individuals, groups, and families through direct client services and indirect client services (D)</p> <p>As evidenced by: CCSC site supervisor evaluation: Section III. Counseling Skill</p> <p>CACREP standards: 2.F.5.k, 2.F.5.j, 2.F.6.b</p>	18 of 20 items rated as Adequate or More than Adequate	16 of 20 component items rated as Adequate or More than Adequate	14 of 20 component items rated as Adequate or More than Adequate	13 or fewer items rated as Adequate or More than Adequate
Research and Assessment				
<p align="center">Criteria 13</p> <p>Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice.</p> <p>As evidenced by: CCSC Supervisor evaluation Section II. Assessment Skills</p> <p>CACREP standards: 2.F.4.c, 2.F.4.i, 2.F.7.j, 2.F.7.b, 2.F.7.c, 2.F.7.d, 2.F.7.i, 2.F.7.k, 2.F.7.l</p>	3 of 3 component items rated as Adequate or More than Adequate	2 of 3 component items rated as Adequate or More than Adequate	1 of 3 component items rated as Adequate or More than Adequate	0 of 3 component items rated as Adequate or More than Adequate

Note: If you have questions about what can be counted as hours, consult your instructor. It is not advisable to make this decision on your own as it may result hour log errors.