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Section 1: Guidelines for Preparing and Applying for Practicum/Internship

The following guidelines apply to all George Washington University students in the master's clinical mental health, rehabilitation, and school counseling programs. Differences in guidelines among programs are noted in BOLD as appropriate.

The first and most important step in the master’s program is to create a Plan of Study with your faculty advisor during the first semester of your program. This Handbook is a tool to help you do that in a timely and efficient manner. The Plan of Study is a list of classes that you agree to take in a particular sequence. Knowing what semester the prerequisite classes for practicum and internship are offered, and which semesters the classes are offered, will enable you to efficiently choose classes to avoid any delay to the sequencing of the semester in which you plan to enroll in internship.

Carefully reading and following the guidelines described herein will help you avoid not taking an internship prerequisite course, that would consequently result in a delay in enrolling in practicum/internship when you planned or having a less than satisfactory internship experience.

Complete the Self-Evaluation in Appendix C of this handbook prior to meeting with your advisor and keep it for your records. Reflect on the type of work and population within the world of counseling that is of interest to you.

1. Internship class prerequisites:
These classes are required to be completed prior to beginning internship. Not all classes are offered every semester so it is important to meet with your advisor to discuss course sequence as soon as you begin classes in the counseling program.

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 6155 Career Counseling
CNSL 6157 Individual Assessment
SPED 6230 Vocational Assessment (optional for rehabilitation students only)
Foundations of: CNSL 6268 (clinical mental health)
    CNSL 6376 (rehabilitation)
    CNSL 6466 (school)

NOTE: CNSL 6173 Diagnosis and Treatment Planning is required of clinical mental health students and strongly recommended for all rehabilitation and school counseling students prior to practicum/internship.

If state licensure is a goal after completion of the 60-hour program be sure to check the specific requirements of that state.

Clinical Mental Health and School Counseling Students:

2. Attend the annual Orientation to Practicum/Internship* during the fall semester prior to enrolling in Foundations of Clinical Mental Health (CNSL 6268) or Foundations and Practicum of School Counseling (CNSL 6466).
*This is a one hour orientation to the practicum/internship experience. The orientation is held annually during fall semester and is conducted by the staff of the Community Counseling Services Center (CCSC). The CCSC is the counseling training clinic currently located on the ground floor of the Graduate School of Education (GSEHD). Students are notified about the orientation to the practicum/internship experience through the department listserv. It is the responsibility of each student to provide Thelma Meyers, Executive Assistant thelmy@gwu.edu 202-994-8648 with their name and e-mail address to be added to the department listserv.

Rehabilitation Counselors ONLY:
The orientation to the Practicum/Internship process is offered during the fall semester in CNSL 6376 Foundations of Rehabilitation Counseling class.

3. During the fall semester an orientation for rehabilitation students is provided with instructions to read the HIPAA slides and complete the test that accompanies it. Print out results of the HIPAA test and submit it to your advisor with the entire packet (NOT SEPARATELY) of the internship materials on or before the deadline of May 1, 2016. This will be explained to you in further detail by CCSC staff that will visit your class during the CNSL 6376 Foundations of Rehabilitation Counseling Class fall semester.

School Counseling Students ONLY:
4. Practicum Instructions for Foundations & Practicum of School Counseling
As a school counselor, you have the opportunity to work in a school setting for a 100 hour practicum experience that is integrated into CNSL 6466 Foundations of School Counseling. School counselors are assigned an internship site by the Office of Personal Preparation and Accreditation (OPPA) in the Division of Clinical Experience and Licensure (202-994-1542) for each of the practicum and internship semesters. Questions regarding your internship placement should be directed to ole@gwu.edu.

During the fall semester, at the orientation instructions are provided on accessing the HIPAA slides on Blackboard and completing the test that accompanies it. After you complete the HIPAA test, print out results of the HIPAA test and submit it to your faculty advisor on or before November 20, 2015. All documents should be submitted together.

At the same time complete the Contract for Work in the Community Counseling Services Center found on page 9. Submit it with a copy of the HIPAA test to your faculty advisor on or before November 20, 2015. All documents should be submitted together.

Obtain professional liability insurance. Membership in the American Counseling Association (ACA) at www.counseling.org or American School Counselors Association (ASCA) at www.schoolcounselor.org However, you may obtain liability insurance from another company of your choice.

PRINT OUT the certificate of insurance (not the membership card of ACA or ASCA) that contains your name, the date the insurance is effective, the expiration date and the dollar amount of the coverage (EXAMPLE: 1
All Counseling Students:

7. Participate in four sessions of mentoring with the Internship II intern assigned to you by the CCSC staff during the spring semester. This will be explained to you in further detail by CCSC staff during the CNSL 6268 Foundations of Clinical Mental Health, CNSL6376 Foundations of Rehabilitation Counseling and CNSL 6466 Foundations and Practicum of School Counseling during spring semester.

8. Complete the Counseling Practicum/Internship Application Form and submit it to the advisor by the date below.

<table>
<thead>
<tr>
<th>Semester enrolling in 6185</th>
<th>Reservation form must be submitted by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer &amp; Fall</td>
<td>March 1, 2016</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>May 1, 2016</td>
</tr>
</tbody>
</table>

9. Applicants to CNSL 6185 must record a 30-minute counseling role play as part of their application to internship.

The final skills recording from CNSL 6153 may be used if the recording date is less than one year old at the beginning of semester that the student plans to enroll in CNSL 6185 Practicum/Internship. If the recording date will be more than one year old the semester the student begins internship, a new 30 minute counseling role play recording must be completed and submitted AT THE SAME TIME AS THE INTERNSHIP APPLICATION-MARCH 1, 2016 OR MAY 1, 2016. You should contact Dr. Megivern or Dr. Witmer in the CCSC in order to have a role play partner assigned and time scheduled in the CCSC.

10. Application to utilize employment site as internship site must follow these instructions.

A student interested in considering their place of employment as one option for an internship placement must first notify their faculty advisor. The student must provide their faculty advisor with (1) their current job description from their employer that would detail their role, functions, and responsibilities; (2) the description of the proposed internship site duties that align with CACREP or CORE requirements. Included in the proposal should be the name and credentials of the student's current supervisor, the name and credentials of the proposed supervisor for internship, and a statement from the Human Resources Department that states an awareness of the internship duties and support of this proposal. The proposal would be discussed with the advisor, approved by the program coordinator, and final approval must be obtained from the Department Chair.

Evaluations of Internship Sites by past interns are located at this link: Review prior student evaluations of internship sites. THESE SITES DO NOT ALL HAVE MOUs!!!!!

http://gsehd.gwu.edu/findemployment
Scroll down then
Click on Counseling Practicum and Internship Database
Students will need the username and password to access the site:
   Username: gsehdcounseling
   Password: 2134gstreet

Search by: Type of experience OR Organization OR State

Remember, THESE SITES DO NOT ALL HAVE MOUs!!!!

11. Prior to committing to a specific internship site, the student must confirm that the site has a current unexpired Memorandum of Understanding (MOU) with GWU. The student can do this by contacting their faculty advisor, who will have an up-to-date list of MOU agreements. Upon confirmation that the site has a current MOU with GWU the student is able to make a commitment to that site.

12. If the student is seeking a NEW internship site, and that site DOES NOT have a current MOU agreement, the student must contact their faculty advisor. The advisor will confirm with the CCSC Director that the site meets the CACREP accreditation standards, or the CORE accreditation standards, and begin the process for the site to obtain a MOU.

13. You should submit letters/e-mails of interest with updated resumes to ten/twelve (clinical mental health) and five/seven (rehabilitation) site directors/supervisors no later than December, 2015- for a summer or fall 2016 internship. (Note: Some sites require applications/interviews as much as one year prior to placement.)

*14. Obtain confirmation of site placement. Site supervisors must complete the Field Site Supervisor Agreement. The student is responsible for submitting it to your advisor with all internship materials on or before the deadline of May 1, 2016, if you are beginning internship fall 2016.

Clinical Mental Health and Rehabilitation Counselors ONLY:

15. During the fall semester an orientation for clinical mental health students and rehabilitation students (within their foundations class) is provided. During that orientation there is a description on accessing the HIPAA slides and completing the test that accompanies it through Blackboard. Print out results of the HIPAA test and submit it to your advisor with the entire packet (NOT SEPARATELY) of the internship materials on or before the deadline of May 1, 2016.

16. Obtain professional liability insurance through the American Counseling Association (ACA) at www.counseling.org or the American Rehabilitation Counseling Association www.arcaweb.org membership in either will automatically entitle you to professional liability insurance. However, you may obtain liability insurance from another company of your choice.

PRINT OUT the certificate of insurance (not the membership card) that contains your name, the date the insurance is effective, the expiration date and the dollar amount of the coverage (EXAMPLE 1 million/1 million or 1 million/3 million). It usually takes 4-6 weeks for requests for membership and liability insurance to be processed.

17. At the same time complete the Contract for Work in the Community Counseling Services Center found on page 9. Submit it to your faculty advisor on or before May 1, 2016. All documents should be
submitted together.

18. The Field Site Supervisor Form, proof of completion of the HIPAA test, certificate of insurance and Contract for Work in the Community Counseling Services Center are necessary prior to beginning the practicum experience and should be submitted together to your advisor on or before May 1, 2016.

All Counseling Students:
17. Submit copy of “Clinical Supervision Guidelines” (Appendix A of this document) to practicum/internship site supervisor prior to beginning work at your placement site.

18. Attend (required) CCSC practicum/internship orientation activities:
   A. Open House on a to be determined Wednesday in June
   B. Small group sign-up options sent out in May for June and July
   C. Two days choice of Tuesday or Wednesday and
   D. Everyone on Thursday and Friday the week prior to the beginning of classes
The George Washington University
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:

___I agree to remain in the CCSC for the entire two-semester period that is Internship I and II, as well as the weeks that fall in-between the two semesters. I am allowed a vacation day of up to 10 business days the entire two-semester period I am offering services to CCSC clients. **I may not request vacation days during the final four weeks of any semester in which I am a student working in the CCSC.**

___In order to use vacation days I am responsible for submitting a written request to the CCSC Director five days in advance of the first day I am requesting to be away. I am responsible for notifying my supervisor five days in advance of my absence regarding the days that I will be away. I am responsible for making arrangements with my supervisor for my clients if any of them are in crisis or request to be seen during my absence. **A student may not take vacation time the 10 business days prior to any semester break.**

___I agree to keep up-to-date and accurate records and logs, as required by the ACA Code of Ethics, and HIPAA.

___I agree to attend weekly supervision, whether or not I have a client, to ensure the quality of client care while working in the CCSC.

___I agree to notify the CCSC Director, Assistant Director and Supervisor designee by e-mail or voicemail within 24 hours of being referred a client the date and time of the intake appointment with that client.

___I agree to a caseload of up to four at one-time clients (average of two referrals) during the academic year and six clients at the same time during the summer sessions while working in the CCSC.

___I agree to contact the CCSC Director by e-mail if I recognize I need direct hours. I recognize that it is my responsibility to ensure that I have the designated amount of 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 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 internship grade;
(2) a written warning, which will be reflected in my overall internship grade;
(3) dismissal from internship class and the CCSC.

____________________  ____________________
Signature of Intern                                                         Date
Internship Year Hour Requirements

Clinical Experience. All students will spend the equivalent of 6-8 hours a week in the Community Counseling Services Center (CCSC) and 18-25 hours a week at an outside internship site over the course of two semesters. A minimum of 1½ hours of dyadic supervision meetings or 45 minutes of individual supervision per week. A minimum of 2 hours per week of group supervision (i.e., internship class). Over two semesters, students must complete a total of 700 hours of practicum/internship experiences including:

PRACTICUM: “The Appetizer”

a. 100 hours of practicum experience at your outside internship site (during CNSL 6185). Practicum hours are a combination of 40 direct and 60 indirect hours.

<table>
<thead>
<tr>
<th>Practicum: Outside Internship Site Only! (Total 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Hours</td>
</tr>
<tr>
<td>Practicum</td>
</tr>
</tbody>
</table>

INTERNSHIP: “The Main Course”

b. A minimum of 260 hrs (130 for CNSL 6185 Internship I and 130 for CNSL 2186 Internship II) of direct work with clients at the outside internship site.

c. An additional 260 hrs (130 for CNSL 6185 Internship I and 130 for CNSL 6186 Internship II) of indirect activities at an appropriate field site.

<table>
<thead>
<tr>
<th>Internship: Outside Internship Site (Total 520)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Hours</td>
</tr>
<tr>
<td>Internship I</td>
</tr>
<tr>
<td>Internship II</td>
</tr>
</tbody>
</table>

d. A minimum of 80 hours (40 per semester) of work in the Community Counseling Services Center (CCSC). Half of these hours (40 per semester) should be working directly with clients.

<table>
<thead>
<tr>
<th>Internship: CCSC (Total 80)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Hours</td>
</tr>
<tr>
<td>Internship I</td>
</tr>
<tr>
<td>Internship II</td>
</tr>
</tbody>
</table>

Total Hours:

(a) Practicum (Outside Internship Site Only): 100 hours
(b) Internship I (Direct Hours): 130 hours
(c) Internship I (Indirect Hours): 130 hours
(d) Internship II (Direct Hours): 130 hours
(e) Internship II (Indirect Hours): 130 hours
(f) CCSC (Direct Hours, Semester I + II): 40 hours
(g) CCSC (Indirect Hours, Semester I + II): 40 hours
(h) Total Hours: 700 hours
Three-Semester Practicum/Internship

Some students have multiple responsibilities such as juggling career and family commitments during their internship year and they decide to extend the practicum/internship experience across 3 semesters. This allows the student to do fewer hours per week and still meet the requirements of internship. If this seems like an ideal solution to you, here is a way you can think about your hours commitment spread out over 3 semesters. Keep in mind that you will have to enroll in internship class for 3 semesters (the third semester becomes an independent study with your instructor and is for 1 credit only). Additionally, you will still meet for a minimum of 1½ hours of dyadic supervision meetings or 45 minutes of individual supervision per week and a minimum of 2 hours per week of group supervision (i.e., internship class).

The 3-semester option lasts for approximately 37 weeks. This includes 12 weeks during the summer sessions I & II, 13 weeks in the fall, and 15 weeks in the spring. Although the total is 40 weeks, you must subtract 3 weeks for vacation that you will be taking. (You will also have university holidays off and breaks between semesters when the CCSC is closed). Thus, the total hours required for internship mentioned above (700) will remain the same, but below you will see how they can be divided weekly for both the CCSC and your outside internship site.

<table>
<thead>
<tr>
<th>3-Semester Internship Hourly Breakdown per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>CCSC</td>
</tr>
<tr>
<td>Outside Internship Site</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

These numbers above are a general suggestion, because when you multiply the hours yourself if you work 20 hours weekly (both at the CCSC and outside internship site) over 37 weeks, you will accrue 740 hours (40 hours beyond what you need). If you use this general guideline above, you will ensure that you accrue the correct number of hours by the end of your 3 semesters and be able to count any additional hours towards licensure (LPC). Thus, your efforts will not be wasted.

If you choose to do fewer hours per week at your outside site per week, you can complete your hours correctly, you might just have to take vacation/sick time from your job and use it for internship hours accrual, which will be your choice. But please be sure to schedule time for yourself and for self-care that can rejuvenate you during a busy and stressful year.

Below you will find examples of client-related interactions that are counted as direct and indirect hours:

**Direct:** Client sessions, community outreach, group therapy sessions, mentoring, phone calls with other clinicians related to your cases (e.g., psychiatrists, case managers, physicians), IEP meetings about students, guidance lessons, and family meetings at schools.

**Indirect:** Internship classes, supervision sessions, reading charts, writing progress and process notes, preparing for client sessions, grand rounds, meetings with teachers, and research/preparation time for guidance lessons or psycho-educational lessons.

Three Semester Agreement

I, __________________________________________, agree to serve until the end of three full semesters at my internship site, ________________________________________________, and at The George Washington University Community Counseling Services Center (CCSC) in return for the privilege of being able to extend my counseling internship an additional semester. This means that even if I complete the minimum required CORE/CACREP hours (700 total) I will remain at both sites until the final date required by both the site and the CCSC.

In addition, I agree to enroll in two consecutive semesters with the same internship instructor, even if this means that there is a conflict with another required class and/or it represents an extension of the completion of my degree an additional semester. The reason for two consecutive semesters with the same internship instructor is critical to assess the continuity of counseling skills.

Students completing internship across 3 semesters will need to follow these instructions below for enrollment:

1. The first semester the student would be enrollment in Practicum/Internship I,
2. The second semester the student enrolls in an independent study with their internship instructor, and
3. The third semester the student enrolls in Advanced Internship II

______________________________________________________________________________
Signature of Student

____________________________________________________________________________________
Signature of CCSC Director/Assistant Director

Date

Date
Counseling Practicum/Internship Application Form

All master's candidates in counseling must complete and submit this form (see due dates below) to the CCSC Director at least one semester before enrolling in CNSL 6185. **Completing this application does not ensure a place in the class.** You must use this application form in connection with all the guidelines in the Counseling Practicum/Internship Information Handbook.

Name ___________________________ Program ___________ Phone (H) ____________

Address ___________________________ E-mail ___________ (C) ____________

GW ID # ___________________________

I plan to enroll in CNSL 6185 in (indicate the year): Summer 20______ Fall 20______ Spring 20______

The following courses are required to have been completed prior to enrolling in CNSL 6185. Please indicate the semester and year each course was taken:

CNSL 6151 Professional and Ethical Orientation to Counseling ________________________________

CNSL 6153 Counseling Interview Skills ____________________________________________________

CNSL 6155 Career Counseling _____________________________________________________________

CNSL 6157 Individual Assessment in Counseling* ____________________________________________

CNSL 6154 Theories and Techniques of Counseling ____________________________________________

CNSL 6163 Social and Cultural Dimensions of Counseling ______________________________________

CNSL 6268 Foundations of: Clinical Mental Health Counseling, or ____________________________

CNSL 6376 Foundations of Rehabilitation Counseling or _________________________________

CNSL 6466 Foundations of School Counseling ______________________________________________

* As an option Rehabilitation Counseling students may enroll in CNSL/SPED 6230 Vocational Assessment

List courses you plan to take concurrently with CNSL 6185:

Note: CNSL 6173 Diagnosis and Treatment Planning is strongly recommended for all students.

Please list three sites that you are considering for your internship placement **(All Sites must have an existing MOU):**

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

Semester enrolling in 6185:  Reservation form must be submitted by:
Summer & Fall 2016  March 1, 2016
Spring 2017  May 1, 2016

Deadline for submission to faculty advisor

Advisor’s Signature ______________________ Date ___________________________
Section 2: Guidelines for Recording Submission

All counseling students planning to enroll in CNSL 6185 Practicum/Internship Class are required to submit a current *30 minute recording of a counseling role play that demonstrates a satisfactory level of counseling skills. While students may elect to submit their final recording from Counseling Interview Skills (CNSL 6153), the skills evaluated for this requirement include more than just those covered in Counseling Interview Skills. **Thus, a passing final recording in CNSL 6153 may not be satisfactory for the purpose of enrollment in practicum/internship.** It is not uncommon for students to have to do additional skills improvement and resubmit an additional role play in order to be able to achieve a satisfactory evaluation.

*Current means a recorded date of the CNSL 6153 session will be less than one year old the semester that CNSL 6185 Practicum and Internship begins. If the recording will be one year old when the semester begins the student will need to record a new 30 minute counseling role play for the internship application. You should contact Dr. Megivern or Dr. Witmer in order to have a role play partner assigned and time scheduled in the CCSC.*

The most common issues that arise that necessitate a student rerecording the role play are:

- failure to give the client the limits of confidentiality
- inability to execute an action plan with the client
- inability to establish rapport with the client
- client and counselor not being seen on camera
- inability to demonstrate empathy toward the client
- over identification with the client’s problems

Section 3: Selection of Practicum/Internship Field Sites

Clinical Mental Health and Rehabilitation Counselors Obtaining a Field Site

Faculty advisors assist students in obtaining an internship placement with a memorandum of understanding (MOU) by providing information about approved sites, discussing questions about potential sites, and being available to provide guidance during the students’ search for a site.

The faculty's policy regarding interns obtaining an approved field site is that this process is a joint responsibility of the faculty advisor and the student. It is the responsibility of the student to use the information provided in this handbook to select an approved site with an MOU, send a resume, complete any necessary applications, and to set up interviews with a potential internship.

Advance approval of the Internship Instructor's Committee would be necessary for a clinical mental health or rehabilitation counseling student to begin to seek an internship site placement that would involve client home visits or placement in a private or group practice setting.

Prospective clinical mental health counselors should identify approximately 10-12 sites with existing MOUs to submit resumes for a field site placement. Rehabilitation counselors should identify five-seven sites.
Internship Site Interviews

**Clinical Mental Health and Rehabilitation Students:** Make interview appointments with the appropriate contact persons in the approved MOU field sites you selected. General instructions for the interview are:

1. **Before attending the interview, read and be familiar with all of the material in this Handbook.** Take a copy of this Handbook with you to provide a copy for the field site contact. Be prepared to inform the field site contact that you want to participate, under supervision, in a variety of counseling (individual, group and family) and counseling-related experiences (staffing, in-service, workshops, intake interviews and assessments) as appropriate to your training and interest. Also let the site contact know that you need to have at least eight hours a week of direct counseling experience, with at least one client continuing over several sessions.

   Clinical mental health counselors need one hour per week of individual supervision by an independently licensed supervisor i.e. a licensed counselor, social worker, or psychologist. Rehabilitation counselors need one hour per week of individual supervision by a Certified Rehabilitation Counselor (CRC).

2. **Be prepared to talk about your preparation for participation for internship in the Foundations Classes.** For example, take a list of courses that you have already completed or in the process of completing. Describe any counseling or related experiences you have had. It is advisable to prepare a resume listing pertinent information about yourself. This is a professional interview and you want to present yourself accordingly.

3. **Be prepared to accommodate yourself to field site requirements as much as possible.** For example, you may have to begin your site work before the semester begins and/or continue it after it ends or work evenings and weekends.

4. **Be sure to send a hand written thank you to the field site contact with whom you interviewed.** Thank the contact for taking the time to explain the services the agency provides and discuss your resume.

5. **School Counselor Practicum/Internship Students:** After you have received confirmation of your school site placement from the Office of Personal Preparation and Accreditation (OPPA), call the contact counselor at your assigned school. (Do not call until the system has notified the school counselor about your placement; you can get this information through OPPA). If acceptable to the school counselor, schedule a get-acquainted interview before beginning your practicum/internship. Follow the interview instructions given above in items 1-3 above. Be sure that you know from the field site supervisor when you are expected to begin your internship; some schools require preliminary orientation.

6. **Clinical Mental Health and Rehabilitation Students:** You may receive and accept an internship appointment with an approved site that has an MOU at the time of one of your interviews or the field site interviewer may give you a specific time when he or she will get back to you. Otherwise, you should wait about a week to hear from the sites, then give them a call and ask about their decision.

6. **Clinical Mental Health and Rehabilitation Students:** After you have received oral confirmation from the contact site person provide your site supervisor with a copy of the Field Site Supervisor Agreement Form to sign and return it to your advisor.

Be sure that the field site contact person knows when you are expected to begin your internship; some sites require preliminary training.

During the internship at the field site, the field site supervisor has supervisory and administrative responsibility for field site activities. The GW University faculty instructor for practicum/internship may visit the field site if it is necessary or the field site supervisor or you request a visit at the beginning or any time during the semester. After receipt of the Practicum Evaluation (completion of the first 100 hours) the faculty instructor may visit the internship if it is determined that it is necessary or desirable, or the field site supervisor or you request a visit. At the end of the semester, the field site supervisor will complete an evaluation form on your practicum/internship activities. A copy of
both evaluations are contained in this document. If the practicum or internship evaluation is less than satisfactory or any problem arises through the semester the faculty instructor will contact the field site supervisor.

If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during the field site practicum/internship, let your practicum/internship faculty instructor know in a timely fashion. It is the responsibility of the university internship instructor to work with you and the field site supervisor to properly handle and resolve any special problems or concerns.

Section 4: The Community Counseling Services Center

Students are expected to work with assigned clients in the Community Counseling Services Center (CCSC), the training clinic of the GWU Counseling Program. Clients are assigned throughout the two semesters of practicum/internship so it is possible that an intern may not be assigned a client until the end of the first semester. Ideally, every student will be able to maintain a caseload of two clients during the fall/spring semester and three during the summer semester. Hours spent in the CCSC will count toward the overall internship hours (600), not toward the 100 practicum hours.

In addition to direct hours spent seeing clients there is a requirement to document progress notes, write counseling plans, and participate in weekly individual supervision (50 minutes for individual supervision and one and one-half hours per week for triadic supervision). The supervision provided on-campus is for counseling provided in the CCSC. The counseling-related activities completed in the CCSC complement but are separate and distinct from the field site activities.

Generally, supervision received on-campus is focused on the clients in the CCSC. However, some on-campus supervisory time may also be spent discussing clinical and other matters at the field site.

More detailed information about CCSC activities is provided during small group meetings with CCSC staff held within 4-5 weeks prior to when classes begin and two all day orientation sessions held during the fall semester the week before classes begin. The spring and summer semester’s orientation takes place several weeks prior to the practicum/internship semester with a one all day orientation session. All interns are required to attend all orientation sessions.

Extending Internship Due to Skills or Hours Shortage

In some cases the master’s student may need to extend work at the internship site and the CCSC because the 700 hour requirement has not been met or the student’s counseling skills do not meet the minimum requirements. If the issue is a matter of hours and the work can be completed within a four week period beyond the end of the semester the student MAY BE CHARGED A FEE FOR CONTINUOUS REGISTRATION (IF NOT TAKING A CLASS THAT SEMESTER), is required to continue in on-campus supervision, and WILL OFFICIALLY graduate the following semester and IF ALL CLASSES ARE COMPLETED, A STUDENT MAY “WALK” IN THE CURRENT GRADUATION. If the hours are unable to be completed in four weeks then the student is required to register for one hour of independent study, attend internship class, and continue to accrue hours by seeing clients in the CCSC and the internship site through the end of that semester as determined by the internship instructor, the field site supervisor and CCSC staff as team collaboration necessitates.

If the situation is one in which the student’s counseling skills do not meet the minimum requirements for a first or second semester internship student the student is required to register for one hour of independent study and attend class an additional semester (if the third semester is during the summer session it would mean staying during two summer sessions), attend weekly supervision sessions and see clients in the CCSC the entire extra semester. The student’s internship instructor determines the necessity of staying an additional semester so all questions regarding hours and skills must be directed to the internship instructor. The student will be notified by their internship instructor.
during midterm of the first or second internship semester that their skills are not progressing so that advancement to a second internship semester or that satisfactory completion of a second internship semester is not possible so that a third semester of internship may be necessary.

The student’s internship instructor determines the necessity of staying an additional semester so all questions regarding hours and skills must be directed to the internship instructor. Internship instructors meet individually with their students at midterm of each semester in order to provide direct feedback on progress toward completing the skill competencies for internship I and II. A student’s further questions and concerns about their progress during the internship semesters is the responsibility of the student to seek out and discuss with the internship instructor.

**Planning a Three Semester Internship**

A student may determine prior to the beginning of internship that due to employment or family obligations that a planned extension of internship to three semesters is preferred. In the event of this situation it is the responsibility of the student to notify the faculty advisor and director of the CCSC. **Meet with the director of the CCSC as soon as you have made this decision so that a formal agreement can be signed.**

**Students Opportunity to Provide Feedback**

All students are invited to provide written and verbal feedback on their experience working in the CCSC at the end of their internship. Students are provided a copy of the Intern Survey and are encouraged to complete it anonymously and return it to a centrally located container for that purpose in the CCSC prior to their final day in the CCSC. Students are also invited to participate in an exit interview with the Director or the Assistant Director of the CCSC to discuss concerns and recommendations that they may have related to their work in the CCSC.

Results of both the survey and the exit interview are compiled and discussed by staff at the annual CCSC retreat at the end of spring semester. At that time the most frequent suggestions as well as those that can easily be changed to meet student requests are assigned to staff for follow-up and completion prior to fall semester.

**Internship Hours Toward State Licensure**

Every student is encouraged to consult the licensure regulations of the state in which the student anticipates seeking licensure to independently practice counseling. Each state differs in requirements for licensure. Consult the specific state for the requirements by going to [www.amhca.org](http://www.amhca.org) and click on Practice Resources along the left side of the screen. This provides access to the web page for every state. In some states internship hours logged under a state licensed practitioner (internship instructor, site supervisor, or CCSC supervisor) may contribute toward licensure.

In the event that students wish to include internship hours toward hours for licensure in Virginia the internship must begin after completion of 30 semester hours toward the graduate degree in counseling.
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 (GW) University, 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 conduct includes, but is not limited to: appropriate interviews and sessions with clients, 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. In addition, 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 in regards to academic planning.
- Show developed sense of self-awareness regarding skills and talents.
- Demonstrate an ability to develop and sustain rapport with both men and women.
- 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 with regards to 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 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 circumstances that compromise 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 6268 (Foundations/Practicum: Clinical Mental Health Counseling); CNSL /6376 (Foundations/Practicum: Rehabilitation and Case Management); or CNSL 6466 (Foundations of School Counseling) 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 in order 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 in order 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 an off-campus Practicum and Internship. It is imperative that I make myself available for the hours required by all Practicum and Internship sites at the specific days and times required by those sites. I also realize that I am responsible for fulfilling all the procedures as outlined in the Practicum and Internship Handbook.

Proficiency as a counseling intern is expected for the successful completion of programs at the George Washington University. Regular evaluations of my progress will be 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.
APPENDIX A: Clinical Supervision Guidelines for Site Supervisors

The information on the following pages is provided to familiarize field site supervisors and students with the guidelines used by their field site supervisors.

Introduction

These guidelines are designed for field site supervisors who agree to provide clinical supervision to practicum/internship students in the master’s program in counseling at The George Washington University. The guidelines briefly describe the training/educational objectives of the practicum/internship and the roles and responsibilities of field site supervisors in helping students achieve these objectives. (Note: In this document the term ‘student’ refers to The George Washington University master’s student.)

General Structure of Practicum/Internship

The George Washington University’s Department of Counseling and Human Development requires all candidates for the master's degree in counseling to complete a supervised counseling practicum and internship experience. Students in school counseling complete the 100 hour practicum during their foundations class.

For students in the clinical mental health and rehabilitation counseling programs the 100 hours is contiguous with internship I in terms of field site placement. It is a minimum of 10 weeks long, and is separated by the faculty instructor conducting an exit interview with the field site supervisor at the completion of a minimum of 10 weeks at the site. Students identified as having difficulty in progressing appropriately in all the roles at their site, have a remediation plan crafted by the faculty instructor and the field site supervisor.

The first semester for clinical mental health and rehabilitation students begins with a 100-hour practicum (40 direct, 60 indirect) in which students are expected to gain initial experiential familiarity with counseling responsibilities, primarily by way of observation, guided learning of site practices and procedures, and guided participation in site activities.

The supervisor completes a Practicum Evaluation Form after the first 100 hours. If the performance of practicum skills is less than satisfactory the instructor and the field site supervisor communicate to identify the issues/problems and decide on a course of action for improvement that would include communication with the student to seek input. The faculty instructor and field site supervisor collaborate with the student and create a plan of action for improvement and further incremental evaluation. Upon agreement with the field site supervisor, faculty instructor and student that demonstrate improvement move to the next phase of the internship at the field site.

The remaining 300 hours of the first semester constitutes the beginning of the internship with supervised counseling and related responsibilities with clients/students. The second semester is a continuation of the counseling internship and involves 300 hours of supervised counseling and related activities. Because master's students fulfill some of their required hours on-campus, their usual time requirement for field site work is about 20-25 hours per week. The total time requirement for master’s interns is 700 hours.

In addition to the field site work, master's interns have clinical hour requirements at The George Washington University Community Counseling Services Center (CCSC), a training clinic sponsored by the Department of Counseling and Human Development. The clinical experiences in both the field site and the CCSC run concurrent with an on-campus classroom seminar/supervision dealing with professional roles, ethical considerations, case management, agency functions, community resources, philosophical approaches, counseling process and strategies. The student receives weekly individual clinical supervision on the cases that are assigned to the student working in the CCSC.
Minimum Counseling Supervisory Requirements

1. Master's level counselor trainees must have counseling or counseling related experience with individuals served by the field site for a minimum of ten direct hours per week.

2. Counselor trainees must have the opportunity to provide on-going counseling or counseling related services with at least one individual over at least several sessions. They should not be restricted to only intake interviews but should take the opportunity to engage in the full range of service activities that the field site offers to individuals served by them.

3. Beyond these minimums, the practicum/intern trainee should be given as much opportunity as possible for substantial counseling and counseling-related activities.

4. Practicum/intern students must receive at least one hour per week of individual supervision from a certified school counselor, licensed counselor, certified rehabilitation counselor or other licensed mental health professional.

Goals and Objectives of the Supervised Clinical Practice in Counseling

In addition to supplementing and enriching classroom experiences, the supervised clinical experience is a method of training characterized by "doing." These experiences introduce and engage the counselor practicum/intern trainee in activities and judgments fundamental to counselors' regular professional responsibilities.

At the master’s level, GW offers counseling programs in clinical mental health, school, and rehabilitation counseling. Practicum/intern trainees seek placements in the community (mental health/human service) agencies, schools, or rehabilitation settings according to their programmatic concentration.

Goals

The primary goal of the practicum/internship is to provide the student a transitional clinical/counseling experience by engaging in a practical, day to day work schedule under the close supervision of a competent counselor who can assist the student in refining professional skills, according to their level of development while still in a learning situation. For master's practicum/internship students, this goal is understood in terms of entry-level professional competencies.

A very significant factor in the success or failure of an intern's clinical experience is the quality of supervision. Sensitivity to the professional needs and the particular personality of the trainee is recommended to create and foster an atmosphere facilitating professional growth. The clinical experience emphasizes the importance of two additional goals:

1) working with actual cases to provide better understanding of services and professional conduct; and
2) training that remains educational in purpose, but productive by agency, school or institutional standards.

Thus, through the joint efforts of the University faculty, the counselor trainee, and the agency, school, or institution personnel, the trainee is supported in becoming a knowledgeable, skilled, and disciplined professional counselor.

Objectives

The type of professional skill refinement the faculty hopes to observe in the practicum/intern trainee is suggested in the following objectives.
The practicum/intern trainee will demonstrate, in accordance to their level as a master's or doctoral intern:
1. counseling orientation and task assumption competencies in accordance with level (master's);
2. essential professional identity and ethical code competencies;
3. interviewing and counseling (theory and practice) competencies in accordance with level;
4. assessment and appraisal skills in accordance with level and programmatic concentration;
5. counseling and guidance competencies for school counseling (school counseling practicum/intern trainees);
6. essential vocational evaluation adjustment, and placement competencies (rehabilitation counseling practicum/intern trainees);
7. essential case management competencies including knowledge of available references and resources;
8. consultation, administration, and leadership competencies according to the nature of the practicum trainee or intern's program emphasis and field site placement.

Practicum Guidelines: Rehabilitation Counseling

Students will have a supervised rehabilitation practicum that includes **100 clock hours of practicum** in a vocational rehabilitation setting, of which 40 are direct hours and 60 are indirect hours. The practicum site supervisor should have a master’s degree, certification as a CRC, and able to meet face to face with the student, weekly for 1 hour, during the practicum. If the site supervisor does not have certification as a CRC, the student must enroll in the section of CNSL 6185 Internship in Counseling instructed by a faculty member who has certification as a CRC.

The practicum activities include the following:

1. Orientation to program components, policies, and procedures; introduction to staff and their role and function, identification of the expectations for interns, confidentiality procedures, and Code of Ethics for Rehabilitation professionals.

2. One hour of documented weekly face-to-face supervision by a rehabilitation professional who has earned a master’s degree.

3. Observation of all aspects of the delivery of vocational rehabilitation counseling services.

4. Work assignments, performing the tasks required of an employed rehabilitation counselor in a rehabilitation setting from intake to discharge and/or placement which include:
   a. Observe/Assess consumers for program eligibility
   b. Observe/Conduct vocational assessments and evaluations
   c. Observe/Assist the consumer in selecting vocational goals
   d. Observe/Assist the consumer in clarifying service needs
   e. Observe/Identification of consumer outcomes
   f. Observe/Assist the consumer in developing an Individualized Plan for Employment that meets the consumer’s specific goals and needs
   g. Observe/Assist in consumer case management
   h. Observe/Assist in the selection of appropriate service providers
   i. Observe/Assist in the provision of vocational counseling and career exploration

5. Reporting an activity log of 40 direct hours (working directly with consumers, including observing vocational rehabilitation services provided by rehabilitation professionals) and 60 indirect hours (provision of vocational rehabilitation services not directly involving consumers).

The practicum evaluation component includes:

1. Evaluation of student performance by the site supervisor at the completion of the practicum.
2. Self-Evaluation of student performance at the completion of the practicum.

**Internship Guidelines: Rehabilitation Counseling**

Students will have a supervised rehabilitation counseling internship that includes a minimum of 600 clock hours of internship experience. The internship site supervisor should have a master’s degree, certification as a CRC, and able to meet face to face with the student, weekly for 1 hour, during the practicum. If the site supervisor does not have certification as a CRC, the student must enroll in the section of CNSL 6185 Internship in Counseling/CNSL 6186 Advanced Internship in Counseling instructed by a faculty member who has certification as a CRC.

**The internship activities include the following:**

1. Orientation to program components, policies, and procedures; introduction to staff and their role and function, identification of the expectations for interns, confidentiality procedures, and Code of Ethics for Rehabilitation Counselors.

2. One hour of documented weekly face-to-face supervision by a rehabilitation counseling professional who has earned a master’s degree.

3. Observation of all aspects of the delivery of vocational rehabilitation counseling services.

4. Work assignments, performing the tasks required of an employed rehabilitation counselor in a rehabilitation setting from intake to discharge and/or placement which include:
   a. Assess consumers for program eligibility
   b. Conduct vocational assessments and evaluations
   c. Assist the consumer in selecting vocational goals
   d. Assist the consumer in clarifying service needs
   e. Identification of consumer outcomes
   f. Assist the consumer in developing an Individualized Plan for Employment that meets the consumer’s specific goals and needs
   g. Case management
   h. Selection of appropriate service providers
   i. Provision of rehabilitation counseling and career exploration

5. Reporting, including all required academic reports as well as logs, weekly progress reviews, and summaries of activities.

**The internship evaluation component includes:**

1. Evaluation of student performance by the site supervisor at both the semester mid-point and end date of each semester enrolled in internship.

2. Evaluation of student performance by the faculty supervisor at both the semester mid-point and end date of each semester enrolled in internship.

3. Self-Evaluation of student performance at the completion of the internship.
Roles and Responsibilities

As each student varies in personal and educational readiness and so does each agency, school and institution in its purpose, scope, and function, a uniform program of activity applicable to all field settings and all students cannot be outlined. However, the agency, school, or institution supervisor should clarify clinical, counseling, consultation, administrative, managerial, and leadership responsibilities and expectations with the student. The agency, school, or institution supervisor is expected to provide at least weekly individual supervision. The content and process of the agency, school, or institution supervision is determined on an individual basis between the student and the supervisor. University supervision will be provided on a group basis during the weekly seminar meetings and individually in relation to counseling and supervision in the on-campus Community Counseling Service Center.

The University recommends that the overall sequence of supervised clinical experiences be divided into three major phases: (1) orientation, (2) observation, and (3) participation.

The following activities, listed according to “phase” are suggestions for the agency, school, or institution supervisor who is planning the student's program. Obviously, the organization of each specific field setting and the past experience and knowledge of the supervisor in training students may alter the procedures.

A. Orientation
1. Physical Facilities (Tour of physical plant)
   a. Counseling, clinical, guidance facilities
   b. Files: charts, case folders, records, etc.
   c. Supply room: supplies, equipment, forms, etc.
   d. Reference/material: library, manuals, technical dictionaries, occupational information, vocational testing materials, etc.

2. Agency/School/Institution Functions and Services
   a. History of agency/school/institution
   b. Support or income structure
   c. Overview of services
   d. Administrative organization
   e. Acceptance or admission policy
   f. Referral sources
   g. Client/school population
   h. Reporting and statistical procedures
   i. Policy regarding confidentiality

3. Agency/School/Institution Routines and Office Regulations
   a. Hours of work
   b. Lunch times
   c. “Breaks”
   d. Holiday
   e. Use of the telephone
   f. Use of equipment and clerical personnel
   g. Travel expenses
   h. Signing in and out
   i. Agency/School/Institution report schedules and their significance in agency administration

4. Staff (Introduction to)
   a. Managerial
   b. Professional
   c. Clerical
   d. Personal interviews with administrator and department heads.
5. Individuals/Consumers Served by the Field Site
   Site supervisors are asked to select several typical cases, current or closed, for study or analysis to illustrate an example of the agency/school/institution function, the individuals served, and the counselor role.

B. Observation
1. Interviewing
   a. Intake or screening interviews
   b. Counseling/therapy interviews
   c. Social history interviews
   d. Interviewing involving individuals served differing as to disability, background, etc.

2. Procedures Involving Assessment, Appraisal, and Diagnostic Work-ups
   a. Medical/psychiatric assessment
   b. Psychological testing for learning disability (one-on-one testing)
   c. Educational diagnostic testing
   d. Vocational assessments
   e. Social/family assessments

3. Inter- and Intra-agency/school/institution Case Conference

4. Staff/Faculty Meetings
   a. Administrative
   b. In-service training

5. Medical, Psychiatric, Psychological, and Social Work Consultations

6. Case Recording and Record-Keeping

7. Counselor “Field” Rounds (Provision of services)
   a. Classroom visits
   b. Home visits only with supervisor accompaniment
   c. Employer visits (job placement follow-up)
   d. Community resources
   e. State employment services
   f. Schools
   g. On-the-job training
   h. Hospitals
   i. Rehabilitation centers
   j. Workshops, conferences, in-services

8. Managerial and Consultation Activities as these are appropriate to the student’s program emphasis and the nature of the field site.

C. Participation
1. With Individuals/Students/Clients/Consumers Served by the School/Field Site
   a. Interview: screening, intake, counseling, and planning.
   b. Counseling: individual/consumer and group; family
   c. Assessment and appraisal
   d. Follow-up on training or placement
   e. Back to school nights-interactions with parents
2. With Facilitating Personnel and Agencies/Schools/Institutions
   a. Individual consultation with other professional personnel.
   b. Intra-agency team conference.
   c. Inter-agency team conference.
   d. Managerial, consultation, and leadership activities.

3. Criteria for Case Selection
   a. It is found that cases typically representative of those carried or served by the agency/school/institution are best for beginning students.
   b. It might be best to choose cases with a minimal number of reality limitations (transportation problems, limited time available for appointments, reluctance to keep appointments, etc.).
   c. Possibly a balance of new and old cases would give the student experience with the various stages of treatment.
   d. It would be best for case situations to present an opportunity for some collateral contacts whenever possible.
   e. The cases selected would have some prospect for change or movement so that the student experiences some degree of success.
   f. It would be best for the nature of the problem to be such as to allow the student and the individual being served to work through to the solution and develop a plan of action without undue pressure.
   g. As the student gains self-confidence and skill, increasingly complex cases could be assigned.
   h. The cases selected might best be those that the agency/school supervisor can use for instructive purposes.
   i. The selection of cases is best based on whether they challenge the professional development of the student.

D. Practicum Trainee and Intern Role
   Students should arrange their schedule to conform to school or agency requirements—precedence being given only to attendance at University classes in which they are enrolled or internship orientation days for work in the GW Community Counseling Services Center. Agency/school/institution policy regarding dress, time of arrival and departure, confidentiality of information, holiday and “coffee break” time, notification in case of illness, etc., should be followed. While students are not generally required to work in the agency/school/institution during official University vacation periods (e.g., winter and spring breaks), this should be planned in advance with the agency/school/institution supervisor.

Students are expected to participate in all of the activities normally engaged in by the agency/school/institution's staff and counselors, at a level commensurate with their experience and responsibility. Although agency/school/institution personnel would retain ultimate responsibility for case disposition, students should be encouraged to exercise independent judgment as often as possible.

E. Agency/School/Institution Role
   It has been found that supervised clinical experience is most effective for the trainee and the agency/school/institution if the agency/school/institution appoints a qualified and interested staff/school counselor or counselor/supervisor to oversee the student’s work and provide general supervision. Only a person in the agency/school/institution can really understand the problems encountered and can evaluate the student’s work on the basis of practical experience. For example, a supervisor would be beneficial to the student in helping to explore general reactions to the various roles a counselor is asked to assume and to follow agency/student policies and procedures, in discussing present and new cases, and in adjusting to developments in the field. To this end, it has been found that students work best if a regular weekly schedule is set each week for supervisor-student consultation and if the supervisor could be available to the student at other times for less formal assistance. The supervisor, as a representative and advocate for the agency/school/institution and the field, could help the student find a series of experiences that would be instructive to the role as counselor. The supervisor could use the student’s performance in these activities as an objective basis for which to evaluate the student during practicum and at the end of each semester of internship.

F. University Role
   In addition to the field site placement, the student also spends several hours per week in the Community Counseling Services Center (CCSC). The CCSC experience complements but is also separate and distinct from
the student’s field site experience. The University delegates supervisory and administrative responsibility for field site activities to the field site supervisor. The University faculty instructor for practicum/internship will stay in phone contact with the field site supervisor as necessary of if the field site supervisor or student requested a visit.

At the end of the first 100 hours and again at the end of each semester, the field site supervisor will complete an evaluation form on practicum/internship activities. A Practicum Student Evaluation Form is completed at the end of the first 100 (40 direct, 60 indirect) hours and the Internship Student Evaluation Form is completed at the end of each semester. Copies of the forms are contained in this document.

For the counselor trainees, the University will provide regular supervisory sessions. The University-based seminar supervisory sessions deal primarily with counseling supervision cases that students counsel in the on-campus training clinic, the Community Counseling Services Center (CCSC). The student will occasionally be asked to present agency/school/institution cases and issues for discussion. Weekly individual supervision is provided to students focusing on the CCSC cases. Supervision is usually provided by doctoral level interns working in the CCSC. The group supervision sessions are in the form of a two-hour-per week group supervision seminar that runs concurrent with other practicum/internship activities. Agency/school/institution supervisors of students are welcome to attend the on-campus group supervisory meetings, especially when their students are presenting agency/school/institution cases for discussion. While course guidelines vary depending on the faculty member overseeing the section of the course due to academic freedom, the overall objectives are basically the same for all sections of practicum/internship.

G. **Special Problems**

If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during the practicum/internship, the field site supervisor should contact the University practicum/internship faculty instructor in a timely fashion, depending on the nature of the problem. It is the responsibility of the University faculty instructor to work with the field site supervisor and the student to resolve any special problems or concerns.

**Conclusion**

The practicum/internship experience is considered a vital part of the academic programs in counseling at The George Washington University. It offers the opportunity to put theory into practice and serves as a catalyst for personal and professional growth necessary for entry into the counseling profession.

The University is very grateful for the professional service that field site supervisors provide practicum/internship trainees in this critical phase of their professional education and training.
APPENDIX B: Summary of Field Site Requirements for Counselor Interns

Prospective counselor interns may use this summary as a quick information guide in their interview with a field site contact person. This summary represents only an excerpt of all requirements and guidelines, which students should be sure to read thoroughly. The specific requirements are as follows:

1. Students should be involved in the full range of activities and services offered by the site. The University recognizes that the service will vary depending on the philosophy and goals of the site and the individuals served. But typically these services include:
   A. Individual counseling
   B. Group counseling
   C. Career development
   D. Appraisal and assessment
   E. Classroom guidance lessons
   F. Information dissemination
   G. Staff/faculty meetings
   H. Supervision
   I. In-service training
   J. Consulting
   K. Referral
   L. Program development and evaluation
   M. Maintaining records
   N. Child study team meetings
   O. Outreach activities

2. Master’s school counseling practicum/internship trainees have specific guidelines regarding the division of their initial 100 practicum hours, as outlined below:
   
   A. Direct Service Requirement – Total of 40 Hours
      1. Observing counselor providing services to students and/or parents.
      2. Mentoring a few students.
      3. Assisting counselor in group counseling.
      4. Presenting a classroom (elementary or middle school) or small group (high school) guidance lesson.
      5. Talking with students seeking services.

   B. School Indirect Service activity – 60 Hours
      1. Attend professional meetings such as faculty or department meetings
      2. Assisting in scheduling.
      3. Assisting in general tasks such as setting up a room for a guidance lesson, duplicating activity sheets, writing out passes for students, putting data into the computer, organizing career materials, decorating the bulletin board, etc.
      4. Assisting with class trips.

   C. Field Site Supervision
      Supervision of the practicum/internship student should be one hour of individual supervision per week. Counselor interns are to receive one hour per week of individual supervision from their on-site supervisor. For the master’s level intern, the on-site supervisor should have at least a M.A. or M. S. degree in counseling, psychology, social work or related field, or is a certified rehabilitation counselor or licensed to practice independently in their respective field.

   D. Faculty Interaction With Field Site Supervisor
In order to allow for individual school systems and the unique style of supervisors and faculty, the extent and type of interaction may vary but the usual format would be for the supervisor to make a contact with the faculty member if there seems to be any concern or problem. Usually a phone call or e-mail would be sufficient to let the faculty member know that they needed to respond quickly. At the time of the contact, supervisors and faculty can discuss the best way to communicate more frequently if they need to do so. Site supervisors are the experts in practice and GW instructors rely on their judgments and professionalism as the field site supervisor joins the internship faculty in training future counselors.

In the event that the student may not satisfactorily complete the first 100 practicum hours the field site supervisor, faculty instructor and student communicate to identify the issues/problems and create an action plan that builds improvement, schedules incremental communication and evaluations to determine improvement.

Field site supervisors also complete an evaluation at the end of each semester to contribute to the determination of the student moving on to the next level of internship or successfully completing internship.

E. Hour Requirement
During the master's level practicum/internship, students must spend a total of at least 700 hours in practicum/internship experiences. This includes time spent at the site (20-25 hours per week) and time spent in the classroom seminar, on-campus supervision sessions, and work in the CCSC a minimum of 15 direct hours and 15 indirect hours each semester. Students may not turn down a CCSC client or stop seeing a client due to having completed the minimum number of hours.

Students complete a total of 270 direct hours and 270 indirect hours in their field site. Students are also expected to see a minimum of three clients/students per week at the field placement. At least one of these should be an ongoing client/student.

F. Documentation of Hours and Activities
Students maintain a log that outlines all practicum/internship activities. The on-site supervisor should review and sign each page of the log at the end of each semester to verify that the hour logs are accurate.

G. Campus Requirements
In addition to the on-site activities, students meet weekly in class on-campus under the direction of University faculty where cases are discussed and recordings from the CCSC supervision sessions are reviewed. Students receive individual supervision from the University faculty and peer supervision from an advanced doctoral student enrolled in doctoral internship. Finally, students may spend up to 10 or more hours per week in the CCSC on-campus where they see clients, receive supervision, and complete clinical documentation. Specific requirements are outlined each semester in the course syllabus.
Field Site Supervisor Agreement Form
The following is the supervisory agreement that the student is responsible for providing to the site supervisor and returning to the Director of the Community Counseling Services Center.

Department of Counseling and Human Development

FIELD SITE SUPERVISOR AGREEMENT FORM

I, _______________________, agree to provide ______________________ with ongoing supervision of her/his counseling and counseling-related activities according to GW’s “Clinical Supervision Guidelines for Field Site Supervisors” for the duration of the required practicum/internship period.

Supervisor Name: ____________________________________________ Date Today

Supervisor Signature: ________________________________________________

Supervisor Title: ________________________________________________

Supervisor Profession and Degree: __________________________________

Number of years of professional counseling experience: ____________________________

License/Certification Number and State: ____________________________

Expiration date of license or certification: ____________________________

Name of Agency/School OR Institution: ________________________________

Address: ______________________________________________________

City/State/Zip: __________________________________________________

Phone: ______________________________________________________

E-mail: ______________________________________________________

Have you ever received training in the supervision of counselors? Yes/No
The Department of Counseling and Human Development at GWU is considering providing supervision of counselors, would you be interested? Yes/No

Supervisor/Student agreed upon internship beginning no earlier than two weeks prior to the first day of classes (mo/day/year) __________________________________

and ending date* (mo/day/year) __________________________________

*Student is expected, at a minimum, to stay at the site through the last week of internship class, example: for spring semester that would be the first week in May.
PRACTICUM EVALUATION FORM-Completed by Site Supervisor
AFTER COMPLETION OF FIRST 100 SITE HOURS

Name of Supervisee__________________________________________________________

Name of Supervisor________________________________________________________________

Circle Semester: Fall   Spring   Summer    Date of Evaluation_______________________________

Name Site/Location_________________________________________________________________

This evaluation should be completed and reviewed with the supervisee at the end of 100 hours (40 direct/60 indirect). Practicum is completed midway through the first semester of practicum/internship and represents the student’s first direct contact with clients/students. The purpose of this evaluation is to provide a structured format for feedback to the student and to provide the university instructor teaching practicum/internship an indicator of the initial progress of the student.

Taking the following broad areas into consideration please comment on the student’s primary strengths and areas for improvement: Professionalism, Counseling Skills, and Supervision.

Primary strengths in these areas:

Professionalism (ethical behavior, prompt and reliable attendance, appropriate professional dress, development of professional identity, work ethic)

Counseling Skills (understanding of client’s/student’s emotions/behaviors and their role in the counseling process, student understands their own emotional experiences and their impact on the counseling process, student is able to convey empathy)
Supervision (student is open to supervision and able to integrate feedback into their approach to students/clients/consumers and student is committed to improve)

Primary Areas for Improvement:

Professionalism (ethical behavior, prompt and reliable attendance, appropriate professional dress, development of professional identity, work ethic)

Counseling Skills (understanding of client’s/student’s/consumer’s emotions/behaviors and their role in the counseling process, student understands their own emotional experiences, and their impact on the counseling process, student is able to convey empathy)

Supervision (student is open to supervision and able to integrate feedback into their approach to students/clients/consumers and committed to their improvement)

Signature of Supervisor: ______________________________________________________ Date __________

Signature of Student: ______________________________________________________ Date __________

University Instructor: ______________________________________________________ Date __________
Counseling/Human Development
INTERNSHIP SITE SUPERVISOR EVALUATION FORM
-Completed by Site Supervisor at the end of each semester

Student’s Name__________________________________________

Supervisor’s Name________________________________________

Semester: FALL     SPR     SUM     Year __________

Internship I _____ Internship II _____ Master’s _____ Doctoral _____

SITE: ______________________________________________________

Dates of Placement: _________________________________________

Total Number of Hours at Site: ________________________________

Date of Evaluation: _________________________________________

Staff Participating: _________________________________________

________________________________________________________________

Has the evaluation been discussed with the supervisee? ______________

Agency/School/Institution Supervisor: Signature:____________________

Date:____________________

Student: Signature:____________________

Date:____________________

University Faculty Signature:____________________

Date:____________________
EVALUATION OF SUPERVISEE

The purpose of this evaluation is twofold. First, it provides a structured format for you to give final summative feedback to your supervisee. Second, the university instructor, who has the responsibility for assigning a course grade, will use it as part of an overall evaluation of the supervisee.

Below are listed a number of statements pertinent to counseling performance. Consider each statement with reference to your knowledge of the supervisee being rated. Rate the supervisee in terms of expected performance in relation to his/her level of training.

Use the following scale to rate each item:

O = Outstanding
MA = More than Adequate
A = Adequate
NI = Needs to Improve
D = Deficient
CE = Cannot Evaluate

Please circle your choice.

DIAGNOSTIC/CONCEPTUALIZING SKILLS

1. Awareness of the manner in which his/her own problems and feelings affect the relationship with clients/students/consumers.
   O   MA   A   NI   D   CE

2. Awareness of client/student/consumer dynamics at a level beyond that of the specific problem situation.
   O   MA   A   NI   D   CE

3. Competence in selecting appropriate counseling strategies and alternative solutions relative to specific clients/students/consumers.
   O   MA   A   NI   D   CE

4. Ability to modify hypotheses about the client/student/consumer as counseling proceeds.
   O   MA   A   NI   D   CE

5. Ability to follow client/student/consumer shifts in topic and ability to tie these into a common thread or theme.
   O   MA   A   NI   D   CE

   O   MA   A   NI   D   CE

7. Understanding and competence in the use of DSM-IV/DSM-V.
   O   MA   A   NI   D   CE
Use the following scale to rate each item:

- **O** = Outstanding
- **MA** = More than Adequate
- **A** = Adequate
- **NI** = Needs to Improve
- **D** = Deficient
- **CE** = Cannot Evaluate

Please circle your choice.

**COUNSELING PROCESS**

1. Does not allow the client/student/consumer to engage in prolonged tangential discussion.
   - **O** MA A NI D CE

2. Listens carefully to what the client/student/consumer is saying.
   - **O** MA A NI D CE

3. Responds appropriately to client’s/student’s/consumer’s feelings.
   - **O** MA A NI D CE

4. Responds appropriately to the content of client/student/consumer statements.
   - **O** MA A NI D CE

5. Conveys to the client/student an empathetic understanding of the client/student/consumer’s world.
   - **O** MA A NI D CE

6. Approaches clients/students/consumers in a therapeutically genuine manner.
   - **O** MA A NI D CE

7. Recognizes and responds appropriately to the client’s/student’s/consumer’s covert messages.
   - **O** MA A NI D CE

8. Uses silence effectively in the session.
   - **O** MA A NI D CE

9. Recognizes and deals effectively with manipulation by the client/student/consumer.
   - **O** MA A NI D CE
Use the following scale to rate each item:

O = Outstanding  
MA = More than Adequate  
A = Adequate  
NI = Needs to Improve  
D = Deficient  
CE = Cannot Evaluate

Please circle your choice.

10. Is able to behave in a professional manner without hiding behind a professional front.
   O    MA    A    NI    D    CE

11. Responds appropriately to the client’s/student’s/consumer’s cultural orientation.
   O    MA    A    NI    D    CE

12. Is able to deal constructively with own feelings (positive, negative, ambivalent) about the client/student/consumer when they occur.
   O    MA    A    NI    D    CE

13. Is able to convey feelings of warmth and acceptance to clients/students/consumers
   O    MA    A    NI    D    CE

14. Deals appropriately with hostility and other negative emotions on the part of the client/student/consumer.
   O    MA    A    NI    D    CE

15. Is able to deal constructively with positive feelings the client/student/consumer expresses toward him/her (the counselor) and others.
   O    MA    A    NI    D    CE

16. Is able to think independently about clients/students/consumers and come up with insights.
   O    MA    A    NI    D    CE

17. Helps clients/students/consumers to formulate realistic goal congruent with the requirements and counseling modes of this setting.
   O    MA    A    NI    D    CE

18. Has a reasonable knowledge of community resources and is able to make appropriate referrals.
   O    MA    A    NI    D    CE
Use the following scale to rate each item:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Outstanding</td>
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<tr>
<td>MA</td>
<td>More than Adequate</td>
</tr>
<tr>
<td>A</td>
<td>Adequate</td>
</tr>
<tr>
<td>NI</td>
<td>Needs to Improve</td>
</tr>
<tr>
<td>D</td>
<td>Deficient</td>
</tr>
<tr>
<td>CE</td>
<td>Cannot Evaluate</td>
</tr>
</tbody>
</table>

Please circle your choice.

19. Demonstrates a personal commitment to developing professional competencies.

O MA A NI D CE

20. Demonstrates ethical behavior in counseling and case management.

O MA A NI D CE

SUPervisory relationship

1. Is sensitive and open to discussion of the supervisory relationship.

O MA A NI D CE

2. Is able to deal with content and feeling during supervision.

O MA A NI D CE

3. Is open to self-examination during supervision.

O MA A NI D CE

4. Participates actively and non-defensively in supervisory sessions.

O MA A NI D CE
PRIMARY STRENGTHS:

PRIMARY AREAS FOR IMPROVEMENT:

Would you accept additional counseling students from The George Washington University Counseling Program?

Is the GW intern fulfilling their role as an intern at your site?

What skills and knowledge are required to perform well at your site?

What are the strengths and areas for improvement of the GW intern?

ADDITIONAL COMMENTS:
Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. The purpose of this evaluation is twofold. First, it provides a structured format for you to give final summative feedback to your supervisee. Second, the university instructor, who has the responsibility for assigning a course grade, will use it as part of an overall evaluation of the supervisee.

Below are a number of statements pertinent to performance as a school counselor. Consider each statement with reference to your knowledge of the supervisee being rated. Rate the supervisee in terms of expected performance in relation to his/her level of training.

Use the following scale to rate each item:

- **O** = Outstanding
- **MA** = More than Adequate
- **A** = Adequate
- **NI** = Needs to Improve
- **D** = Deficient
- **CE** = Cannot Evaluate

**SKILLS AND PRACTICES IN FOUNDATIONS**

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

   O  MA  A  NI  D  CE

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

   O  MA  A  NI  D  CE

**SKILLS AND PRACTICES IN COUNSELING, PREVENTION, AND INTERVENTION**

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

   O  MA  A  NI  D  CE

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

   O  MA  A  NI  D  CE

3. 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.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

**SKILLS AND PRACTICES IN DIVERSITY AND ADVOCACY**

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

**SKILLS AND PRACTICES IN ASSESSMENT**

1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

O MA A NI D CE

4. Makes appropriate referrals to school and/or community resources.

O MA A NI D CE

5. Assesses barriers that impede students’ academic, career, and personal/social development.

O MA A NI D CE

**SKILLS AND PRACTICES IN RESEARCH AND EVALUATION**

1. Applies relevant research findings to inform the practice of school counseling.

O MA A NI D CE

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

O MA A NI D CE

3. Analyzes and uses data to enhance school counseling programs.

O MA A NI D CE

**SKILLS AND PRACTICES IN ACADEMIC DEVELOPMENT**

1. Conducts programs designed to enhance student academic development.

O MA A NI D CE

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

O MA A NI D CE

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

O MA A NI D CE
SKILLS AND PRACTICES IN COLLABORATION AND CONSULTATION

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

   OMAANIDCE

2. Locates resources in the community that can be used in the school to improve student achievement and success.

   OMAANIDCE

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

   OMAANIDCE

4. Uses peer helping strategies in the school counseling program.

   OMAANIDCE

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

   OMAANIDCE

SKILLS AND PRACTICES IN LEADERSHIP

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

   OMAANIDCE

2. 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).

   OMAANIDCE
PRIMARY STRENGTHS:

PRIMARY AREAS FOR IMPROVEMENT:

Would you accept additional school counseling students from The George Washington University School Counseling Program?

-----Yes  -----No

Is the GW intern fulfilling their role as an intern at your site?

What skills and knowledge are required to perform well at your site?

What are the strengths and areas for improvement of the GW intern?

ADDITONAL COMMENTS

Many thanks for taking the time to complete this survey. Your evaluation, feedback and thoughts are essential for the professional growth of our student.
APPENDIX C: SELF EVALUATION-COMPLETED PRIOR TO BEGINNING ANY PRACTICUM/INTERNSHIP EXPERIENCE

I. My long term career goal is:

II. My area of special interest is:

III. The client/student/consumer whom I would most like to work with is:

IV. The client/student/consumer whom I would least like to work with is:

V. I feel most qualified/skilled to work with:

VI. I feel least qualified/skilled to work with:

VII. An area of competence I would like to enhance or develop is:

VIII. My ideal site supervisor would have the following characteristics:

IX. I feel most comfortable in a working environment with the following characteristics:
X. I have had the following professional or volunteer experience and/or course work related to counseling:

XI. My personal areas of strength and weakness which should be considered in the site selection process include:

   **Strengths:**

   **Areas for improvement:**

XII. Describe your ideal counseling practicum/internship. Include what duties you would perform and with what type of population.
APPENDIX D: SELF-EVALUATION OF INTERNSHIP FOR INTERNSHIP BINDER

CLINICAL MENTAL HEALTH & SCHOOL COUNSELING INTERNS ONLY

Complete after each semester of internship and include in each internship binder.

Student: __________________________________________ Date __________________

Agency: _____________________________________________________________________________

Department: __________________________________________________________________________

As an internship student, you are asked to complete this progress report to reflect your evaluation of your performance and growth at your internship site using the following criteria.

Definition of Rating Terms

Superior: Always performs above the minimum requirements and shows outstanding aptitude, application of techniques, and concepts of counseling.

Above Average: Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of an intern.

Average: Usually meets minimum requirement in a satisfactory manner; performing as might be expected of an intern.

Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner; performing at a level somewhat below that expected of an intern.

Inadequate: Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of an intern.

No Basis: There is no basis on which to evaluate the intern for the item in the question.

<table>
<thead>
<tr>
<th>Area of Competence</th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Inadequate</th>
<th>No Basis</th>
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<tbody>
<tr>
<td>I. SUCCESS IN FORMING EFFECTIVE RELATIONS</td>
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<tr>
<td>A. With clients/students</td>
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<td>B. With other professionals/staff</td>
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<td>Supervisors</td>
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<td>Outside Agencies</td>
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</table>
## Area of Competence

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<thead>
<tr>
<th>Area of Competence</th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Inadequate</th>
<th>No Basis</th>
</tr>
</thead>
</table>

### II. SKILLS IN COUNSELING TECHNIQUES

A. Knowledge and Understanding

1. Principles and Process

2. Psychological Aspects

3. Human Behavior

4. Normal Stages of Development

5. Professional Ethics


7. Coordination with Community Agencies

8. Community Resources

B. Case Work Skills and Abilities

1. Skill in Developing a Treatment Plan/IEP

2. Skill in Effectively Coordinating and Implementing a Treatment Plan/IEP

### III. PROFESSIONALISM

A. I completed assigned tasks with agency/school

B. I was consistently prepared and punctual

C. I demonstrated appropriate professional and ethical behavior throughout experience

D. I maintained appropriate confidentiality throughout experience

E. I demonstrated knowledge and abilities related to advocating for consumers/students

### IV. CLASSROOM AND CCSC ACTIVITIES

A. I was able to maintain treatment/student files as instructed

B. My presentations were well prepared and clear

C. I participated in receiving and giving feedback during supervision sessions

D. I maintained quality internship journals
V. NARRATIVE COMMENTS: PROFESSIONAL GROWTH & POTENTIAL

Please provide a brief discussion of areas for continued improvement:

Please provide a brief discussion of your growth during the internship experience:

Superior    Above Average    Average    Below Average    Inadequate

If inadequate, please explain: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Are there additional issues and/or concerns you would like to address? ______________

________________________________________________________________________

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Student’s signature: ___________________________ Date: ______________
APPENDIX E: SELF-EVALUATION OF INTERNSHIP FOR INTERNSHIP BINDER

REHABILITATION COUNSELING PROGRAM STUDENTS ONLY

Student: ___________________________________________________________ Date ________

Agency: ___________________________________________________________________

Department: ___________________________________________________________________

As a rehabilitation counseling internship student, you are asked to complete this progress report to reflect your evaluation of your performance and growth at your internship site using the following criteria.

Definitions of Rating terms

**Superior:** Always performs above the minimum requirements and shows outstanding aptitude, application of techniques and concepts of rehabilitation counseling

**Below Average:** Occasionally fails to meet minimum requirements in a satisfactory manner; performing at a level somewhat below that expected of an intern

**Above Average:** Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of an intern

**Inadequate:** Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of an intern

**Average:** Usually meets minimum requirements in a satisfactory manner; performing as might be expected of an intern

**No Basis:** There is no basis on which to evaluate the intern for the item in the question

I. Success in Forming Effective Relationships

<table>
<thead>
<tr>
<th>Area of Competence</th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Inadequate</th>
<th>No Basis</th>
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<tbody>
<tr>
<td>A. With Consumers</td>
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<tr>
<td>B. With other professionals and staff</td>
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<tr>
<td>C. Supervisors</td>
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<tr>
<td>D. Outside Agencies</td>
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</table>

II. Skills in Counseling Techniques

Department of Counseling and Human Development
The George Washington University
<table>
<thead>
<tr>
<th><strong>A. KNOWLEDGE AND UNDERSTANDING</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Area of Competence</strong></td>
</tr>
<tr>
<td>1. Principles and Process</td>
</tr>
<tr>
<td>a. Knowledge of history, philosophy, and legislation affecting rehabilitation</td>
</tr>
<tr>
<td>b. Application of principles of disability-related legislation (i.e. rights of persons with disabilities, inclusion, access)</td>
</tr>
<tr>
<td>c. Application of relevant professional literature and research into rehabilitation counseling</td>
</tr>
<tr>
<td>d. Participation in agency or community research activities or projects</td>
</tr>
<tr>
<td>2. Psychological Aspects</td>
</tr>
<tr>
<td>3. Human Behavior</td>
</tr>
<tr>
<td>a. Application of cultural, social, economic, disability-related, and environmental factors in planning</td>
</tr>
<tr>
<td>b. Ability to collaboratively develop a client-centered rehabilitation and/or independent living plan with the consumer</td>
</tr>
<tr>
<td>5. Professional Ethics</td>
</tr>
<tr>
<td>a. Application of ethical principles and standards</td>
</tr>
<tr>
<td>b. Application of appropriate legal principles and utilization of ethical decision-making skills to resolve ethical dilemmas</td>
</tr>
<tr>
<td>6. Medical Aspects of Rehabilitation</td>
</tr>
<tr>
<td>7. The World of Work</td>
</tr>
<tr>
<td>a. Ability to facilitate consumer involvement in determining vocational goals and capabilities</td>
</tr>
<tr>
<td>b. Utilization of career/occupational materials and labor market information for vocational planning</td>
</tr>
<tr>
<td>c. Exploration of occupational alternatives, develop career plans</td>
</tr>
<tr>
<td>d. Knowledge of career development theories and the importance of work to individuals</td>
</tr>
<tr>
<td>e. Ability to identify prerequisite experiences, relevant training, and functional capacities needed for selected consumer career goals</td>
</tr>
</tbody>
</table>
### 8. Community Resources

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<table>
<thead>
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<tbody>
<tr>
<td>a.</td>
<td>Knowledge of community resources for consumer and referral purposes</td>
</tr>
<tr>
<td>b.</td>
<td>Ability to identify community resources with the consumer to develop an appropriate rehabilitation plan</td>
</tr>
<tr>
<td>c.</td>
<td>Ability to establish working relationships and determine mutual responsibilities with other service providers, family, or client advocates involved with the consumer</td>
</tr>
<tr>
<td>d.</td>
<td>Consultation with professionals in other disciplines within the community</td>
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<tr>
<td>e.</td>
<td>Ability to serve as a consultant and market rehabilitation services to other community agencies for integration of individuals with disabilities into the community</td>
</tr>
<tr>
<td>f.</td>
<td>Ability to assist the consumer in identifying areas of personal responsibility including potential fiscal resources to obtain services</td>
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<tr>
<td>g.</td>
<td>Ability to identify and plan for the need and appropriate use of rehabilitation and assistive technology</td>
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### 9. Assessment

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<tbody>
<tr>
<td>a.</td>
<td>Knowledge of and capability to plan comprehensive and individual assessments to determine appropriate services</td>
</tr>
<tr>
<td>b.</td>
<td>Utilization of information regarding the existence, onset, severity, progression, and expected duration of an individual disability</td>
</tr>
<tr>
<td>c.</td>
<td>Ability to determine eligibility for rehabilitation services and/or programs including entering, engaging in, or retaining gainful employment</td>
</tr>
<tr>
<td>d.</td>
<td>Assessment of individual strengths, resources, experiences, career knowledge and interests, and individual capabilities to make decisions</td>
</tr>
<tr>
<td>e.</td>
<td>Evaluation of feasibility of individual rehabilitation or independent living objectives &amp; determine vocational &amp; independent living skills</td>
</tr>
</tbody>
</table>
### 10. Job Development and Placement

<table>
<thead>
<tr>
<th>a.</th>
<th>Evaluation of work activities through job and task analyses</th>
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<tbody>
<tr>
<td>b.</td>
<td>Ability to restructure or modify jobs where appropriate</td>
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<tr>
<td>c.</td>
<td>Consultation with experts to increase individual level of functioning</td>
</tr>
<tr>
<td>d.</td>
<td>Education of perspective employers regarding benefits of hiring persons with disabilities</td>
</tr>
<tr>
<td>e.</td>
<td>Ability to assist employers to identify, modify, and/or eliminate architectural, procedural, and/or attitudinal barriers</td>
</tr>
<tr>
<td>f.</td>
<td>Ability to review data in order to determine potential person-job match</td>
</tr>
<tr>
<td>g.</td>
<td>Ability to provide support services for and teach job-seeking and retention skills</td>
</tr>
<tr>
<td>h.</td>
<td>Ability to establish follow-up or follow-along procedures to maximize independent functioning through post-employment services</td>
</tr>
</tbody>
</table>

### B. CASE WORK and ABILITIES

1. **Skill in developing a treatment plan**
2. **Skill in effectively coordinating & implementing a treatment plan**

### 3. Ability to practice rehabilitation counseling

<table>
<thead>
<tr>
<th>a.</th>
<th>Ability to practice with individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Ability to practice with groups and/or families</td>
</tr>
<tr>
<td>c.</td>
<td>Ability to develop and maintain the counseling relationship, assist a client in crisis resolution, &amp; facilitate individual decision-making</td>
</tr>
<tr>
<td>d.</td>
<td>Ability to conduct group counseling sessions on adjustment or vocational problems &amp; recommend strategies to resolve problems impeding the rehabilitation process</td>
</tr>
</tbody>
</table>
## III. Professionalism

<table>
<thead>
<tr>
<th>Area of Competence</th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Inadequate</th>
<th>No Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I completed agreed upon assignments with agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. I was consistently prepared and punctual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. I demonstrated appropriate professional and ethical behavior throughout experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. I maintained appropriate confidentiality throughout experience</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. I demonstrated knowledge and abilities related to advocating for consumers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

## IV. Classroom and Lab Activities

<table>
<thead>
<tr>
<th>Area of Competence</th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Inadequate</th>
<th>No Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I was able to maintain treatment/student files as instructed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. My presentations were well prepared and clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. I participated in receiving and giving feedback during supervision sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. I maintained quality internship journals</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Student’s Signature_______________________________________________Date________
APPENDIX F: SAMPLE COURSE SYLLABUS

CNSL 6185/6186..........................................................55-70
This is a sample syllabus. Every Internship Instructor may personalize their course syllabus in accordance with academic freedom.

CNSL 6185: Practicum/Internship in Counseling
CNSL 6186: Advanced Internship in Counseling

Course Instructors
Dr. Ken Hergenrather  Dr. Sara Cho Kim  Dr. Delishia Pittman  Dr. Sam Steen
2134 G St. NW #312  2134 G St. NW #317  2134 G St. NW #325  2134 G St. NW #320
hergenkc@gwu.edu  schokim@gwu.edu  dmpittman@gwu.edu  slsteen@gwu.edu

Course Overview
This course provides field experience for school counseling students, rehabilitation counseling students, and clinical mental health counseling students to perform the roles and functions of a professional counselor including training in the core counseling skill areas, processes, models, techniques including direct counseling experience with individuals and groups. Additionally, this course involves the assessment, case conceptualization, diagnosis, and treatment of clients in the Community Counseling Services Center (CCSC). Counseling theories, a systems perspective, and consultation skills will be examined as they apply to various training experiences. Students will receive supervision of all counseling activities including on observed, recorded, and reported experiences at the CCSC and field settings, and individual feedback will be provided. Instructors will use role play, lecture, and small group discussion to present course material. Students will be required to review recorded client sessions, deliver case presentations, and engage in peer feedback to meet course objectives.

Course Objectives
Students should be able to demonstrate appropriate progress toward proficiency in:

Objectives that meet CACREP and CORE standards:
1. Identify professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
2. Understand counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
3. Engage in self-care strategies appropriate to the counselor role;
4. Understand counseling supervision models, practices, and processes;
5. Identify professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
6. Demonstrate the role and process of the professional counselor advocating on behalf of the profession;
7. Identify advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
8. Understand theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;
9. Identify career and educational planning, placement, follow-up, and evaluation;
10. Apply assessment instruments and techniques relevant to career planning and decision making;
11. Provide a general framework for understanding and practicing consultation; and
12. Understand crisis intervention and suicide prevention models, including the use of psychological first aid strategies; and
13. Understand group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

Objectives that exceed CACREP and CORE standards:
1. Understand the general framework for understanding and practicing consultation;
2. Understand their behavioral, cognitive, and emotional reactions in counseling and consulting;
3. Understand counselor and consultant characteristics and behaviors that influence the helping processes including age, gender, sexual orientation, disability status, ethnic, cultural and linguistic differences, verbal and nonverbal behaviors as well as personal characteristics, orientations, and skills;
4. Develop a coherent, personalized approach to counseling and consultation that is adequately based in theory, research, and practice and describe and demonstrate its use in counseling;
5. Understand a systems perspective including family and other systems theories, and related interventions and develop a rationale for selecting family or other systems theories as appropriate modalities for use in their practicum/internship site;
6. Understand and explore the development, stages, and models of consultation and counseling and applying relevant theory to case presentations;
7. School counseling interns will also demonstrate their knowledge and ability to apply: (a) theories, models, and processes of consultation and change with school personnel, parents, community groups, agencies, and students as appropriate; (b) consultation strategies to promote effective teamwork within the school and larger community; (c) strategies of working with parents, guardians, families, and communities to empower them to act on behalf of their children; (d) conducting programs designed to enhance students’ academic, social, emotional, career, and other developmental needs, and (e) coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote counseling program objectives and facilitate successful student development and achievement of all students within a school placement setting;
8. Demonstrate core counseling skills in their work with clients;
9. Understand the professional identity of counselors and performing the major aspects of counseling services including: (a) conducting intake interviews and gathering detailed information necessary for decisions about the appropriateness of clients for services and directions for treatment, (b) accurately accessing and understanding the nature of clients’ problems as well as their causes and consequences, (c) responding effectively to both cognitive and affective aspects of client concerns, (d) setting appropriate therapeutic goals in collaboration with clients, (e) developing, in collaboration with clients, realistic treatment plans including effective change strategies, (f) using a variety of counseling/consultation techniques, procedures, and resources appropriately, (g) conceptualizing the counseling process over time and maintaining therapeutic structure in their work with clients, (h) making appropriate referrals as appropriate for clients requiring additional services, (i) appropriately using standardized and non-standardized assessment instruments and information, and (j) describing the counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
10. Seek, receive, and implement supervisory feedback on work with clients, accurately assessing one’s individual strengths and limitations as counselors, and identifying specific areas for improvement;
11. Critique the counseling skills of peers and offer constructive suggestions for improved intervention strategies;
12. Maintain up-to-date, accurate records of client concerns and progress throughout the counseling process;
13. Understand and apply the ethical and legal standards of practice for school, community, and rehabilitation counseling and maintaining professional, ethical, and lawful conduct at all times in the Community Counseling Services Center and the field site including those responsibilities identified in the 1996 Health Insurance Portability and Accountability Act (HIPAA).

**Required Texts**


**Course Requirements**

1. **Clinical Experience**. All students will spend the equivalent of 4-6 hours a week in the Community Counseling Services Center (CCSC) and 20-25 hours a week in a field setting over the course of two semesters. Over two semesters, students must complete a total of 700 hours (100 hour practicum and 600 hour internship) of experience including:
   a. 100 hours of practicum experience at an approved site. Practicum hours are a combination of 40 direct hours and 60 indirect hours, in compliance with the accreditation standards of the program of specialization (e.g., CORE, CACREP). The practicum is the first 10 weeks at the internship site, during which the aforementioned 100 hours are completed for clinical mental health counseling students and rehabilitation counseling students. School counseling students have completed the 100 practicum hours in CNSL 6466 Foundations of School Counseling K–12.
   b. A minimum of 260 hours of direct work with clients at a field site appropriate to students’ program emphasis (130 for CNSL 6185 Internship I and 130 for CNSL 6186 Internship II).
   c. An additional 260 hours of indirect service activities at an appropriate field site (130 for CNSL 6185 Internship I and 130 for CNSL 6186 Internship II).
   d. A minimum of 80 hours (40 per semester) of work in the Community Counseling Services Center (CCSC). For each semester, the 40 hours consist of 20 hours working directly with clients in the CCSC and 20 hours of indirect service activities in the CCSC.
   e. A minimum of 1 ½ hours a week of individual supervision meetings.
   f. A minimum of 2 hours a week of group supervision (for rehabilitation counseling students, this must be provided by a certified rehabilitation counselor).

* Students meeting < 80% of any required clinical experience 2 weeks prior to the last day of the current semester are required to enroll in an additional internship course.

2. **CCSC Responsibilities**. Students will work directly under the CCSC Director to conduct weekly counseling sessions under supervision and carry out various other counseling related activities including professional consultation, crisis management, referral services, case management, client advocacy, and administrative responsibilities as assigned.

3. **Field Site Responsibilities**. Students will perform the activities expected of regularly employed staff members at their field site. These activities will be carried out according to the nature and requirements of the setting and under the direct supervision of the field supervisor.

The University delegates supervisory and administrative responsibility for field site activities and training to the field site supervisor. The university internship instructor maintains telephone contact with the field site supervisor as necessary and desired. The faculty instructor does not generally visit the field site during the internship unless necessary or specifically required by the field site supervisor or intern. At the end of the semester, the field site supervisor will complete an evaluation...
of the intern’s activities. This evaluation form is given to the field site supervisor by the intern at the beginning of the semester and is used by the internship instructor in the calculation of students’ final course grade.

If special problems or concerns (clinical, supervisory, interpersonal, etc.) arise during the practicum or internship, the field site supervisor is asked to contact the internship instructor in a timely fashion. It is the responsibility of the internship instructor to work with the field site supervisor and the intern to resolve any special problems or concerns.

4. Student Log and Journal. Students must maintain a written log of their practicum and internship activities and a weekly journal of their practicum/internship experiences.
   a. The log provides a dated record of all internship activities and the time spent in each and serves as the official record that the student has met the requirements of the internship. The log should keep a running total of time spent in internship activities and is to be signed by the field site supervisor and practicum/internship instructor at the completion of the 100 hour practicum, 300 hours of internship, and upon completion of 600 hours of internship. The log for practicum is submitted two weeks after the completion of the 100 hour practicum. Instructors may ask for logs to also be submitted at the mid-point and end of the semesters for evaluation by the instructor.
   b. The journal is a weekly 2 page (excluding cover page) narrative analysis of students’ response to assigned readings and practicum/internship activities. Four specific sections are required: (1) Analysis: how the major concepts of the assigned readings apply to the internship site and/or the CCSC that week; (2) Areas of personal and counseling skills: challenge and/or accomplishment at the internship site and/or the CCSC; (3) Self-appraisal: identify the progress of your professional development; and (4) specific client goals for each of your next CCSC session. The journal provides students with an opportunity to utilize skills in analysis and reflection on their assigned readings and evaluate their professional and personal growth through integrating their course work with their clinical practice.

5. CCSC Case Files. Students must maintain a comprehensive case file for each client seen at the CCSC. Interns will use the intake form to prepare a complete initial description of each client. Students must complete a diagnosis and counseling plan form PRIOR TO THE FOURTH SESSION WITH A CLIENT. Questions regarding the diagnoses or counseling plans should be directed to the student’s supervisor or practicum/internship instructor.

6. CCSC Audio/DVD Recording. All CCSC sessions are to be DVD recorded unless equipment is unavailable, in which case sessions should be audio taped. Recording of sessions at field sites is strongly encouraged but not required and is done only in accord with the regulations of the field site and the field site supervisor. At no time should a DVD or audio tape recording leave the CCSC except for internship class presentation. Consequences for removing any recording from the CCSC may include a failing grade for internship or dismissal from the program as it is considered a violation of the ethical standard of confidentiality.

7. Student Presentations and Group Supervision. Students are required to meet weekly in class with the practicum/internship instructor for group supervision and review of DVD recorded sessions. Students will be assigned to deliver Case Presentations throughout the course (specific presentation dates will be assigned) for review and discussion of relevant counseling, training, and professional development issues that arise. Case presentations will include a general description of the case as well as portion of a DVD recording of a session that illustrates an important issue to be addressed. Information provided in the Case Presentation should include: (a) Client demographics: age, gender, ethnicity, education, family of origin, relationship status, living arrangements and home environment, employment status, etc., (b) Relevant Client History: educational, occupational, health, mental health, substance abuse, child abuse, sexual abuse, suicide, etc., (c)
**Presenting Concern:** reason for seeking services, motivation for counseling, BSI results, relevant screening information, etc., (d) **Provisional Diagnosis:** 5-Axis DSM diagnoses including the specific criteria met and additional information needed for confirmation, (e) **Case Conceptualization:** What are the main difficulties client faces, what are the client’s main strengths or resources, what has led to his/her current difficulties and what would need to change for him/her to experience improved functioning or adjustment, etc., (f) **Plan for Counseling:** Main goals for counseling and relevant short-term objectives, specific interventions to be used, (g) **Challenges Faced:** Obstacles to change for the client, aspects of the case that are challenging to the counselor, factors that may affect likely outcome, etc., and (h) **Objectives for Presentation:** Things the counselor could use assistance with, questions for the group, specific feedback s/he are interested in, etc.

8. **Individual Supervision.** Students will receive weekly individual supervision from both their on-campus supervisor and their field site supervisor.
   a. Students will meet weekly with their on-campus supervisor to review and supervise their work with clients in the Community Counseling Services Center (even if they have not yet been assigned a client in the CCSC). Students who have not met 80% of this requirement must enroll in an additional section of practicum/internship. Supervisors will review recorded sessions with interns in order to provide guidance and feedback on their counseling. Each supervision meeting will be documented on the Counseling Practicum/Internship Supervision Form provided for that purpose. Supervisors will record each supervision session as well in order to receive feedback from faculty on their supervision.
   b. Interns must also meet each week for at least one hour of individual supervision of their work at the field site.

9. **Ethical and Professional Conduct.** Students are required to behave in accordance with the American Counseling Association (ACA), the American School Counseling Association (ASCA) and the Commission on Rehabilitation Counselor Certification (CRCC) ethical standards, Community Counseling Services Center, and field site policies, and other general standards of accepted professional conduct, including the strict maintenance of client confidentiality at all times and appropriately professional appearance, attire, and style of interaction AT ALL TIMES. **Because of concerns for clients’ confidentiality, only client initials are to be used in a transmission to an instructor or supervisor via e-mail.**

10. **Professional Liability Insurance.** Students are required to provide proof of professional liability insurance coverage before they are permitted to see clients in the CCSC. Students are free to obtain this insurance through any insurance company. Professional liability insurance is available through professional associations including the American Counseling Association (accessible on-line at [www.counseling.org](http://www.counseling.org)).

11. **Evaluation Sessions.** Students are required to schedule individual evaluation sessions with their internship instructor during the course to discuss their progress. The number and dates of these sessions will be determined by the instructor. Students will schedule each session during the time periods provided by the course instructor. Additional sessions, dependent upon student progress, may be required.

12. **Attendance.** Students must be on-time and prepared for each scheduled session with a client. Students are also expected to attend and arrive on time to each group and individual supervision session. In the event that a student cannot make a scheduled meeting or supervision session, they must contact their supervisor as far in advance as possible. However, because students’ contributions are an essential part of group supervision and feedback, absences will only be approved in extreme circumstances.

13. **Students will be evaluated for Internship I and II based on the following criteria:**

To successfully complete Internship I and II, students must be able to demonstrate satisfactory
proficiency in each of the activities specified above. Student grades will be determined in part, based on consultation with, and written and verbal evaluations from:

1. The CCSC Director  
2. CCSC Supervisor  
3. Field Site Supervisor

**Students will be assigned final course grades as follows:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class group supervision</td>
<td>20%</td>
</tr>
<tr>
<td>Supervisor evaluations (Site, CCSC)</td>
<td>25%</td>
</tr>
<tr>
<td>Journals/Self-evaluations</td>
<td>15%</td>
</tr>
<tr>
<td>Special Topic presentation</td>
<td>5%</td>
</tr>
<tr>
<td>CCSC Evaluation/Ethical Behavior</td>
<td>15%</td>
</tr>
<tr>
<td>Portfolio content and quality:</td>
<td>20%</td>
</tr>
</tbody>
</table>

**A or A-** = Student successfully demonstrated the required proficiencies as well as an understanding of the underlying concepts; student was able to interpret and utilize supervisory feedback and make the needed adjustments to enhance their skills over time; student met all expectations for managing his/her case load and case documentation both in the CCSC and at his/her field site.

**B+ or B** = Student was able to demonstrate required proficiencies and his/her understanding of the underlying concepts, however did so inconsistently; student demonstrated an ability to interpret and utilize supervisory feedback and make the needed adjustments in their skills over time but did so inconsistently or needed prompting; student partially met expectations for managing his/her case load and case documentation both in the CCSC or at his/her field site.

**B-** = Student must retake the course.

Students who do not have the skills necessary to complete Internship I or Internship II will be required to register and complete additional sections of Internship until their skills are at an acceptable level. Students must obtain permission from the Associate Dean of Academic Affairs before enrolling in an additional section of Internship I or II. Students unable to complete Internship I and II with a grade of B- or above within two attempts will be dismissed from the program.

*Note: Because of the nature of counseling practice and training, the Counseling Program recognizes the inherent subjective nature in evaluating counseling performance. Regardless, faculty have an ethical obligation to ensure that only properly trained and qualified students are allowed to successfully complete internship training. It is not uncommon for internship students, even those with exemplary academic records, to experience significant difficulties in completing this course. In these cases faculty will work closely with students to develop a plan for skills remediation, however this may require additional professional and personal development experiences including requiring students to attend to their own personal or emotional issues as they relate to the student’s counseling effectiveness and to register for additional internship classes. In cases in which remediation is not regarded as successful by the majority of the faculty in the Department of Counseling, the student will be required to withdraw from the graduate program.

All client services provided in the CCSC must be conducted within the ethical guidelines of the American Counseling Association (ACA) and the Commission on Rehabilitation Counselor Certification (CRCC), including the careful protection of confidential client information. Client files and DVD’s REMAIN in the CCSC at all times. Students providing services not within the ACA or CRCC
guidelines may be required to take a leave of absence/withdraw from the program.

**Integrity:** Coursework will be completed in accordance with The George Washington University Code of Academic Integrity [www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html).

**Accommodations for Students with Disabilities:** A student with a disability who needs accommodation should arrange a meeting with the professor and present his or her Accommodation Letter. Students with disabilities may be eligible for services through the GW Disability Support Services (Marvin Center, Suite 201C; 994-8250) web site [http://gwired.gwu.edu/dss/](http://gwired.gwu.edu/dss/).

**Attendance:** Regular attendance and participation is required. A student must attend all classes to qualify for letter grade of A. If a student is absent from a class, it is the student’s responsibility to obtain the information from his or her class peers. GW has accepted a resolution of the Faculty Senate regarding the accommodation of the obligations of religiously observant students and faculty which recommends that: (a) 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 and (b) faculty extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

**Note:** While Practicum/Internship Instructors are unaware of any potential physical, psychological or social risks that would be anticipated through enrolling in this course, it is possible that class activities may result in some anxiety or discomfort among students. If this occurs, students are encouraged to discuss this with their Instructor. There may be times when a student is encouraged to seek additional information or assistance related to their personal adjustment in order to enhance his or her counseling skills.
CNSL 6185/6186 Internship Instructor/Student Self Evaluation
for your internship site and the CCSC

CNSL 6185 Internship I (range 1-6)  CNSL 6186 Internship II (range 5-10)
  ___ 1st (Week of 24 Feb 2014)  ___ 1st (Week of 24 Feb 2014)
  ___ 2nd (Week of 14 Apr 2014)  ___ 2nd (Week of 14 Apr 2014)

Student ___________________________________________________        Date ________

Rating Scale:
10 = Outstanding   6 = Above Adequate   2 = Deficient
9 = Excellent      5 = Adequate        1 = Seriously Deficient
8 = Very Good      4 = Below Adequate   N/A = not applicable or
7 = Good           3 = Needs Improvement able to evaluate

1. Student recognizes and understands their cognitive and emotional reactions to clients and
   counseling sessions and uses these reactions to enhance their work.
   10  9  8  7  6  5  4  3  2  1  N/A
   Comments

2. Student has developed a coherent theoretical approach to counseling that is based in
   counseling theory and research. They are able to demonstrate this in clinical practice.
   10  9  8  7  6  5  4  3  2  1  N/A
   Comments

3. Student demonstrates effective core counseling skills, conducts effective intake interviews,
   obtains useful information efficiently while maximizing rapport and uses information
   obtained to direct the counseling process.
   10  9  8  7  6  5  4  3  2  1  N/A
   Comments

4. Student can develop realistic case conceptualizations, forming preliminary hypotheses
   about relevant biological, psychological, and social influences on clients’ current
   functioning and identifying the implications of these for facilitating client change.
   10  9  8  7  6  5  4  3  2  1  N/A
   Comments

5. Student conducts timely and effective professional consultations and productively
   collaborates with relevant professionals involved in their clients’ treatment.
   10  9  8  7  6  5  4  3  2  1  N/A
   Comments
6. **Student demonstrates openness to supervision, actively seeks feedback from supervisors and peers, and effectively implements feedback in their work with clients.**

   10  9  8  7  6  5  4  3  2  1  N/A

   **Comments**  
   

7. **Student is able to assess one’s strengths and limitations as a counselor, can identify specific areas for improvement, and readily takes steps to improve their skills and awareness.**

   10  9  8  7  6  5  4  3  2  1  N/A

   **Comments**  
   

8. **Student promptly and accurately records, in clear, non-pejorative language, the contents of counseling sessions, their treatment plans, and all other relevant data as appropriate.**

   10  9  8  7  6  5  4  3  2  1  N/A

   **Comments**  
   

9. **Student adheres to all CNSL6185/6186 and CCSC procedures at all times, including case management of files and completes files within required timeframes, remaining properly available for appointments and responsive to the clinical and scheduling needs of their clients as appropriate, promoting their clients’ best interests at all times.**

   10  9  8  7  6  5  4  3  2  1  N/A

   **Comments**  
   

10. **Student maintains professional, legal, and ethical behavior at all times, and consults appropriately with supervisors when they are unsure of the proper course of action.**

    10  9  8  7  6  5  4  3  2  1  N/A

    **Comments**  
   

   **Strengths (student completes):** __________________________________________
   ________________________________________________________________________
Areas for improvement (student completes):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Recommendations:

Class group supervision (20%)

Supervisor evaluations (25%)

Journals/Self-evaluations/Special Topic Presentation (20%)

CCSC Evaluation/Ethical Behavior (15%)

Portfolio content and quality (20%)

Enroll in an additional semester of internship to demonstrate skills? Yes____ No____
TA CNSL 6153 for one semester to further develop skills Yes____ No____
Take one semester of leave prior to continuing CNSL6185/6186? Yes____ No____

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Student signature*  Date

Instructor signature  Date

*student receives a copy of the evaluation on the date signed
<table>
<thead>
<tr>
<th>Course Content</th>
<th>Readings</th>
<th>Presenter</th>
</tr>
</thead>
</table>
| Class 1 Review of Syllabus             | 1. Counseling Practicum/Internship Handbook: **Professor**  
2. CCSC Policy/Procedure Manual: **Professor**  
3. Case presentation guidelines: **Professor**  
4. Professional identity: **Professor**                                                                                                              | student   |
3. Cameron & Turtle-song(2002) SOAP Notes: **student**  
4. Stages of Change: **Professor**                                                                                                               | student   |
| Class 3 Case Conceptualization         | 1. DSM V: **student**  
| Class 4 Treatment Interventions for    | 1. SOS-10: **student**  
2. Teyber: Honoring the Client’s Resistance: **student**                                                                                         | student   |
| Client Resistance                      |                                                                                                                                                                                                          |           |
| Class 5 Processing Complex Emotions in Counseling | 1. Brief Symptom Inventory: **student**  
2. Teyber: Responding to painful feelings: **student**                                                                                           | student   |
| Week of Class 6 Schedule a 3/4 hour Self-evaluation with Professor. Provide a completed self-evaluation (syllabus p.8-10); provide a 20 min segment of first 20 minutes (the last 20 minutes if you have presented in class). Include a narrative that aligns w/p15-16. The segment must be approved by your CCSC supervisor. |                                                                                                                                               |           |
| Class 6 Discharge/Termination Planning | 1. Teyber: Working through and termination: **student**  
2. Special topic presentation: **student**                                                                                                | student   |
| Class 7 Advocacy and collaboration      | 1. Advocacy/Collaborations enhancing the client: **student**  
2. Special topic presentation: **student**                                                                                                       | student   |
| Class 8 Counselor Self care            | 1. Self-care for counselors: **Professor**  
2. Special topic presentation: **student**  
3. Special topic presentation: **student**                                                                                                       | student   |
| Class 9 Counselor role during          | 1. Counselor role during crisis: **student**  
2. Special topic presentation: **student**  
3. Special topic presentation: **student**                                                                                                       | student   |
| national crisis, disaster, or trauma   |                                                                                                                                                                                                          |           |
| event                                                                                  |                                                                                                                                                                                                          |           |
| Class 10 Career planning and           | 1. Career planning/decision-making skills/implementation: **student**  
2. Special topic presentation: **student**                                                                                                         | student   |
| decision-making                                                                       |                                                                                                                                                                                                          |           |
| Class 11 Counselor professional        | 1. Further developing professional identity: **Professor**  
2. Special topic presentation: **student**                                                                                                        | student   |
| identity                                                                               |                                                                                                                                                                                                          |           |
| Class 12 Current issues in             | 1. Current issues: **student**  
2. Special topic presentation: **student**                                                                                                         | student   |
| Rehabilitation Counseling              |                                                                                                                                                                                                          |           |
| Class 13 Current issues in Clinical     | 1. Current issues: **Professor**  
2. Special topic presentation: **student**  
3. Special topic presentation: **student**                                                                                                        | student   |
| Mental Health Counseling                |                                                                                                                                                                                                          |           |
| Week of Class 13 Schedule a 3/4 hour Self-evaluation with Professor. Provide a completed self-evaluation (syllabus p.8-10); provide a 20 minute segment of best skills & write up aligning w/p15-16. The segment must be approved by your supervisor. **Professor** will provide you feedback from meetings with your internship site supervisor |                                                                                                                                               |           |

**Presentations:** Presented segments MUST be reviewed by your CCSC supervisor. The first student presentation (in class; or during individual meeting) is the first 15 minutes of a session that includes an introduction. The second student presentation (at individual meeting; or in class presentation after your individual meeting) is the last 15 minutes and include the termination. The third student presentation (in class or individual meeting) is 15 minutes of your best skills.

**Special Topic Presentation (15-20 minute presentation):** Student presents a 3-4 page narrative addressing a special topic approved by **Professor** 30 days prior to your presentation that provides: (1) literature review arguing the importance of the topic for the counseling profession; must include at least 5 references from peer-reviewed journals; (2) in-class application; (3) one page summary handout.
### CNSL 6185 Counseling Practicum Portfolio Requirements

<table>
<thead>
<tr>
<th>Item*</th>
<th>Component(s)</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cover page</td>
<td></td>
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<tr>
<td>2. Table of contents</td>
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<tr>
<td>3. Practicum site description</td>
<td>Narrative</td>
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<tr>
<td>4. Practicum site duties</td>
<td>Narrative</td>
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<tr>
<td>5. Emergency Procedure Info</td>
<td>Narrative and phone numbers</td>
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</tbody>
</table>
| 6. Practicum site log | Column headings on each page  
40 hours direct (separate log)  
60 hours indirect (separate log) | |
| 7. Practicum site evaluation | Signed original form | |

- Items must be stapled together and provided to CNSL 6185 instructor within 2 WEEKS after the completion of practicum.
### CNSL 6185 and CNSL 6186 Counseling Internship Binder Requirements

<table>
<thead>
<tr>
<th>Item</th>
<th>Component(s)</th>
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<tbody>
<tr>
<td>Cover page</td>
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<td>Table of contents</td>
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<tr>
<td>Internship site description and site emergency procedures</td>
<td>Narrative and phone numbers</td>
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<td>Internship site duties</td>
<td>Narrative</td>
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<tr>
<td>Internship site log</td>
<td>Column headings on each page</td>
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<td></td>
<td>130 hours direct (separate log)</td>
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<td>130 hours indirect (separate log)</td>
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<tr>
<td>Internship site evaluation</td>
<td>Signed original form</td>
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<tr>
<td>CCSC log</td>
<td>Column headings on each page</td>
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<td></td>
<td>20 hours direct (separate log)</td>
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<td>20 hours indirect (separate log)</td>
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<tr>
<td>CCSC supervisor evaluation</td>
<td>Standard form</td>
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<tr>
<td>Student self-evaluation</td>
<td>Standard form</td>
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<tr>
<td>Reflection paper (three pages)</td>
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<td></td>
<td>Paper includes a section describing the integration of site and CCSC experiences to address the impact of these experiences on your professional development and your philosophy of counseling. It also includes a section describing the utility of exploring client’s feelings toward identifying and pursuing goals. Also include what you have gained from this experience, both professionally and personally, in reference to your specialization (clinical mental health, rehab, school).</td>
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<tr>
<td>Career goals and job search plan*</td>
<td>2-3 page narrative</td>
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<td>Cover letter and resume*</td>
<td>Standard format</td>
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Place all information in white ½” binder. Label spine with insert: last name, first initial, course number, and semester.

* Internship II students only
<table>
<thead>
<tr>
<th>CLASS/Topic</th>
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<th>12</th>
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<tbody>
<tr>
<td>Student to Present and facilitate discussion</td>
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<td>1. Conceptualize case</td>
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<td>2. Apply YOUR counseling theory to enhance a segment</td>
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<td>3. From BSI &amp; SOS results, assess client behaviors</td>
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<td>4. Address student identified concern</td>
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<td>5. Present hypothesis</td>
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<td>6. Choice counseling skill critique</td>
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<td>7. Apply YOUR counseling theory to enhance a segment</td>
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PR: Presentation 1 is the first 15 minutes of a session that includes a session introduction, review of past session, and overview of present session. The second in class presentation in the termination of the session, the last 15 minutes of a session that includes a summary, a check-out statement, and a termination of session statement. Presentations are 15 minute segments Presented segments MUST be reviewed by your CCSC supervisor. If presenting an intake session, include assessment presentation (i.e., purpose, scoring, demonstration of how to answer question) and results review with client.
**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Evaluation Criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Client demographics (5 points)</strong></td>
<td>Include age, gender, sexual orientation, ethnicity, education, family of origin, relationship status, living arrangements/home environment, and employment status.</td>
</tr>
</tbody>
</table>
| 2. **Client history (5 points)** | Include mental health, substance abuse, child abuse, sexual abuse, suicide, hospitalizations, medications (including compliance and how you assessed this), congenital conditions, and acquired conditions. *Only state diagnoses that have medical documentation*  
| | Did you assess for risk? If so, describe |
| 3. **Client presenting issue(s) from initial CCS evaluation (5 points)** | Why did the client pursue services?  
| | Date BSI was provided and results. Identify significant scores.  
| | Date Schwartz-10 was provided and results. Interpret the score. |
| 4. **Provisional implications/diagnosis (not required for sessions 1 or 2) (5 points)** | DSM-V diagnosis/es. For each presented provisional diagnosis, state the specific DSM-V criteria met and additional information needed for confirmation |
| 5. **Case Conceptualization (5 points)** | Present the main difficulties the client faces, client’s main strengths and resources, factors contributing to the client’s current difficulties; identify what would need to change to experience improved functioning or adjustment.  
| | Present a preliminary hypothesis about relevant biological, psychological, and social influences on clients’ current functioning and identifying the implications of these for facilitating client change. |
| 6. **Counseling Plan development (not required for sessions 1 or 2) (5 points)** | Identify the goals for counseling; how this was used to influence relevant short-term objectives and specific interventions to be used.  
| | Validate the application of your coherent theoretical approach to counseling by presenting supporting empirical research Include references.  
| | Describe appropriate strategies you implemented to facilitate client change. |
| 7. **Challenges Faced (5 points)** | Obstacles to change for the client  
| | Aspects of the case that are challenging to the counselor  
| | Factors that may affect likely outcome, etc. |
| 8. **Perceived areas of professional skills needed to enhance the attainment of session goals and objectives (5 points)** | Identify three skills that YOU performed well  
| | One skill demonstrated in the session that you would like to enhance. |
### Instructor Comments:

**Skills demonstrated well:**

**Areas to improve upon:**

<table>
<thead>
<tr>
<th>Points (40)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Areas to improve upon</td>
<td>-</td>
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</table>

**Total points**