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Introduction
The purpose of this handbook is to provide clinical mental health counseling students, rehabilitation counseling students, school counseling students, and internship supervisors with information about the Counseling and Human Development Department at The George Washington University (GW) in Washington, DC. It is intended to clarify policies, procedures, requirements, and expectations of internship.

The internship courses CNSL 6185 Internship in Counseling and CNSL 6186 Advanced Internship in Counseling are the final and most comprehensive professional experiences of the clinical mental health, rehabilitation counseling, and school counseling programs. The intent of the internship is to provide the student with continued supervised training at a site outside the university environment that aligns with the students counseling program area.

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

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INTERNSHIP – The program requires completion of a supervised internship in the student’s designated program area of 600 hours, begun after successful completion of a 100-hour practicum and all didactic coursework. The internship courses CNSL 6185 Internship in Counseling and CNSL 6186 Advanced Internship in Counseling are intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Based on CACREP Standards 3 J-M, each student’s internship includes all of the following:

- At least 240 hours of direct service, including experience leading groups.
- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed on-site by the site supervisor.
- An average of 1.5 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a university faculty member.
- The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record-keeping, assessment instrument, supervision, information and referral, in-service and staff meetings).
- Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by the site-supervisor.

As a result of completing CNSL 6185 Internship in Counseling and CNSL 6186 Advanced Internship in Counseling, students will be able to:

1. Explain and apply the role of the professional counselor as an advocate to the profession and to clients with barriers that impede access, equity and success. (2.F.1.e)
2. Explain the professional counseling credentialing process, including certification, licensure, accreditation practices and standards, professional organizations and membership, and lastly the effects of public policy on these issues. (2.F.1.f, 2.F.1.g)
3. Articulate the role of supervision in the profession and evaluate technology’s impact on counseling. (2.F.1.m)
4. Demonstrate awareness of their social locations and impact on their life experiences. (2.F.2.g, 2.F.2.e, 2.F.5.f)
5. Demonstrate awareness of competence and limitations. (2.F.1.k)
6. Describe the effect of power, privilege, and difference and how these shape their own cultural attitudes, and beliefs. (2.F.2.d, 2.F.2.e, 2.F.2.g)
7. Demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. (2.F.2.c)
8. Implement and evaluate strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups. (2.F.2.a, 2.F.2.f, 2.F.2.h)
9. Demonstrate ability to explore how personal experiences, thoughts, and feelings impact counseling with clients. (2.F.5.f)
10. Explain the essential concepts of the major theoretical schools in counseling and apply specific techniques associated with each of those approaches (2.F.3.h, 2.F.4.a, 2.F.4.i)
11. Demonstrate ethical and multicultural concepts integrated into counseling approaches at individual, group or systemic levels (2.F.3.h, 2.F.4.g)
12. Evaluate the use of counseling theory and techniques within treatment, intervention, or prevention plans (2.F.3.g, 2.F.3.f, 2.F.4.i)
13. Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan in any counseling modality (2.F.3.i, 2.F.4.j, 2.F.6.g, 2.F.7.m, 2.F.8.j)
14. Demonstrate, apply, and evaluate a thorough diagnostic process if required for implementation of appropriate interventions (2.F.3.c, 2.F.3.e, 2.F.3.d)
15. Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice (2.F.7.f, 2.F.7.j, 2.F.7.e, 2.F.7.b, 2.F.7.i, 2.F.7.k, 2.F.7.l)
16. Demonstrate ability to facilitate and manage the counseling process with individuals, groups, and families through direct client services and indirect client services (2.F.3.c, 2.F.3.e, 2.F.3.d)
17. Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice. (2.F.7.f, 2.F.7.j, 2.F.7.e, 2.F.7.b, 2.F.7.i, 2.F.7.k, 2.F.7.l)

Section 1: Guidelines for Preparing and Applying for 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.

Carefully reading through these guidelines described herein will help you avoid not appropriately enrolling in an internship prerequisite course, an action that would result in a one or two semester delay in enrolling in practicum/internship.

Prior to meeting with your faculty advisor, complete the Self-Evaluation (see Appendix C) and keep it for your records. Reflect on the type of work and population within the counseling profession that is of interest to you.

1. Internship course prerequisites:
These courses are required to be completed prior to beginning CNSL 6185 Internship in Counseling. Because prerequisite courses are not offered every semester, it is important to meet with your faculty advisor during the first semester of your graduate program to discuss your program plan of study. School Counseling and Clinical Mental Health Counseling follow the cohort model sequence. Please see your faculty advisor.

2. Internship Orientation:
- Foggy Bottom on-campus Clinical Mental Health Counseling students and on-campus Rehabilitation Counseling students attend a one-hour Orientation to Internship two semesters
prior to enrolling in CNSL 6185.

- School Counseling students attend an in-class orientation prior to internship site placement.
- Online Rehabilitation Counseling students attend a Webex internship orientation one semester prior to internship site placement.

3. Counseling Internship Application Form: See Appendix D.

Students are to complete the form and submit it to their faculty advisor by the dates below:

- **December 1** for Summer start cohorts
- **January 15** for Fall start cohorts

**NOTE:** School counseling interns will receive guidance from the SC program director. Applications and instructions will be in coordination with the GW GSEHD Division of Clinical Experiences and Licensure (DCEL), who will make placements for CNSL 6185 Internship in Counseling and for CNSL 6186 Advanced Internship in Counseling. All school site inquiries are handled by DCEL.

4. Application to utilize employment site as internship site

A student interested in considering their place of employment as one option for an internship placement must first notify their faculty advisor to propose this employer as the internship site placement. 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 standards. 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 faculty advisor, approved by the program coordinator, and final approval must be obtained from the Department Chair.

**NOTE:** School Counseling interns are not eligible to be placed in schools where employed, nor are School Counseling interns allowed to solicit their own school sites.

5. 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.

6. If the student is seeking an internship at a site that DOES NOT have a current MOU agreement, the student must contact their faculty advisor. The advisor will confirm that the site
meets the CACREP-accreditation standards, and that the process for the site to obtain a MOU can be started. Please allow up to 6 months for this approval process to complete.

7. **Students are advised to submit letters/e-mails of interest, with updated resumes, to several site directors/supervisors of internship sites of interest, no later than December 2019 for a Summer 2020 or Fall 2020 internship.** Please see your faculty advisor. (Note: Some sites require applications/interviews as much as one year prior to placement.)

8. Student must obtain confirmation of site placement by requesting that the site supervisor complete the **Field Site Supervisor Agreement (See Appendix E)**. The student is responsible for submitting the Field Site Supervisor Agreement to their advisor with all internship materials on or before the deadline March 2, 2020 for Summer 2020 and May 1, 2020 for Fall 2020.

9. Students must **obtain professional liability insurance** through the American Counseling Association (ACA) at www.counseling.org, the American Rehabilitation Counseling Association (ARCA) www.arcoweb.org, the American School Counseling Association (ASCA) at schoolcounselor.org, or a reputable organization of your choosing. Membership in an organization does not automatically entitle you to a second year of professional liability insurance. Although you secured liability insurance for CNSL 6269 Practicum I in Counseling and CNSL 6270 Practicum II in Counseling, if that policy was for a one-year period you again present proof of liability insurance for the two-semester internship period. Provide a policy copy to faculty advisor.

Students should **print out the certificate of insurance** (which is distinct from the membership card) that contains their name, the date the insurance is effective, the expiration date and the dollar amount of the coverage (e.g., 1 million each claim /3 million student aggregate). Allow 4-6 weeks for membership and liability insurance requests to be processed. This print out will be submitted to their internship course instructor, and a copy should be kept by the student as they practice.

10. The **Field Site Supervisor Form and Certificate of Malpractice Insurance** should be submitted to the student’s faculty advisor 60 days prior to the semester that they intend to enroll in CNSL 6185 Internship in Counseling.

11. Students must submit a copy of the **“Clinical Supervision Guidelines” (see Appendix A)** to internship site supervisor prior to beginning work at your placement site.

**Section 2: Selection of, and Securing, Internship Field Sites**

**Clinical Mental Health Counseling students and Rehabilitation Counseling students**

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. Students arrange internship site interviews to secure placements.

The department’s policy regarding approved field sites 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 by the faculty advisor to select an approved site with an MOU, send a resume, complete any necessary applications, and to set up interviews with a potential internship. For School Counseling students, internship sites are identified by the GW Division of Clinical Experience and Licensure.

**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 require an average of one hour per week of individual supervision by an independently licensed supervisor (i.e., a licensed counselor, social worker, or psychologist).
   - Rehabilitation counselors require an average of one hour per week of individual supervision by a Certified Rehabilitation Counselor (CRC).
   - School counselors require an average of one hour per week of individual supervision by an individual trained in school counseling (i.e., school counselor, school social worker, school psychologist, licensed professional counselor)

2. **Foundations Course.** An overview of the complete internship process will be provided during the Foundations course for each program (i.e., Clinical Mental Health, Rehabilitation Counseling, School Counseling).

3. **Be prepared to meet field site requirements.** For example, you may have to begin your internship site work before the semester begins and/or continue it after it ends or work evenings and weekends.
4. You may receive and accept an internship appointment interview with an MOU approved site. After the interview, wait five business days to hear from the site. If you have not heard from the site, call them and inquire about their decision.

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 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. At the end of the semester, the field site supervisor will complete an evaluation form on your internship activities. If the 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 internship, let your 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.

**Extending Internship Due to Skills or Hours Shortage**

In some cases, the master’s student may need to extend work at the internship site because the total 600 hour internship *(for school counselors, 300 hours both fall and spring semesters)* requirement has not been during two academic semesters 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 is required to continue in on-campus supervision, and **WILL HAVE THEIR DEGREE CONFERRED THE SUBSEQUENT SEMESTER IF ALL CLASSES ARE COMPLETED. A STUDENT MAY “WALK” IN THE MAY COMMENCEMENT IF ALL BUT 9 CREDITS REMAIN IN THEIR PROGRAM AND THOSE WILL BE COMPLETED DURING THE SUMMER SEMESTER IMMEDIATELY FOLLOWING THAT ACADEMIC YEAR.** Students may need to continue demonstrating adequate counseling skills, including hour accrual, beyond the 4-week grace period. In such circumstances, students would enroll in a third semester of internship and fully participate in CNSL 6186 Advanced Internship in Counseling for one academic semester. The student would enroll in 1 credit of independent study with the course instructor, attend internship class, and continue to accrue hours at the internship site through the end of that semester as determined by the internship instructor and the field site supervisor as collaboration necessitates.
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. In the event that a student is not demonstrating an acceptable level of counseling skills as evidenced by evaluation (i.e., mid-semester evaluation, end of semester evaluation, student assignments, student case presentations), the student will be notified by their internship instructor 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.

Internship instructors meet individually with their students throughout the semester 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.

**Internship Hours Toward State Licensure**

Each state differs in requirements for licensure. Every student is encouraged to consult the licensure regulations of the state in which the student anticipates seeking licensure to independently practice counseling. Consult the specific state for the requirements by going to [www.amhca.org](http://www.amhca.org) and clicking 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 or site 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.
APPENDIX A

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. My learning and professional activities will be characterized by my ability to achieve proficiency in the following skills:

- Demonstrate effective listening skills.
- Respect divergent points of view.
- Express thought/knowledge effectively.
- Demonstrate realistic expectations in regard 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.
Counseling Internship Handbook

- 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 6269 Practicum I and CNSL 6270 Practicum II (for Clinical Mental Health Counseling students and on campus Rehabilitation Counseling students) with a letter grade of “B-” or better prior to enrolling in CNSL 6185 Internship in Counseling. If I do not meet this requirement after two attempts, I will be dismissed from the program. I understand that 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 a Practicum and Internship. It is imperative that I make myself available for the hours required by all Practicum and Internship placement 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. If I am enrolled in a 60-credit counseling program, I am aware that I must successfully pass the comprehensive exam, the CPCE within 2 attempts. I understand that failure to do so may result in my termination from the program. Proficiency as a counseling intern is expected for the successful completion of programs at GW. 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.

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APPENDIX B
Supervision Guidelines for Site Supervisors

Clinical Supervision Guidelines for
Practicum/Internship 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 Internship

The George Washington University’s Department of Counseling and Human Development requires all candidates for the master’s degree in counseling complete a supervised counseling practicum and internship experience.

The supervisor completes an Internship Evaluation Form mid-way through the first semester and again after the first 300 hours at the end of the semester. If the performance of 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.

The second semester is a continuation of the counseling internship and involves 300 hours of supervised counseling and related activities. The usual time commitment is 15-20 hours at the field site, over two semesters.

The clinical experiences at the field site run concurrent with an on-campus classroom seminar/supervision dealing with professional roles, ethical considerations, case management, agency functions, community resources, philosophical approaches, and other experiences designed to create an identity as a professional counselor.

The student receives weekly individual clinical supervision on the cases that are assigned to the student working at the field site. The field site supervisor is asked to regularly log on to a Time2Track website, to sign
off on the intern’s hours that show all activities performed by that intern to date. Inters are asked to submit their hours into Time2Track on a weekly basis. Log in information is sent to the field site supervisor via email.

NOTE: School Counseling interns will complete weekly detailed logs, have the school site supervisor verify, sign, and date, and submit with all corresponding SOAP and group notes to the University Internship instructor. University supervisor will review, sign, and return to the student to upload in Time2Track.

Minimum Counseling Supervisory Requirements

1. Master’s level counselor trainees must have counseling or counseling related experience with individuals, families, or groups 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 intern trainee should be given as much opportunity as possible for substantial counseling and counseling-related activities.

NOTE: School supervisors will assist school counselors to secure and counsel three (3) target students in Internship I and (4) target students in Internship II for four to six sessions each. Six to eight sessions with two (2) groups is required in each Internship I and II. See syllabus for detailed requirements.

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

Client-Related Interactions:

Below are examples of client-related interactions 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. In addition, there may be opportunities for community outreach.
- 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.

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 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. Intern trainees seek placements in the community (mental health/human service) agencies, k-12
schools, or rehabilitation settings according to their programmatic concentration.

**Goals**

The primary goal of the 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. Close supervision can assist the student in refining professional skills, according to the level of development while in a learning situation. For master’s 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

2) Training that remains educational in purpose, but productive by agency 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.

The internship activities may 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 professional counselors.

2. One hour of documented weekly face-to-face supervision by mental health professional who has earned a master’s degree and has at least two years’ experience as a counselor/mental health professional.

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

4. Work assignments, performing the tasks required of an employed counselor in an agency setting from intake to discharge.

5. Reporting an activity log of 240 direct hours over two semesters. Total hours over the two semesters will be 600.

**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.
### Roles and Responsibilities

A uniform program of activity applicable to all field settings and students cannot be outlined since each student varies in personal and educational readiness, and each agency, school, and institution has a different purpose, scope, and function. The agency 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 minimum one hour of 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 twice a semester.

#### Individuals/Clients 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/institution function, the individuals served, and the counselor role.

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. Home visits only with supervisor accompaniment and faculty advisor approval.
   b. Employer visits (job placement follow-up)
   c. Community resources
   d. State employment services
   e. On-the-job training
   f. Hospitals
   g. Rehabilitation centers
   h. 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.

The cases selected for an intern might best be those that the agency/school supervisor can use for instructive purposes. The selection of cases is best based on whether they challenge the professional development of the student.

**Intern Role**

Students should arrange their schedule to conform to agency requirements—precedence being given only to attendance at University classes in which they are enrolled or internship orientation days for work. Agency/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/institution during official University vacation periods (e.g., winter and spring breaks), this should be addressed with the internship site when the field site supervisor agreement form is signed and discussed with the student’s faculty advisor.

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

**Agency/Institution Role**

It has been found that supervised clinical experience is most effective for the trainee and the agency/institution if the agency/institution appoints a qualified and interested staff counselor or counselor/supervisor to oversee the student’s work and provide general supervision. Only a person in the agency/institution can really understand the problems encountered and can evaluate the student’s work on the basis of practical experience.
A supervisor would be beneficial to the student in helping to explore general reactions to 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. It has been determined that students work best if a regular weekly schedule is set each week for supervisor and 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 at the end of each semester of internship.

**University Role**

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 or if the field site supervisor or student requested a visit.

An Internship Student Evaluation Form is completed at the end of each semester. Copies of the forms are sent to the field site supervisor.

For counselor trainees, the University will provide regular supervisory sessions covering their professional development as counselors. The student will be asked to present agency/institution cases and issues for discussion. 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/institution supervisors of students are welcome to attend the on-campus group supervisory meetings, especially when their students are presenting agency/institution cases for discussion. While course guidelines vary depending on the faculty member overseeing the section of the course as a consequence of academic freedom, the overall objectives are basically the same for all sections of practicum/internship.

**Special Problems**

If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during the internship, the field site supervisor should contact the University 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 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 internship trainees in this critical phase of their professional education and training.
APPENDIX C

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. Typically, these services include:
   
   A. Individual counseling
   B. Group counseling
   C. Career development
   D. Appraisal and assessment
   E. Information dissemination
   F. Staff/faculty meetings
   G. Supervision
   H. In-service training
   I. Consulting
   J. Referral
   K. Program development and evaluation
   L. Maintaining records
   M. Child study team meetings
   N. Outreach activities

Field Site Supervision

Supervision of the 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, and is certified or licensed in their respective field. Please visit the CACREP website: https://www.cacrep.org/section-3-professional-practice/

Faculty Interaction with Field Site Supervisor

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 as needed. 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.

Hour Requirement
During the master's-level internship, students must spend a total of at least 600 hours in their internship experiences. This includes time spent at the site (20-25 hours per week) and time while enrolled in CNSL 6185 Internship in Counseling and CNSL 6186 Advanced Internship in Counseling. Students complete a minimum of 240 direct hours and 360 indirect hours in their field site. Students are also expected to achieve a minimum caseload of three clients/students per week at the field placement. At least one of these should be an ongoing client/student.

Documentation of Hours and Activities
Students maintain a log that outlines all internship activities through Time2Track. 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. Faculty may also request paper copies of documentation.

Campus Requirements
In addition to the on-site activities, students meet weekly in class on-campus, virtually online (e.g., Webex) under the direction of Department of Counseling and Human Development faculty while enrolled in CNSL 6185 Internship in Counseling and CNSL 6186 Advanced Internship in Counseling where cases are discussed and students receive group supervision.

Application for Internship:

INSTRUCTIONS:
Follow instructions carefully or your application may be returned to you for changes prior to its review. Clearly PRINT or TYPE all information. Adhere to the following deadlines. You may lack one or two items at the time of application submission, but in order to be included in the review process and to reserve a place in a clinical practice course, the initial application must be submitted by:

January 15 deadline for Fall Internship
December 1 deadline or Summer Internship

Some sites may require a State Police or FBI criminal background check prior to starting work at the site. This can take over six weeks. If needed, the student must have this completed prior to the start of the internship class. It is the student’s responsibility to check with the intended site at least two months prior to class to see about this requirement and fulfill it if needed.

Applications must be submitted via hand delivery or by regular mail to:
Your Faculty Advisor

Applications cannot be faxed or attached to an email. A hard copy of the application must be
submitted as per above.

APPENDIX D

DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

APPLICATION FOR INTERNSHIP
Clinical Mental Health Counseling students and Rehabilitation Counseling students

Master’s candidates in counseling must complete and submit this form (by 5:00pm on due dates below) to your faculty advisor 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 Internship Information Handbook. Note: School Counseling students work directly with your faculty advisor.

DEADLINES
Summer 2020: December 2, 2019
Fall 2020: January 15, 2020

Name _________________________________ Program_______________________________
Phone (H) ___________________________ (C)____________________________________
E-mail________________________________________________ GW ID #_______________________

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

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

□ CNSL 6269 – Practicum I in Counseling
Semester Completed ________________ Grade Received ________________

□ CNSL 6270 – Practicum II in Counseling (Clinical Mental Health Counseling and Rehabilitation Counseling students only)
Semester Completed ________________ Grade Received ________________

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

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________
FIELD SITE SUPERVISOR AGREEMENT FORM

I, ______________________________________ , agree to provide _____________________________ ,
(Supervisor) (Student intern)
with weekly supervision of her/his counseling and counseling-related activities according to GWU’s “Clinical Supervision Guidelines for Field Site Supervisors” and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) guidelines for the duration of the required internship period.

Name of Agency/School OR Institution: ______________________________________________________

Address: __________________________________________________________________________________

City/State/Zip: ____________________________________________________________________________

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

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

*Student is expected begin no earlier than two weeks prior to the first day of classes and to stay at the site at a minimum through the last week of internship class, for no less than 2 semesters. Students may not leave the site early should they accrue the requisite number of hours before the agreed upon date.

As the supervisor of above referenced intern at the above referenced agency, I understand and agree to the following internship requirements of the Department of Counseling and Human Development at The George Washington University:

▪ As a representative of the agency, we agree to ensure adequate client contact to support the accrual of a minimum of 240 direct client hours and 360 direct client hours in no less than 2 semesters.
▪ As supervisor, I understand that at least one (1) hour of individual supervision provided weekly is required.
▪ As supervisor, I agree to identify an appropriate credentialed supervisor who will assume responsibility of Intern and Intern’s clinical work in my absence.
▪ The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings)
▪ As supervisor, I agree to be available for at least one (1) site visit and/or phone contact with faculty supervisor/program representative per semester
▪ Formal written evaluation of the student’s professional and counseling performance at midterm and end of semester for each semester of the internship experience.
Supervisor Signature: ____________________________________________ Date:_____________

Students must submit completed form to your FACULTY ADVISOR by May 1, 2020

APPENDIX F

SUPERVISOR DATA FORM

Supervisor Name: __________________________________________________________

Phone________________________ Email Address: __________________________________

Name of Agency/School OR Institution: ___________________________________________

Supervisor Title: __________________________________________________________________

Supervisor Profession: ________________________________________________________

Supervisor Terminal Degree: ☐MA ☐MS ☐MSW ☐Ph.D. ☐Ed.D. ☐Other________________

Number of years of professional counseling experience: ________________________

License/Certification State ________ Number: _________________Expiration date: ______

GWU requires two years of prior experience. Do you meet this requirement? ☐Yes ☐No

Number of years of counseling supervisory experience: ____________________________

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

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

Location? _______________________________________________________________

Name of Trainer? __________________________________________________________
CEs awarded? □ Yes □ No How many? ___________ Clock hours? ___________

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

## APPENDIX G
### Important Dates Timeline

#### Full-time students

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2017 Cohort</th>
<th>Summer 2018 Cohort</th>
<th>Fall 2018 Cohort</th>
<th>Summer 2019 Cohort</th>
<th>Fall 2019 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Readiness Form</td>
<td>5/1/18</td>
<td>4/1/19</td>
<td>5/1/19</td>
<td>4/1/20</td>
<td>5/1/20</td>
</tr>
<tr>
<td>CPCE</td>
<td>8/24/19</td>
<td>5/16/20</td>
<td>8/29/20</td>
<td>5/15/21</td>
<td>8/28/21</td>
</tr>
<tr>
<td>Internship Application</td>
<td>1/15/19</td>
<td>12/2/19</td>
<td>1/15/20</td>
<td>12/1/20</td>
<td>1/15/21</td>
</tr>
<tr>
<td>Field Site Supervisor Agreement</td>
<td>5/1/19</td>
<td>3/2/20</td>
<td>5/1/20</td>
<td>3/1/21</td>
<td>5/1/21</td>
</tr>
<tr>
<td>Internship Site Evaluation</td>
<td>5/1/20</td>
<td>12/11/20</td>
<td>5/3/21</td>
<td>12/10/21</td>
<td>5/2/22</td>
</tr>
<tr>
<td>Internship Orientation</td>
<td>10/3/18</td>
<td>10/11/19</td>
<td>10/11/19</td>
<td>10/9/20</td>
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</table>

#### Part-time students

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2018 Cohort</th>
<th>Fall 2019 Cohort</th>
<th>Fall 2020 Cohort</th>
<th>Fall 2021 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Readiness Form</td>
<td>4/1/20</td>
<td>4/1/21</td>
<td>4/1/22</td>
<td>4/1/23</td>
</tr>
<tr>
<td>CPCE TBD</td>
<td>8/29/21</td>
<td>8/20/22</td>
<td>8/19/23</td>
<td>8/24/24</td>
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<tr>
<td>Internship Application</td>
<td>1/15/21</td>
<td>1/15/22</td>
<td>1/15/23</td>
<td>1/15/24</td>
</tr>
<tr>
<td>Field Site Supervisor Agreement</td>
<td>5/1/21</td>
<td>5/1/22</td>
<td>5/1/23</td>
<td>5/1/24</td>
</tr>
<tr>
<td>Internship Site Evaluation</td>
<td>5/1/22</td>
<td>5/1/23</td>
<td>5/1/24</td>
<td>5/1/25</td>
</tr>
</tbody>
</table>
Internship Orientation | 10/9/20 | 10/8/21 | 10/7/22 | 10/13/23

Note: School counseling and online Rehabilitation counseling programs dates may differ. Please contact your faculty advisor.

APPENDIX H
SELF EVALUATION PRE-INTERNSHIP
COMPLETED PRIOR TO BEGINNING INTERNSHIP

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 internship. Include what duties you would perform and with what type of population.
APPENDIX I

SELF EVALUATION POST INTERNSHIP

CLINICAL MENTAL HEALTH COUNSELING, REHABILITATION COUNSELING, AND SCHOOL COUNSELING

Complete at the end of the last semester of internship and include in the internship portfolio.

Student: ___________________________________________ Date____________________

Agency: _____________________________________________________________________________

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

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

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

Emerging: Usually meets minimum requirement in a satisfactory manner; performing as might be 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>Proficient</th>
<th>Benchmark</th>
<th>Emerging</th>
<th>Inadequate</th>
<th>No Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. SUCCESS IN FORMING EFFECTIVE RELATIONS</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. With clients/students</td>
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<tr>
<td>b. With other professionals/staff</td>
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<tr>
<td>c. With Supervisors</td>
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<tr>
<td>d. Outside Agencies</td>
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</tr>
<tr>
<td>II. COUNSELING SKILLS &amp; TECHNIQUES</td>
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</tr>
<tr>
<td>A. Knowledge and Understanding</td>
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<td></td>
</tr>
<tr>
<td>1. Principles and Process</td>
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</tr>
</tbody>
</table>
### 2. Psychological Aspects

### 3. Human Behavior

### 4. Normal Stages of Development

### 5. Professional Ethics

### 6. Case Management Principles and Practices

### 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. INTERNSHIP SITE 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 of notable strength:


Please provide a brief discussion of areas for continued improvement:


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


Student’s signature: _______________________________ Date: ______________
APPENDIX J

Counseling Practicum/Internship Evaluation

- Practicum I
- Practicum II
- Internship I
- Internship II

Semester:
- FALL 20 ______
- SPRING 20 ______
- SUMMER 20 ______

Student name: ____________________________
Internship Site: __________________________
Supervisor: ________________________________
Supervisee’s Counseling Orientation: __________________________
Supervisor’s Theoretical Orientation to Supervision: __________________________
Direct Hours summary (to date): __________________________
Indirect Hours summary (to date): __________________________
Practicum/Internship Instructor: __________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student* Date
Supervisor Date
Practicum/Internship Instructor Date

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

For Clinical Mental Health Counseling student evaluations: Complete Sections I through X.
For Rehabilitation Counseling student evaluations: Complete Sections I through XI.
For School Counseling student evaluations: Complete Sections I through X and section XII.

**Evaluation Directions**

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

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

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

**RATING SCALE**

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

### I. INTAKE APPOINTMENT SKILLS

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

5. CI addresses all questions on the intake forms to obtain a comprehensive client’s case history.

6. CI demonstrates basic interviewing skills (e.g., active listening, reflection, restatements, paraphrasing, summarizing, reinforcers).

7. CI establishes rapport and facilitates client’s disclosure.

8. CI expresses genuine concern and empathy for the client while retaining perspective and objectivity.

9. CI identifies collateral sources that need to be collaborated with for continuity of care of the client and accurately completes a Release of Information with the client for this purpose.

10. CI contacts collateral sources in a timely fashion and releases/obtains important information for client’s care and well-being.

11. CI contacts collateral sources in a timely fashion and releases/obtains important information for client’s care and well-being.

12. The CI consults with the on-call supervisor at a minimum for situations involving risk.

**Comments:**

### II. ASSESSMENT SKILLS

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The CI introduces the purposes behind the use of assessments and how to complete the assessments accurately to clients before they complete them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The CI utilizes the results from the assessments to aid in service to client’s and complete progress notes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The CI discusses the assessments with their supervisor to determine if additional assessments are needed.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**

### III. COUNSELING SKILLS

<table>
<thead>
<tr>
<th></th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>CI demonstrates ability to open a session including completing a check-in, setting an agenda for session, and providing a brief summary of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
previous session for/with the consumer.

2. CI demonstrates ability to close a session including informing the consumer the session is coming to a close, avoiding discussion of new material/redirecting the consumer if they bring up new material, and initiates the end of the session through summarization or discussion of homework for the following session.

**Utilization of Counseling Micro-skills**

3. CI responds to the client by appropriately matching the tone and effect of the consumer in session.

4. CI intermittently uses verbal and non-verbal encouragers (e.g., head nods, mm-hmm, yes) to reinforce client’s communication regarding issues being addressed.

5. CI listens carefully to what the consumer is saying and hears the client, as is reflected in the progress notes.

6. CI attempts to redirect consumer from prolonged tangential discussions.

7. CI responds appropriately to cognitive content of sessions.

8. CI responds appropriately to client’s feelings in session.

9. CI communicates understanding of client’s nonverbal behaviors.

10. CI listens carefully to what the consumer is saying and hears the client, as is reflected in the progress notes.

11. CI attempts to redirect consumer from prolonged tangential discussions.

12. CI responds appropriately to cognitive content of sessions.

13. CI responds appropriately to client’s feelings in session.

14. CI communicates understanding of client’s nonverbal behaviors.

15. CI uses silence effectively in the session.

16. CI uses confrontation appropriately with clients.

**Relationship Building Skills**

12. CI conveys an empathic understanding of the client’s world.

13. CI approaches consumers in a therapeutically genuine manner.

14. CI is able to convey feelings of warmth and acceptance to clients.

15. CI utilizes self-involving statements and self-disclosure in an appropriate manner in sessions.

16. CI fosters a deepening of the relationship in subsequent sessions by building an environment of trust.

**Awareness of Counseling Process**

17. CI is aware of their own reactions within sessions.

18. CI is aware of their own reactions within sessions.

19. CI is aware of his/her own impact on the client.

20. CI is able to deal appropriately with positive and negative emotions the client may express toward the counselor.

**Comments:**
### IV. CASE CONCEPTUALIZATION SKILLS

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<tbody>
<tr>
<td>1.</td>
<td>The CI is able to make and modify hypotheses about client’s and their current functioning as sessions proceed.</td>
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<td>2.</td>
<td>The CI is able to complete an accurate case conceptualization of the client’s case based on consumer services provided.</td>
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<tr>
<td>3.</td>
<td>The CI discusses with the client the priorities for treatment/service plans and reviews these with the supervisor.</td>
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<tr>
<td>4.</td>
<td>The CI uses the consumer’s priorities to formulate goals for treatment/service plans.</td>
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<tr>
<td>5.</td>
<td>The CI is able to articulate goals, short-term objectives, and interventions on a plan that will facilitate client progress in treatment/service plans.</td>
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<td>6.</td>
<td>The CI demonstrates an understanding and competence in the use of the DSM-5 to create a diagnostic impression of the client(s).</td>
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**Comments:**

### V. THEORY & INTERVENTION SKILLS

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<tbody>
<tr>
<td>1.</td>
<td>The CI provides a rationale for a client’s case conceptualization based on sound counseling theory/theories.</td>
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<tr>
<td>2.</td>
<td>The CI articulates client issues from various theoretical perspectives.</td>
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<tr>
<td>3.</td>
<td>The CI develops intervention/service strategies based on case conceptualization.</td>
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<td>4.</td>
<td>The CI shows willingness to be innovative and creative in intervention approaches.</td>
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**Comments:**

### VI. FILE DOCUMENTATION

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<tbody>
<tr>
<td>1.</td>
<td>The CI completes documentation for client sessions in a timely manner (i.e., the same day as the session or phone call is conducted).</td>
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<td>2.</td>
<td>The CI updates case files with feedback and suggestions in a timely manner (i.e., one week).</td>
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<tr>
<td>3.</td>
<td>The CI is able to construct concise documentation that includes critical details in each section.</td>
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**Comments:**
### VII. SUPERVISORY RELATIONSHIP

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<tbody>
<tr>
<td>1.</td>
<td>The CI participates actively in supervision sessions (e.g., contributes to supervision agenda, sends clips for review to supervisor, reads outside of supervision and prepares comments).</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>The CI demonstrates professional behaviors in interactions with supervisor (e.g., appropriate tone and demeanor, treating others with dignity and respect).</td>
<td>0</td>
<td>1</td>
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<tr>
<td>3.</td>
<td>The CI is open during supervision to self-examination about how the client and session content affect the CI (countertransference, feelings).</td>
<td>0</td>
<td>1</td>
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<tr>
<td>4.</td>
<td>The CI is open to discussion of the development of the supervisor-supervisee relationship.</td>
<td>0</td>
<td>1</td>
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<tr>
<td>5.</td>
<td>The CI shows openness to supervisor’s feedback and suggestions for client’s sessions and documentation.</td>
<td>0</td>
<td>1</td>
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<tr>
<td>6.</td>
<td>The CI demonstrates follow-through on topics, interventions, or recommendations of supervisor in subsequent counseling sessions.</td>
<td>0</td>
<td>1</td>
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<tr>
<td>7.</td>
<td>The CI displays a developmentally appropriate balance between dependence and independence in relationship with supervisor.</td>
<td>0</td>
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<tr>
<td>8.</td>
<td>The CI is able to expose and express own weaknesses and share strengths accurately.</td>
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**Comments:**

### VIII. ETHICAL DECISION-MAKING SKILLS

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<tbody>
<tr>
<td>1.</td>
<td>The CI demonstrates ethical decision-making and behaviors in counseling and case management (e.g., maintains confidentiality, avoids dual relationships, practices only within areas of competence).</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>2.</td>
<td>The CI only uses appropriate and approved assessments and interventions in counseling sessions (e.g., those discussed in supervision first).</td>
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<tr>
<td>3.</td>
<td>The CI discusses with supervisor when issues of an ethical nature present in the counseling or supervision relationships.</td>
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<tr>
<td>4.</td>
<td>CI demonstrates personal commitment to developing professional competencies.</td>
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**Comments:**
### IX. MULTICULTURAL IDENTITIES (e.g., gender, race, ethnicity, age, disability, sexual orientation/affectional orientation, socioeconomic status)

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<tbody>
<tr>
<td>1. The CI demonstrates awareness of client’s cultural diversity and multicultural identities.</td>
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<tr>
<td>2. The CI responds appropriately to client's multicultural identities and explores their importance to the client and in shaping consumers’ worldview.</td>
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<td>3. The CI demonstrates sensitivity to the impact of own cultural diversity in the counseling process.</td>
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<td>4. The CI demonstrates an appreciation for the value of cultural diversity in the overall counseling process.</td>
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**Comments:**

### X. PROFESSIONAL DISPOSITIONS

#### Professional Responsibility

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<tbody>
<tr>
<td>1. The CI conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.</td>
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<td>2. The CI relates to peers, professors, and others in a manner consistent with program mission and standards.</td>
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<td>3. CI demonstrates a capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to those in supervisory or instructional positions.</td>
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<td>4. CI demonstrates the ability to engage in dialogue with others who have different perspectives in ways that show respect for the other persons and their points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.</td>
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#### Maturity and Attitude

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<tr>
<td>5. The CI demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.</td>
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<td>6. The CI demonstrates the ability to receive, integrate and utilize feedback</td>
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from peers, teachers, and supervisors.

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7. The CI demonstrates a tolerance for ambiguity and is able to appropriately balance professional responsibilities with self-care practices.

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8. The CI maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors.

**Integrity**

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9. The CI refrains from making statements that are false, misleading or deceptive.

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10. Respects the fundamental rights, dignity and worth of all people.

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11. Respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

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12. Considers the impact of her/his actions on the wellbeing of others and the group (cohort, program, and agency) as a whole, such as avoiding improper and potentially harmful relationships.

**Social and Self Awareness**

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13. Demonstrates awareness and knowledge of their intersecting identities (gender, race, disability, socio-economic class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling.

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14. Demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards and/or client care.

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15. The CI demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.

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16. The CI demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.

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17. The CI maintains humility and uses privilege to promote social equity.
XI. SPECIFIC TO REHABILITATION COUNSELING

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<tbody>
<tr>
<td>1</td>
<td>The CI demonstrates informal and formal assessment of the needs and adaptive, functional,</td>
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<td></td>
<td>and transferable skills of PWDs.</td>
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<td>2</td>
<td>The CI demonstrates evaluation and application of assistive technology with an emphasis on</td>
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<tr>
<td></td>
<td>individualized assessment and planning</td>
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<td>3</td>
<td>The CI utilizes resources for research and evidence-based practices applicable to</td>
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<tr>
<td></td>
<td>rehabilitation counseling.</td>
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<td>4</td>
<td>The CI demonstrates the use of strategies to enhance coping and adjustment to disability.</td>
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<tr>
<td>5</td>
<td>The CI uses techniques to promote self-advocacy skills of individuals with disabilities to</td>
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<td></td>
<td>maximize empowerment.</td>
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<td>6</td>
<td>The CI promotes the self-advocacy of decision-making of individuals with disabilities</td>
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<tr>
<td></td>
<td>throughout the rehabilitation process.</td>
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</table>
7. The CI demonstrates the use of strategies to facilitate successful rehabilitation goals across the lifespan.

8. The CI utilizes career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place.

9. The CI uses strategies to analyze work activity and labor market data and trends in order to facilitate the match between an individual with a disability and targeted jobs.

10. The CI advocates for the full integration and inclusion of individuals with disabilities to include strategies to reduce attitudinal and environmental barriers.

11. The CI assists individuals with disabilities to obtain knowledge of and access to community and technology services and resources.

12. The CI consults with medical/health professionals or other interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities.

13. The CI consults and collaborates with employers regarding the legal rights and benefits of hiring individuals with disabilities to include accommodations, universal design, and workplace disability prevention.

14. The CI demonstrates the ability to consult and collaborate with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention.

**XII. SPECIFIC TO SCHOOL COUNSELING**

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<tbody>
<tr>
<td>1.</td>
<td>Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</td>
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<td>2.</td>
<td>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs</td>
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<td>3.</td>
<td>Applies relevant research findings to inform the practice of school counseling.</td>
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<td>4.</td>
<td>Participates in the design, implementation, management, and</td>
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evaluation of a comprehensive developmental school counseling program.

5. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

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

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

8. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

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

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

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

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

**Supervisor Feedback:**

**Primary Strengths:**
Primary Areas for Improvement:

Other Comments:

Appendix K
INTERNSHIP IN COUNSELING
Department of Counseling and Human Development
The George Washington University

CNSL 6185 \hspace{1cm} FALL 2019

Mina Attia, Ph.D., NCC
Office: 2134 G St. NW, Suite 311
Office: (202) 994-2339
Email: minaattia@gwu.edu
Office Hours: By Appointment (https://calendly.com/drattia)

COURSE INFORMATION
Time: Thursday 5:10-7:00
Location: GSEHD B-09
Credits: 3 credit hours

Pre-requisites: CNSL 6270

COURSE DESCRIPTION
Part of a two-semester clinical experience for degree and certificate candidates in counseling.
Includes 600 hours of supervised counseling experience in a counseling setting.

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

1. Explain and apply the role of the professional counselor as an advocate to the
   profession and to clients with barriers that impede access, equity and success. (2.F.1.e)
2. Explain the professional counseling credentialing process, including certification,
   licensure, accreditation practices and standards, professional organizations and
   membership, and lastly the effects of public policy on these issues. (2.F.1.f, 2.F.1.g)
3. Articulate the role of supervision in the profession and evaluate technology’s impact on
   counseling. (2.F.1.m)
4. Demonstrate awareness of their social locations and impact on their life experiences.
   (2.F.2.g, 2.F.2.e, 2.F.5.f)
5. Demonstrate awareness of competence and limitations. (2.F.1.k)
6. Describe the effect of power, privilege, and difference and how these shape their own
   cultural attitudes, and beliefs. (2.F.2.d, 2.F.2.e, 2.F.2.g)
7. Demonstrate the ability to engage in dialogue with people who carry or hold other
   perspectives in ways that show respect for the other persons and other points of view.
   (2.F.2.c)
8. Implement and evaluate strategies for working with gender and gender spectrum issues,
   diverse populations, ethnic and other non-dominant groups. (2.F.2.a, 2.F.2.f, 2.F.2.h)
9. Demonstrate ability to explore how personal experiences, thoughts, and feelings impact
   counseling with clients. (2.F.5.f)
10. Explain the essential concepts of the major theoretical schools in counseling and apply specific techniques associated with each of those approaches (2.F.3.h, 2.F.4.a, 2.F.4.i)
11. Demonstrate ethical and multicultural concepts integrated into counseling approaches at individual, group or systemic levels (2.F.3.h, 2.F.4.g)
12. Evaluate the use of counseling theory and techniques within treatment, intervention, or prevention plans (2.F.3.g, 2.F.3.f, 2.F.4.i)
13. Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan in any counseling modality (2.F.3.i, 2.F.4.j, 2.F.6.g, 2.F.7.m, 2.F.8.j)
14. Demonstrate, apply, and evaluate a thorough diagnostic process if required for implementation of appropriate interventions (2.F.3.c, 2.F.3.e, 2.F.3.d)
15. Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice (2.F.7.f, 2.F.7.j, 2.F.7.e, 2.F.7.b, 2.F.7.i, 2.F.7.k, 2.F.7.l)
16. Demonstrate ability to facilitate and manage the counseling process with individuals, groups, and families through direct client services and indirect client services (2.F.3.c, 2.F.3.e, 2.F.3.d)
17. Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice. (2.F.7.f, 2.F.7.j, 2.F.7.e, 2.F.7.b, 2.F.7.i, 2.F.7.k, 2.F.7.l)

2016 CACREP STANDARDS

<table>
<thead>
<tr>
<th>Internship</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcome</th>
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<tbody>
<tr>
<td>advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</td>
<td>2.F.1.e.</td>
<td>Reflective journal,</td>
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<tr>
<td>professional counseling organizations, including membership benefits, activities, services to members, and current issues</td>
<td>2.F.1.f.</td>
<td>Reflective journal,</td>
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<tr>
<td>professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</td>
<td>2.F.1.g.</td>
<td>Reflective journal,</td>
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<tr>
<td>strategies for personal and professional self-evaluation and implications for practice</td>
<td>2.F.1.k.</td>
<td>Case Presentation, Written narrative Sections (7 &amp; 8)</td>
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<tr>
<td>the role of counseling supervision in the profession</td>
<td>2.F.1.m.</td>
<td>Supervisor Evaluation (Supervisory Relationship),</td>
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<td>multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>2.F.2.a.</td>
<td>Supervisor Evaluation (Counseling Process),</td>
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<tr>
<td>multicultural counseling competencies</td>
<td>2.F.2.c.</td>
<td>Supervisor Evaluation (Counseling Skills),</td>
</tr>
<tr>
<td>the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>2.F.2.d.</td>
<td>Reflective journal,</td>
</tr>
<tr>
<td>the effects of power and privilege for counselors and clients</td>
<td>2.F.2.e.</td>
<td>Reflective journal,</td>
</tr>
<tr>
<td>help-seeking behaviors of diverse clients</td>
<td>2.F.2.f.</td>
<td>Supervisor Evaluation (Counseling Process),</td>
</tr>
<tr>
<td>the impact of spiritual beliefs on clients’ and counselors’ worldviews</td>
<td>2.F.2.g.</td>
<td>Reflective journal,</td>
</tr>
<tr>
<td>strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</td>
<td>2.F.2.h.</td>
<td>Supervisor Evaluation (Counseling Process),</td>
</tr>
<tr>
<td>theories of normal and abnormal personality development</td>
<td>2.F.3.c.</td>
<td>Case Presentation, Internship Hour Log,</td>
</tr>
<tr>
<td>theories and etiology of addictions and addictive behaviors</td>
<td>2.F.3.d.</td>
<td>Case Presentation, Internship Hour Log,</td>
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<tr>
<td>biological, neurological, and physiological factors that affect human development, functioning, and behavior</td>
<td>2.F.3.e.</td>
<td>Case Presentation, Internship Hour Log,</td>
</tr>
<tr>
<td>systemic and environmental factors that affect human development, functioning, and behavior</td>
<td>2.F.3.f.</td>
<td>Supervisor Evaluation (Theory &amp; Intervention Skills),</td>
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<tr>
<td>effects of crisis, disasters, and trauma on diverse individuals across the lifespan</td>
<td>2.F.3.g.</td>
<td>Supervisor Evaluation (Theory &amp; Intervention Skills),</td>
</tr>
<tr>
<td>a general framework for understanding differing abilities and strategies for differentiated interventions</td>
<td>2.F.3.h.</td>
<td>Case Presentation, Written narrative (Section 5), Supervisor Evaluation (Multicultural Identities),</td>
</tr>
<tr>
<td>ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</td>
<td>2.F.3.i.</td>
<td>Supervisor Evaluation (Ethical Decision Making),</td>
</tr>
<tr>
<td>theories and models of career development, counseling, and decision making</td>
<td>2.F.4.a.</td>
<td>Case Presentation, Written narrative (Section 5),</td>
</tr>
<tr>
<td>strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy</td>
<td>2.F.4.g.</td>
<td>Supervisor Evaluation (Multicultural Identities),</td>
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<tr>
<td>methods of identifying and using assessment tools and techniques relevant to career planning and decision making</td>
<td>2.F.4.i.</td>
<td>Case Presentation, Written narrative (Section 5), Supervisor Evaluation (Theory &amp; Intervention Skills),</td>
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<tr>
<td>ethical and culturally relevant strategies for addressing career development</td>
<td>2.F.4.j.</td>
<td>Supervisor Evaluation (Ethical Decision Making),</td>
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<tr>
<td>counselor characteristics and behaviors that influence the counseling process</td>
<td>2.F.5.f.</td>
<td>Reflective journal,</td>
</tr>
<tr>
<td>ethical and culturally relevant strategies for designing and facilitating groups</td>
<td>2.F.6.g.</td>
<td>Supervisor Evaluation (Ethical Decision Making),</td>
</tr>
<tr>
<td>Methods of effectively preparing for and conducting initial assessment meetings</td>
<td>2.F.7.b.</td>
<td>Supervisor Evaluation (Diagnostic &amp; Conceptualization Skills; Assessment Skills),</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Use of assessments for diagnostic and intervention planning purposes</td>
<td>2.F.7.e.</td>
<td>Supervisor Evaluation (Diagnostic &amp; Conceptualization Skills; Assessment Skills),</td>
</tr>
<tr>
<td>Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments</td>
<td>2.F.7.f.</td>
<td>Supervisor Evaluation (Diagnostic &amp; Conceptualization Skills; Assessment Skills),</td>
</tr>
<tr>
<td>Use of assessments relevant to academic/educational, career, personal, and social development</td>
<td>2.F.7.i.</td>
<td>Supervisor Evaluation (Diagnostic &amp; Conceptualization Skills; Assessment Skills),</td>
</tr>
<tr>
<td>Use of environmental assessments and systematic behavioral observations</td>
<td>2.F.7.j.</td>
<td>Supervisor Evaluation (Diagnostic &amp; Conceptualization Skills; Assessment Skills),</td>
</tr>
<tr>
<td>Use of symptom checklists, and personality and psychological testing</td>
<td>2.F.7.k.</td>
<td>Supervisor Evaluation (Diagnostic &amp; Conceptualization Skills; Assessment Skills),</td>
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<tr>
<td>Use of assessment results to diagnose developmental, behavioral, and mental disorders</td>
<td>2.F.7.l.</td>
<td>Supervisor Evaluation (Diagnostic &amp; Conceptualization Skills; Assessment Skills),</td>
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<tr>
<td>Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</td>
<td>2.F.7.m.</td>
<td>Supervisor Evaluation (Ethical Decision Making; Assessment Skills),</td>
</tr>
<tr>
<td>Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</td>
<td>2.F.8.j.</td>
<td>Supervisor Evaluation (Ethical Decision Making),</td>
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</tbody>
</table>

**CLINICAL MENTAL HEALTH**

<table>
<thead>
<tr>
<th>Roles and settings of clinical mental health counselors</th>
<th>5.C.2.a.</th>
<th>Reflective Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>5.C.2.c.</td>
<td>Reflective journal</td>
</tr>
<tr>
<td>Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation</td>
<td>5.C.2.h.</td>
<td>In class presentation</td>
</tr>
<tr>
<td>Strategies for interfacing with integrated behavioral health care professionals</td>
<td>5.C.3.d.</td>
<td>In class presentation</td>
</tr>
</tbody>
</table>

**REHABILITATION COUNSELING**
| Individual response to disability, including the role of families, communities and other social networks | 5.H.2.c. | Reflective journal |
| Administration and management of rehabilitation counseling practice, including coordination of services, payment for services and record keeping | 5.H.2.r. | Reflective journal |
| Informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities | 5.H.3.b. | Supervisor Evaluation (Theory & Intervention Skills; Assessment Skills) |
| Evaluation and application of assistive technology with an emphasis on individualized assessment and planning | 5.H.3.c. | Supervisor Evaluation (Theory & Intervention Skills; Assessment Skills) |
| Strategies to enhance coping and adjustment to disability | 5.H.3.e. | Reflective journal |
| Techniques to promote self-advocacy skills of individuals to maximize empowerment and decision-making throughout the rehabilitation process | 5.H.3.f. | Reflective journal |
| Strategies to facilitate successful rehabilitation goals across the lifespan | 5.H.3.g. | Reflective journal |
| **SCHOOL COUNSELING** |  |  |
| School counselor roles in relation to college and career readiness | 5.G.2.c. | Reflective journal |
| School counselor roles in school leadership and multidisciplinary teams | 5.G.2.d. | Reflective journal |
| School counselor roles and responsibilities in relation to school emergency management plans, crises, disaster, and trauma | 5.G.2.e. | Reflective journal |
| Core curriculum design, lesson plan development, classroom management strategies, and differential instructional strategies | 5.G.3.c. | Supervisor Evaluation (Theory & Intervention Skills; Assessment Skills) |
| Interventions to promote academic development | 5.G.3.d. | Supervisor Evaluation (Theory & Intervention Skills; Assessment Skills) |
| Strategies to facilitate school and post-secondary transitions | 5.G.3.g. | Supervisor Evaluation (Theory & Intervention Skills; Assessment Skills) |
| Interventions to promote college and career readiness | 5.G.3.j. | Reflective journal |

**Academic Preparation for Learning**

According to the Middle States Commission on Higher Education (MSCHE), students enrolled in a three-credit hour, 15-week course are expected to engage in a minimum of 112.5 hours of learning during the period of the course. This course includes 2 hours of direct instruction and a minimum of 5.5 hours of independent learning each week, totaling a minimum of 7.5 hours per week.
Independent (out-of-class) learning expectations
For a 3-credit semester long course, students are expected to spend an average of 5.5 hours of independent or out-of-class learning each week. This could include, but is not limited to, completion of assigned readings and assignments, additional opportunities to enhance classroom learning, and exam preparation.

REQUIRED TEXTS


RECOMMENDED TEXTS


COURSE POLICIES

Attendance

Class attendance and punctuality is critical. The same is expected for the individual meeting with the course instructor. As presented material will not be repeated, any anticipated absences should be discussed, well in advance, with your instructor. Because of the nature of this course and students’ individual contribution to the weekly discussion, absences will be approved only in extreme circumstances. Missing class may result in a failing grade or withdrawal from the course. Group discussion deepens the learning process, which will assist you during later
national examinations and your development of a professional counseling identity.

**Laptops and Cell Phones**

Cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call that you must respond to, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only.

**Taskstream**

The CHD department has moved to utilizing Taskstream (TS) to assess student progress across the curriculum. In this course, you will be required to submit your written assignments into TS. This includes your case presentation, mid and end of semester site supervisor evaluation, and hours log.

You will be required to submit these assignments for grading in Blackboard and for program assessment in Taskstream. Hard copies or emailed copies of these documents WILL NOT be accepted.

**UNIVERSITY POLICIES**

**Religious Holiday Policy**

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

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

**Disability Support Services**

The George Washington University is committed to serving the needs of its students with disabilities. Professional staff in the office of Disability Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College’s responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Disability Support Services website for more information: [http://gwired.gwu.edu/dss/](http://gwired.gwu.edu/dss/)
GW Academic Integrity Code
The Code of Academic Integrity is a part of the Guide to Student Rights & Responsibilities and:
  ● Sets minimum standards for academic student conduct
  ● Defines the rights of students charged with an academic disciplinary violation
  ● Lists the procedures for resolving academic disciplinary matters
  ● Provides guidance for academic disciplinary sanctions
  ● Addresses other issues regarding academic student conduct
All students--undergraduate, graduate, professional full time, part time, law, etc.--must be familiar with and abide by the provisions of the Code of Academic Integrity.

Safety and Security
In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class it is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined location. Please review the GW Division of Safety and Security web link  https://safety.gwu.edu/emergency-response-handbook

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Internship Experience</td>
<td></td>
</tr>
<tr>
<td>o Mid semester supervisor evaluation</td>
<td>50 mid-semester</td>
</tr>
<tr>
<td>o End of semester supervisor evaluation</td>
<td>50 end-of-semester</td>
</tr>
<tr>
<td>● Case Presentation</td>
<td>100</td>
</tr>
<tr>
<td>● Case Conference</td>
<td>34</td>
</tr>
<tr>
<td>● Reflective Journal</td>
<td>12 * 3 = 36</td>
</tr>
<tr>
<td>● Time 2 Track Internship Hours Log</td>
<td>80</td>
</tr>
<tr>
<td>o Mid semester</td>
<td>(40 mid-semester)</td>
</tr>
<tr>
<td>o End of semester</td>
<td>(40 end-of-semester)</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
</tr>
</tbody>
</table>

**Internship Experience.** All students will spend the equivalent of 15-20 hours a week in a field setting over the course of a minimum of two semesters. Over two semesters, students must complete a total of 600-hour internship, which includes
a. A minimum of 240 hours of direct work with clients at a field site appropriate to students' program emphasis (120 for CNSL 6185 Internship I and 120 for CNSL 6186 Internship II).
b. An additional 360 hours of indirect service activities at an appropriate field site (180 for CNSL 6185 Internship I and 180 for CNSL 6186 Internship II).
c. A minimum of 1 (1 ½ if triadic) hours a week of individual supervision meetings.
d. 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.**

**Time 2 Track Internship Hours Log.** 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 at 300 hours of internship, and upon completion of 600 hours of internship. A summary of hours is to be submitted at the mid-point and end of the semester for evaluation by the instructor. Hours should be submitted to site supervisors at mid and end of semester for approval with each evaluation period.

**Case Conference.** You will present a case to our class in the form of a professional case conference. When you present this to our group, please bring along handouts that provides the following information. Please be concise and use clinical writing. This should not be longer than
Case Presentation. Students are required to make a comprehensive case presentation lasting 45 minutes as part of the group supervision sessions. For each presentation, a formal case write-up (typed) will be prepared following one of the available formats. A draft of your write up is due to the supervisor one week before your scheduled presentation. Students are expected to choose at least one theoretical orientation with which to conceptualize the case. This report differs from the writing tasks required by the clinic (e.g., intakes and closing summaries) in a number of ways; however, the most obvious difference is the focus on counseling theory as the driving force for the case conceptualization and intervention strategies. In the group supervision session, the student will present a brief review of the written material.

Case presentations will be scheduled at the start of the semester. You will be responsible to present on the date assigned. There is no possibility of a make-up, as our schedule is going to be full. If for some reason you cannot make your presentation, it is your responsibility to arrange for a classmate to take your time slot. You must successfully complete all requirements to receive a passing grade. Case presentations that do not meet the expectations of the seminar will not be accepted.

### Case Presentation

| Presenting Concern | • State in the client’s own language as much as possible.  
|                    | • History of client counseling and attempts to address the concern. Has this changed or evolved while receiving counseling service. | 10 |
| Background Information | • Client demographics, developmental history (i.e., milestones, delays, family map/genogram, emotional patterns/intergenerational patterns)  
|                        | • Medical and psychological history (including substance usage, personal and familial)  
|                        | • State client and family diversity issues that are broadly defined, as these might be implicated in the overall presenting concern. | 10 |
| Personal Strengths | • Client stated strengths.  
|                    | • Your inferences | 5 |
| Diagnostic impression | • Provide evidence for each aspect of your impression.  
|                       | • Present a DSM-5 diagnosis, or V-code, including criteria met | 20 |
| Theory | • Briefly describe the theory.  
<p>|        | • Present the clinical manifestations you’re seeing in this case according to your theory framework. | 10 |
| Case | • This is your clinical synthesis of what all the above | 15 |</p>
<table>
<thead>
<tr>
<th>Conceptualization</th>
<th>information means to you as you generate hypotheses to inform your treatment.</th>
</tr>
</thead>
</table>
| Treatment Goals   | ● How have you and the client collaborated on setting these?  
|                   | ● What are short-term and long-term aspects of these goals?  
|                   | ● How with progress be monitored and evaluated?  
|                   | ● Is this an evidenced-based practice?  
|                   | ● Implicit goals still to be determined? |
| Questions for your Class | ● What aspects of the case do you want your class to assist you to enhance client counseling outcomes/employment outcomes?  
|                    | ● Might there be countertransference dynamics with this case; client transferences; or counselor transference.  
|                    | ● Is/Are there diagnostic challenges that you want help with? |

| Total points | 100 |

**Reflective Journal.** The journal is submitted weekly. A total of 12 journals are due. The weekly journal is a reflective narrative that is three full pages in length (excluding cover page). The required section headings are: Page 1, use heading of Application: present the major concepts of the preceding class readings or content from the weekly discussion that resonated with you and apply this to your internship site; Page 2, use heading of Professional Development: present your client-based accomplishment or challenge at the internship site and how you addressed this; and Page 3, use heading of Goals: for each assigned client/group, state your goals for the next session and the justification for such goals. Present in APA format with a cover page. To receive full credit, the journal is submitted in Blackboard and includes a cover page and three full pages of narrative content. Each page is double-spaced. All 12 journals will be submitted in Taskstream at the end of the semester.  
Note: Journals #7, 8, 9, 10, & 11 have a specific reflection prompt located in the back of the syllabus (pg.22) and on Blackboard.

**Site Supervisor Evaluation.** At mid-semester and end of the semester, the field site supervisor will complete an evaluation of the intern’s activities. This evaluation form will be sent to the field site supervisor through Time 2 Track two times per semester and is used by the internship instructor in the calculation of students’ final course grade.

**Counting Your Hours: What Counts where and how much?**

**Direct Hours:**
- Intake
- Sessions
  - Generally 30, 45, or 50 minute sessions
  - Either one-on-one or co-therapy
- Group Facilitation
- Assessment
- Assessment feedback session with client
Phone therapy/crisis triage with client only

Outreach Programming
  - Count only hours spent delivering the outreach program. Hours spent developing/researching program should be counted as indirect hours.

Indirect Hours
  - Administrative duties
    - Scheduling, returning phone calls, communicating with clinic directors, staff, instructors, attending staff meetings
  - Supervision
    - Individual, triadic, group, and on campus count here
  - Shadowing
  - Client advocacy
  - Tape Review
  - Role Plays
  - Training/workshop/conference attendance
  - Documentation
    - 1.5hr max per intake
    - 30 min max per client session
    - 1 hr max per group session
  - Assessment Scoring
  - Related readings
    - These should be readings associated with preparing to serve your client
  - Consultations
    - These are conversations with a peer, other mental health professional, community resources about a client/presenting concern

METHODS OF INSTRUCTION

- Lectures
- Required Readings
- Recommended/Supplemental Readings
- Class and Small Group Discussions
- Student Presentations
- Out of class activity
- Video/media
- Other ____________________

GRADES

A  = 95-100%
A-  = 90-94%
B+  = 87-89%
B   = 84-86%
B-  = 80-83%
C+  = 77-79%
C   = 74-76%
C-  = 70-73%
F   = 69% or below
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>CACREP Standards</th>
<th>Topic(s)</th>
<th>Agenda/ Readings</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12</td>
<td>2.F.3.i; 2.F.4.j; 2.F.6.g; 2.F.7.m; 2.F.8.j</td>
<td>Ethical issues in counseling.</td>
<td>Check in. Clinical discussion. <em>Yalom: Chapters 5, 6, 7 ACA article</em></td>
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<td>9/19</td>
<td>2.F.3.g; 2.F.3.f; 2.F.4.i</td>
<td>Conceptualizing and presenting cases.</td>
<td>Check in. Clinical discussion. <em>Yalom: Chapters 9, 11, 12</em></td>
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<tr>
<td>10/14</td>
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<tr>
<td>10/17</td>
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**INDIVIDUAL MEETINGS**

*Schedule at:* [https://calendly.com/drattla](https://calendly.com/drattla)
<table>
<thead>
<tr>
<th>Date</th>
<th>Codes</th>
<th>Topic</th>
<th>Readings</th>
<th>Follow Up</th>
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<tr>
<td>CNSL 6185: Internship</td>
<td>Proficient (3)</td>
<td>Benchmark (2)</td>
<td>Emerging (1)</td>
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<tr>
<td><strong>Professional Counseling Identity</strong></td>
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</tr>
<tr>
<td><strong>Criteria 1</strong></td>
<td>Ability to demonstrate reflective and critical application of the role of the professional counselor advocate. Well-written; in APA format.</td>
<td>Ability to demonstrate reflective and critical application of the role of the professional counselor advocate. Well-written; not in APA format.</td>
<td>Ability to demonstrate reflective and critical application of the role of the professional counselor advocate. Not well-written; not in APA format.</td>
<td></td>
</tr>
<tr>
<td>Explain and apply the role of the professional counselor as an advocate to the profession and to clients with barriers that impede access, equity and success. As evidenced by: Student reflective journal assignment score &gt;80% CACREP standard: 2.F.1.e, 5.G.2.c, 5.G.2.d., 5.G.2.e.</td>
<td></td>
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<tr>
<td><strong>Criteria 2</strong></td>
<td>Ability to describe the role of the professional counseling credentialing process. Well-written; in APA format.</td>
<td>Ability to describe the role of the professional counseling credentialing process. Well-written; not in APA format.</td>
<td>Ability to describe the role of the professional counseling credentialing process. Not well-written. Not in APA format.</td>
<td></td>
</tr>
<tr>
<td>Explain the professional counseling credentialing process, including certification, licensure, accreditation practices and standards, professional organizations and membership, and lastly the effects of public policy on these issues As evidenced by: Student reflective journal assignment score &gt; 80% CACREP standards: 2.F.1.f; 2.F.1.g, 5.C.2.a., 5.C.2.c.</td>
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<td><strong>Criteria 3</strong></td>
<td>4 of 4 component items rated as Expected Level (EL) or Slightly Above EL</td>
<td>3 of 4 component item rated as Expected Level (EL) or Slightly Above EL</td>
<td>2 of 4 component item rated as Expected Level (EL) or Slightly Above EL</td>
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<tr>
<td>Articulate the role of supervision in the profession and evaluate technology’s impact on counseling. As evidenced by: Supervisor evaluation Section 6. Supervisory Relationship CACREP standard: 2.F.1.m</td>
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<td><strong>Self As Counselor</strong></td>
<td>Ability to demonstrate reflective and critical application of their</td>
<td>Ability to demonstrate reflective and critical application of their</td>
<td>Ability to demonstrate reflective and critical application of their</td>
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<tr>
<td><strong>Criteria 4</strong></td>
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<tr>
<td>Demonstrate awareness of their social</td>
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<tr>
<td>Criteria 5</td>
<td>Demonstrate awareness of competence and limitations</td>
<td>Ability to present competence in session client counselor therapeutic relationship in each of 3 areas as identifying challenges, skills demonstrated, and areas for improvement. Well-stated, well-written; in APA format.</td>
<td>Ability to present competence in session client counselor therapeutic relationship in 2 of 3 areas as identifying challenges, skills demonstrated, and areas for improvement. Well-stated, well-written; not in APA format.</td>
<td>Ability to present competence in session client counselor therapeutic relationship in 1 of 3 areas as identifying challenges, skills demonstrated, and areas for improvement. Well-stated, not well-written; not in APA format.</td>
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<tr>
<td>Multicultural Competence</td>
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<td>Criteria 6</td>
<td>Describe the effect of power, privilege, and difference and how these shape their own cultural attitudes, and beliefs</td>
<td>Ability to demonstrate reflective exploration of influences upon one’s counselor attitudes and beliefs. Well-written; in APA format.</td>
<td>Ability to demonstrate reflective exploration of influences upon one’s counselor attitudes and beliefs. Well-written; not in APA format.</td>
<td>Ability to demonstrate reflective exploration of influences upon one’s counselor attitudes and beliefs. Not well-written; not in APA format.</td>
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<td>Criteria 7</td>
<td>Demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view.</td>
<td>18 of 20 items rated as Expected Level (EL) or Slightly Above EL</td>
<td>16 of 20 component items rated as Adequate or More than Adequate</td>
<td>14 of 20 component items rated as Adequate or More than Adequate</td>
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<td>Criteria 8</td>
<td>Implement and evaluate strategies for working with gender and gender spectrum issues, diverse populations,</td>
<td>18 of 20 items rated as Adequate or More than Adequate</td>
<td>16 of 20 component items rated as Adequate or More than Adequate</td>
<td>14 of 20 component items rated as Adequate or More than Adequate</td>
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<td>Criteria 9</td>
<td>Demonstrate ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.</td>
<td>Ability to demonstrate reflective exploration of personal experiences and impact with counseling clients. Well-written; in APA format.</td>
<td>Ability to demonstrate reflective exploration of personal experiences and impact with counseling clients. Well-written; not in APA format.</td>
<td>Ability to demonstrate reflective exploration of personal experiences and impact with counseling clients. Not well-written; not in APA format.</td>
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<td>As evidenced by: Student reflective journal assignment score</td>
<td>CACREP standards: 2.F.5.f</td>
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| Criteria 10 | Explain the essential concepts of the major theoretical schools in counseling and apply specific techniques associated with each of those approaches | Ability to present the essential components of theory and application to development of the client counseling plan. Well-stated, well-written; in APA format. | Ability to present the essential components of theory and application to development of the client counseling plan. Well-stated, well-written; not in APA format. | Ability to present the essential components of theory and application to development of the client counseling plan. Well-stated, not well-written; not in APA format. |
| --- | --- | --- | --- |
| As evidenced by: In class case presentation and written narrative Section 5 Counseling Plan Development | CACREP standards: 2.F.3.h; 2.F.4.a; 2.F.4.l | | | |

| Criteria 11 | Demonstrate ethical and multicultural concepts integrated into counseling approaches at individual, group or systemic levels. | 4 of 4 component items rated as Expected Level (EL) or Slightly Above EL | 3 of 4 component items rated as Expected Level (EL) or Slightly Above EL | 2 of 4 component items rated as Expected Level (EL) or Slightly Above EL |
| --- | --- | --- | --- |
| As evidenced by: Supervisor evaluation Section 8 Multicultural Identities | CACREP standards: 2.F.3.h.; 2.F.4.g. | | | |

<p>| Criteria 12 | Evaluate the use of counseling theory | 4 of 4 component items rated as Expected Level (EL) or Slightly Above EL | 3 of 4 component items rated as Expected Level (EL) or Slightly Above EL | 2 of 4 component items rated as Expected Level (EL) or Slightly Above EL |</p>
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<th>Criteria</th>
<th>Slightly Above EL</th>
<th>or Slightly Above EL</th>
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<td>and techniques within treatment, intervention, or prevention plans.</td>
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<td>As evidenced by: Supervisor evaluation Section 4 Theory and Intervention Skills section</td>
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<td>CACREP standards: 2.F.3.g; 2.F.3.f; 2.F.4.i</td>
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### Ethical Practice

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<th>Criteria 13</th>
<th>4 of 4 component items rated as Adequate or More than Adequate</th>
<th>3 of 4 component items rated as Adequate or More than Adequate</th>
<th>2 of 4 component items rated as Adequate or More than Adequate</th>
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<td>Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan in any counseling modality</td>
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<td>As evidenced by: Supervisor evaluation Section 7 Ethical Decision-Making Skills section</td>
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<td>CACREP standards: 2.F.3.i; 2.F.4.j; 2.F.6.g; 2.F.7.m; 2.F.8.j</td>
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### Clinical Skill

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<th>Criteria 14</th>
<th>Ability to present the diagnostic process and utility to inform conceptualization of case and counseling plan development. Well-stated, well-written; in APA format.</th>
<th>Ability to present the diagnostic process and utility to inform conceptualization of case and counseling plan development. Well-stated, well-written; not in APA format.</th>
<th>Ability to present the essential components of theory and application to development of the client counseling plan. Well-stated, not well-written; not in APA format.</th>
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<td>Demonstrate, apply, and evaluate a thorough diagnostic process if required for implementation of appropriate interventions.</td>
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<td>As evidenced by: In Class case presentation instructor evaluation Section 4 Implications and diagnoses</td>
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<th>Criteria 15</th>
<th>4 of 4 component items rated as Adequate or More than Adequate</th>
<th>3 of 4 component items rated as Adequate or More than Adequate</th>
<th>2 of 4 component items rated as Adequate or More than Adequate</th>
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<td>Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice</td>
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<tr>
<td>As evidenced by: Internship site supervisor evaluation Section 1, Diagnostic and Conceptualizing Skills</td>
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### Criteria 16

Demonstrate ability to facilitate and manage the counseling process with individuals, groups, and families through direct client services and indirect client services.

**As evidenced by Internship hour logs**


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<th>Student accrues &gt;100% of required direct client hours and &gt;100% of required indirect client hours.</th>
<th>Student accrues 100% of required direct client hours and 100% of required indirect client hours.</th>
<th>Student accrues 95% to 99% of required direct client hours and 95% to 99% of required indirect client hours.</th>
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### Research and Assessment

### Criteria 17

Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice.

**As evidenced by Supervisor evaluation Section 2. Assessment Skills**


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<th>3 of 3 component items rated as Adequate or More than Adequate</th>
<th>2 of 3 component items rated as Adequate or More than Adequate</th>
<th>1 of 3 component items rated as Adequate or More than Adequate</th>
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3 of 3 component items rated as Adequate or More than Adequate

2 of 3 component items rated as Adequate or More than Adequate

1 of 3 component items rated as Adequate or More than Adequate
## Journal Prompts

| Journal 7 | Explain and apply the role of the professional counselor as an advocate to the profession and to clients with barriers that impede access, equity and success.  
| Journal 8 | Explain the professional counseling credentialing process, including certification, licensure, accreditation practices and standards, professional organizations and membership, and lastly the effects of public policy on these issues  
| CACREP standards: 2.F.1.f; 2.F.1.g, 5.C.2.a., 5.C.2.c. |
| Journal 9 | Demonstrate awareness of your social locations and their impact on your life experiences:  
Reflect on the impact of spiritual beliefs on clients' and counselors' worldviews as well as counselor characteristics and behaviors that influence the counseling process.  
| CACREP standards: 2.F.2.g; 2.F.2.e; 2.F.5.f |
| Journal 10 | Describe the effect of power, privilege, and difference and how these shape your own cultural attitudes, and beliefs.  
| CACREP standards: 2.F.2.d; 2.F.2.e; 2.F.2.g |
| Journal 11 | Explore how personal experiences, thoughts, and feelings impact your counseling with clients. You may reflect on a specific experience or the sum of experiences that have impacted who you are today and how this plays a part in your counseling.  
| CACREP standards: 2.F.5.f |
Case Presentation

Presenting Concern (In the Client’s Own Language as much as possible)
Include history of client attempts to address the concern

Background Information
Client demographics
Developmental History
  Milestones
  Delays
Family map/genogram
Emotional patterns/intergenerational patterns
Medical and Psychological History (including substance usage, personal and familial)
Client and family diversity issues, broadly defined, as these might be implicated in the overall presenting concern

Personal Strengths
Client Stated
Your inferences

Your theoretical lens from which you viewed the client
Note this is not an academic exposition of the theory you use but rather the clinical manifestations you’re seeing in this case according to your theory framework

Case Conceptualization
This is your clinical synthesis of what all the above information means to you as you generate hypotheses to inform your treatment. Base this on evidence presented

Diagnostic impression
Provide evidence for each aspect of your impression

Treatment Goals
How have you and client collaborated on setting these?
What are short and long-term aspects of these goals?
Implicit goals still to be determined?

Questions for your Class
Three question minimum. What aspects of the case would you want your class to contribute: For example, might there be countertransference dynamics as you work with this case? Client transferences? Are there diagnostic puzzles that you want help with?