



DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

COUNSELING INTERNSHIP INFORMATION HANDBOOK

2022-2023

Department of Counseling and Human Development

2134 G Street, NW Rm. 314

Washington, DC 20052

202-994-0829

**THE GEORGE
WASHINGTON
UNIVERSITY**

WASHINGTON, DC

CONTENTS

1	Introduction	3
1.1	Mission	3
1.2	Faculty and Staff.....	3
2	Internship	4
3	Guidelines for Preparing and Applying for Internship.....	5
3.1	Internship Course Prerequisites:	5
3.2	Internship Orientation.....	5
3.3	Counseling Internship Application Form	5
3.3.1	School Counseling and the Counseling Application Form	5
3.3.2	Application to utilize employment site as internship site	6
3.3.3	Memorandum of Understanding	6
3.3.4	Applying to Internship Sites.....	6
3.3.5	Professional Liability Insurance	6
4	Selecting and Securing Internship Field Sites	7
4.1	Clinical Mental Health Counseling students and Rehabilitation Counseling Students.....	7
4.2	School Counseling Students	7
4.3	Internship Site Interviews	7
4.4	Extending Internship Due to Skills or Hours Shortage.....	8
4.5	Anticipating State Licensure	9
5	Appendices.....	10
5.1	Appendix A: Student Statement of Informed Consent.....	11
5.2	Appendix B: Clinical Supervision Guidelines for Practicum/Internship Site Supervisors.....	13
5.3	Appendix C: Summary of Field Site Requirements for Counselor Interns.....	18
5.4	Appendix D: Application for Internship	20
5.5	Appendix E: Field Site Supervisor Agreement and Supervisor Data.....	21
5.6	Appendix F: Important Dates	23
5.7	Appendix G: Self Evaluation Pre-Internship	24
5.8	Appendix H: Self Evaluation Post Internship	25
5.9	Appendix I : Counseling Practicum/Internship Evaluation	27
7.10	Appendix J: Sample Syllabus.....	37

1 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 counseling, rehabilitation counseling, and school counseling master's 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.

1.1 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.

1.2 FACULTY AND STAFF

Department of Counseling and Human Development Department Co-Chairs

Sylvia A. Marotta-Walters, Ph.D., ABPP
2134 G St., NW, Ste. 312
Washington, DC 20052
syl@gwu.edu

Kenneth C. Hergenrather, Ph.D., CRC
2134 G Street NW; Ste. 321
Washington DC 20052
hergenkc@gwu.edu

Interim Coordinator of Clinical Training

Linda McCullough, Ph.D., LPC
2134 G St. NW, B-10
Washington, DC 20052
lindamc@email.gwu.edu

Program Coordinators

Clinical Mental Health Counseling

Mina Attia, Ph.D., NCC
minaattia@gwu.edu
2134 G Street NW, Ste. 320
Washington DC 20052

Sylvia Marotta-Walters PhD, ABPP
syl@gwu.edu
2134 G Street NW; Ste. 320
Washington DC 20052

Rehabilitation Counseling

Kenneth C. Hergenrather, Ph.D., CRC
2134 G Street NW; Ste. 321
Washington DC 20052
hergenkc@gwu.edu

Maureen McGuire-Kuletz, Ed.D., CRC
2134 G Street NW; Ste.
Washington DC 20052
mkuletz@gwu.edu

School Counseling

Mary DeRaedt, Ph.D., NCC, LPC
1925 Ballenger Avenue, Ste. 250
Alexandria, VA 22314
mderaedt3@gwu.edu

2 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:

- 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)
- 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)
- Articulate the role of supervision in the profession and evaluate technology's impact on counseling. (2.F.1.m)
- Demonstrate awareness of their social locations and impact on their life experiences. (2.F.2.g, 2.F.2.e, 2.F.5.f)
- Demonstrate awareness of competence and limitations. (2.F.1.k)
- Describe the effect of power, privilege, and difference and how they shape their own cultural attitudes, and beliefs. (2.F.2.d, 2.F.2.e, 2.F.2.g)
- 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)
- 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)
- Demonstrate ability to explore how personal experiences, thoughts, and feelings impact counseling with clients. (2.F.5.f)
- 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)
- Demonstrate ethical and multicultural concepts integrated into counseling approaches at individual, group or systemic levels (2.F.3.h, 2.F.4.g)
- 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)
- 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)

- 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)
- 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)
- 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)
- 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)

3 GUIDELINES FOR PREPARING AND APPLYING FOR INTERNSHIP

The following guidelines apply to all George Washington University students in the master's in 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 and share the Self-Evaluation (see Appendix C). Keep it for your records. Reflect on the type of work and population within the counseling profession that is of interest to you.

3.1 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.

3.2 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. This is held the first Tuesday in October.

School Counseling students attend an in-class orientation prior to internship site placement.

Online Rehabilitation Counseling students attend an online internship orientation one semester prior to internship site placement.

3.3 COUNSELING INTERNSHIP APPLICATION FORM

The Counseling Internship Application is found in Appendix D. Students are to complete the form and submit it to the Internship Coordinator by the dates below:

- December 1, 2022 for Summer start cohorts
- January 15, 2023 for Fall start cohorts

3.3.1 School Counseling and the Counseling Application Form

NOTE: School counseling interns receive guidance from the School Counseling Program Director.

Applications and instructions will be in coordination with the GW GSEHD Division of Clinical Experiences and Licensure (<http://blogs.gwu.edu/gsehdoppa/>), who will make placements for CNSL 6185 Internship in Counseling and for CNSL 6186 Advanced Internship in Counseling. All school site internship inquiries are handled by DCEL.

3.3.2 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 and internship coordinator to propose this employer as the internship site placement. The student must provide the internship coordinator 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 of the site 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 they are employed, nor are School Counseling interns allowed to solicit their own school sites.

3.3.3 Memorandum of Understanding

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 your advisor or the Coordinator of Clinical Training (forms4ccscfb@gwu.edu), who will have an up-to-date list of MOU agreements. It is also available in GW Box in the Counseling Intern Folder. Upon confirmation that the site has a current MOU with GWU the student is able to make a commitment to that site.

If the student is seeking an internship at a site that DOES NOT have a current MOU agreement, the student must contact the Coordinator of Clinical Training who 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.

3.3.4 Applying to Internship Sites

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 2022 for a Summer 2023 or Fall 2023 internship. Please see your faculty advisor. (Note: Some sites require applications/interviews as much as one year prior to placement.)

Students 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 the Coordinator of Clinical Training (forms4ccscfb@gwu.edu), with all internship materials on or before the deadline March 1, 2023 for Summer 2023 and May 3, 2023 for Fall 2023.

3.3.5 Professional Liability Insurance

Students must obtain professional liability insurance through the American Counseling Association (ACA) at www.counseling.org, the American Rehabilitation Counseling Association (ARCA) WWW.ARCASWEB.ORG, the American School Counseling Association (ASCA) at schoolcounselor.org, or a reputable organization of their 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 6271 Advanced Skills 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 and internship instructor.

Students should print out the certificate of insurance (COI; 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. The COI will be submitted to their internship course instructor, the Coordinator of Clinical Training, and a copy kept by the student as they practice.

The Field Site Supervisor Form and Certificate of Professional Liability Insurance should be submitted to the student's Coordinator of Clinical Training (forms4ccscfb@gwu.edu), on March 1, 2023 for Summer 2023 and May 3, 2023 for Fall 2023 that they intend to enroll in CNSL 6185 Internship in Counseling.

Students must submit a copy of the "Clinical Supervision Guidelines" (see Appendix B) to internship site supervisor prior to beginning work at their placement site.

4 SELECTING AND SECURING INTERNSHIP FIELD SITES

4.1 CLINICAL MENTAL HEALTH COUNSELING STUDENTS AND REHABILITATION COUNSELING STUDENTS

The CCT assists 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 Coordinator of Clinical Training 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 a MOU, send a resume, complete any necessary applications, and to set up interviews with a potential internship. The Coordinator of Clinical Training is available to assist in this process.

4.2 SCHOOL COUNSELING STUDENTS

For School Counseling students, internship sites are identified by the GW Division of Clinical Experience and Licensure.

4.3 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:

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 to 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) with two years of experience.

Rehabilitation counselors require an average of one hour per week of individual supervision by a Certified Rehabilitation Counselor (CRC) with two years of experience.

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) with two years of experience.

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).

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. Be sure to ask your site about the specifics of these work expectations.

The University allows you to begin internship two weeks prior to the first day of the semester

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, it is appropriate to 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 the Coordinator of Clinical Training (forms4ccscfb@gwu.edu).

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 academic year. At both the mid-semester and end of each semester, the field site supervisor will complete an evaluation form on your internship activities. If the internship evaluation is less than satisfactory (as evidenced by receiving 1s or 0s on the evaluation or any professional disposition issues) or any additional problems arise 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.

4.4 EXTENDING INTERNSHIP DUE TO SKILLS OR HOURS SHORTAGE

In some cases, the master's student may need to extend work beyond two semesters at the internship site because the total 600-hour internship (for school counselors, 300 hours both fall and spring semesters) requirement has not been met 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 until the hour requirement is met, students would register for continuous enrollment, receive weekly supervision from their CNSL 6186 course instructor, and weekly supervision by their field site supervisor.

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 knowledge and 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

4.5 ANTICIPATING STATE LICENSURE

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

5 APPENDICES

5.1 APPENDIX A: STUDENT STATEMENT OF INFORMED CONSENT

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

STUDENT STATEMENT OF INFORMED CONSENT

I agree to abide by the rules and policies of the George Washington (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 clients regardless of gender, race, ethnicity, sexual preference, religion, ability or class.
- Use personal power and authority appropriately.
- Work collaboratively with others.
- Demonstrate ability to articulate one's feelings.
- Demonstrate an awareness of cultural, gender, and spiritual issues.
- Demonstrate the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- Demonstrate appropriate boundaries: sexual, ethical, and professional.
- Exhibit ability to take responsibility for one's actions.
- Interact appropriately with authority.
- Contribute to a positive classroom environment.
- Exhibit dependable behaviors 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 6271 Advanced Clinical Skills (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 an off-campus Internship (For on-campus Clinical Mental Health Counselors and on-campus Rehabilitation Counselors). For online Rehabilitation Counselors Practicum and Internship are completed off-campus. It is imperative that I make myself available for the hours required by all Practicum and Internship sites on the specific days and times, including meetings leading up to the beginning of practicum and internship such as open houses and orientation, required by sites off-campus. I also realize that I am responsible for fulfilling all the procedures as outlined in the Practicum and Internship Handbooks. If I am enrolled in a 60-credit counseling program, I am aware that I must successfully pass the comprehensive exam, the CPCE within two attempts. I understand that failure to do so may result in my termination from the program. Proficiency as a counseling intern is expected for the successful completion of programs at GWU. Regular student 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.

_____	_____	_____
Student name printed	Student signature	Date
_____	_____	_____
Faculty Advisor name printed	Faculty Advisor signature	Date

5.2 APPENDIX B: 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.

Minimum Counseling Supervisory Requirements

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.

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.

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 are required in each Internship I and II. See syllabus for detailed requirements.

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 with two years of experience.

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 sponsored by your site.

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:

- Working with actual cases to provide better understanding of services and professional conduct
- 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:

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

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

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

- Interviewing
- Intake or screening interviews
- Counseling/therapy interviews
- Social history interviews
- Interviewing involving individuals served differing as to disability, background, etc.
- Procedures Involving Assessment, Appraisal, and Diagnostic Work-ups
- Medical/psychiatric assessment
- Psychological testing (one-on-one testing)
- Educational diagnostic testing
- Vocational assessments
- Social/family assessments
- Inter- and Intra-agency/school/institution Case Conference
- Staff/Faculty Meetings
- Administrative
- In-service training
- Consultations
- Case Recording and Record-Keeping
- Counselor "Field" Rounds (Provision of services)
- Home visits only with supervisor accompaniment and faculty advisor approval.
- Employer visits (job placement follow-up)
- Community resources
- State employment services
- On-the-job training
- Hospitals
- Rehabilitation centers
- Workshops, conferences, in-services
- 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 (e.g., dress code, time of arrival and departure, confidentiality of information, holiday hours, breaks during assigned hours, 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

The 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. Internship students usually 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.

University Role

The University delegates supervisory and administrative responsibility for field site activities to the field site supervisor. The University faculty instructor for practicum and internship will stay in contact with the field site supervisor as necessary or if the field site supervisor or student request a visit.

An Internship Student Evaluation Form is completed at the middle and end of each semester. Copies of the forms are sent to the field site supervisor through Time2Track. Field site supervisors are asked to complete the forms electronically and submit them by the deadline provided by the internship instructor. Field site supervisors are encouraged to review the evaluation with their trainees during their supervision meetings.

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 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 and standards set by CACREP are the same for all sections of 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.

5.3 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:

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 may include:

- Individual counseling
- Group counseling
- Career development
- Appraisal and assessment
- Information dissemination
- Staff/faculty meetings
- Supervision
- In-service training
- Consulting
- Referral
- Program development and evaluation
- Maintaining records
- Child study team meetings
- 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 with two years of experience. Please visit the CACREP website: [HTTPS://WWW.CACREP.ORG/SECTION-3- PROFESSIONAL-PRACTICE/](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.

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, Zoom) 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.

Recording and Live Supervision Requirement

Students are required to record counseling sessions or receive live supervision for the purposes of clinical supervision as directed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP Standard 3. B. "Supervision of practicum and internship students includes program- appropriate audio/video recordings and/or live supervision of students' interactions with clients."

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:

- December 1 for Summer Internship
- January 15 for Fall 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 electronically to your Faculty Advisor and the Coordinator of Clinical Training (forms4ccscfb@gwu.edu).

5.4 APPENDIX D: APPLICATION FOR INTERNSHIP

Counseling students work directly with their faculty advisor on this form. You must use this application form in connection with all the guidelines in the Counseling Internship Information Handbook.

At least one semester before enrolling in CNSL 6185, send a copy of this Application for Internship to the Coordinator of Clinical Training (forms4ccscfb@gwu.edu) by 5:00pm on

- December 1 for Summer Internship
- January 15 for Fall Internship

Completing this application does not ensure a place in the class.

Name _____

Program _____

Cell Phone _____

E-mail _____

GW ID # _____

I plan to enroll in CNSL 6185 in (fill in 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:

	Semester	Grade
CNSL 6269 – Practicum I in Counseling		
CNSL 6271 – Advanced Clinical Skills (Clinical Mental Health Counseling and Rehabilitation Counseling students only)		

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

1. _____
2. _____
3. _____

Faculty Advisor name printed

Faculty Advisor signature

Date

5.5 APPENDIX E: FIELD SITE SUPERVISOR AGREEMENT AND SUPERVISOR DATA
FIELD SITE SUPERVISOR AGREEMENT

I, _____, supervisor, agree to provide _____, student intern, with weekly supervision of their counseling and counseling-related activities during the required internship period according to GW's "Clinical Supervision Guidelines for Field Site Supervisors" and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) guidelines.

Name of Agency,
School, or Institution

Address

City/State/Zip

Internship Start Date

Internship End Date

The student is expected to begin no earlier than two weeks prior to the first day of classes and to stay at the site through the last week of internship class, for no less than two semesters. Students may not leave the site early should they accrue the requisite number of hours before the aforementioned Internship End Date.

As the student's supervisor, 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, I agree to ensure adequate client contact to support the accrual of a minimum of 240 direct client hours and 360 indirect client hours over two semesters.

I will ensure that the student intern has an opportunity to lead or co-lead a

As supervisor, I will provide at least one (1) hour of individual supervision each week.

As supervisor, I agree to identify an appropriate credentialed supervisor who will assume responsibility of the Intern and Intern's clinical work in my absence.

I will provide opportunities 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 each semester.

I will submit 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's name printed

Supervisor's signature

Date

Students must submit this form and the Supervisor Data to the Coordinator of Clinical Training (forms4ccscfb@gwu.edu) by May 1, 2023.

SUPERVISOR DATA

Contact Information

Supervisor's Name _____

Email Address _____

Phone Number _____

Employment

Name of Agency, School, or Institution _____

Job Title _____

Education, Experience and Credentials

Supervisor Profession _____

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

Number of years of experience as a professional counselor? _____

Number of years of experience as a counselor supervisor? _____

License/Certification (LPC, LICSW, CRC, etc.) _____

State or jurisdiction in which you are licensed _____

Your License Number: _____

Expiration Date of your license _____

Training in Clinical Supervision

Date	Trainer	Location	Number of CEU's

The Department of Counseling and Human Development provides training on counselor supervision in person and online. Are you interested in hearing about these opportunities?

	Yes
	No

Students must submit this form and the Supervisor Data Form to the Coordinator of Clinical Training (forms4ccscfb@gwu.edu) by May 1, 2023.

5.6 APPENDIX F: IMPORTANT DATES

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

Important Dates for Part-time students				
	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort
Practicum Preference Form	3/15/22	3/15/23	3/15/24	3/15/25
Practicum Readiness Form	4/1/22	4/1/23	4/1/24	4/1/25
Practicum Orientation	5/9 & 10/22	5/15 & 16/23	5/9 & 10/24	5/15 & 16/25
Practicum Agreement	3/1/22	3/1/23	3/1/24	3/1/25
CPCE TBD	8/19/23	8/24/24	8/19/25	8/24/26
Internship Application	1/15/23	1/15/24	1/15/25	1/15/26
Field Site Supervisor Agreement	5/1/23	5/1/24	5/1/25	5/1/26
Internship Site Evaluation	5/1/24	5/1/25	5/1/26	5/1/27
Internship Orientation	10/7/22	10/13/23	10/7/24	10/13/25

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

5.7 APPENDIX G: SELF EVALUATION PRE-INTERNSHIP

COMPLETED PRIOR TO BEGINNING INTERNSHIP

1. My long-term career goal is:
2. My area of special interest is:
3. The client/student/consumer whom I would most like to work with is:
4. The client/student/consumer whom I would least like to work with is:
5. I feel most qualified/skilled to work with:
6. I feel least qualified/skilled to work with:
7. An area of competence I would like to enhance or develop is:
8. My ideal site supervisor would have the following characteristics:
9. I feel most comfortable in a working environment with the following characteristics:
10. I have had the following professional or volunteer experience and/or course work related to counseling:
11. My personal areas of strength and areas for improvement which should be considered in the site selection process include:
12. Strengths:
13. Areas for improvement:
14. Describe your ideal counseling internship. Include what duties you would perform and with what type of population.

5.8 APPENDIX H: SELF EVALUATION POST INTERNSHIP

Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling

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

Student's Name _____

Date _____

Agency, School or Institution _____

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.

	Proficient	Benchmark	Emerging	Inadequate	No Basis
I. SUCCESS IN FORMING EFFECTIVE RELATIONS					
A. With clients/students					
B. With other professionals/staff					
C. With Supervisors					
D. Outside Agencies					
II. COUNSELING SKILLS & TECHNIQUES					
A. Knowledge and Understanding					
1. Principles and Process					
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					

	Proficient	Benchmark	Emerging	Inadequate	No Basis
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					

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:

Supervisor's signature

Date

5.9 APPENDIX I : COUNSELING PRACTICUM/INTERNSHIP EVALUATION

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Professional Mental Health Counseling Practicum Supervisee Evaluation

Date: _____

CNSL 6269 Practicum CNSL 6271 Advanced Clinical Skills

Semester of Practicum: FALL SPRING SUMMER 20 _____

Supervisee: _____

Practicum Instructor: _____

Supervisor: _____

Supervisor's Counseling Orientation: _____

Supervisor's Theoretical Orientation to Supervision: _____

Direct Hours summary (to date): _____

Indirect Hours summary (to date): _____

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

_____	_____
Student	Date
_____	_____
Supervisor	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.

Additional Comments on Evaluation from CI:

Evaluation Directions

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

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

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

RATING SCALE

- N - No Opportunity to observe
- 0 – Deficient. Does not meet criteria for program level (unsatisfactory)
- 1 - Meets criteria minimally or inconsistently for program level (developing)
- 2 - Meets criteria consistently at this program level (on-target)
- Exceeds criteria at this program level (advanced)

I. INTAKE SKILLS	
1. CI prepares adequately for intake appointment (e.g., reviews site policies and procedures, discusses client presentation with supervisor, reviews phone screening, schedules appointments correctly in calendar)	
2. CI helps make the client feel welcome to the site for treatment (e.g., by engaging the client in the review of the intake paperwork, discussing Informed Consent, and answering client’s questions).	
3. CI accurately performs and conveys all elements of the Informed Consent with the client in both written and verbal form (including limits to confidentiality).	
4. If appropriate, client completes CCSC assessments; the CI reviews the items on the assessments and asks appropriate follow-up questions about the client’s answers.	
5. CI completes a risk assessment 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).	

6. CI thoroughly explores client's presenting problems bringing them to seek services, including client's current functioning.	
7. CI addresses all questions on the intake summary form to obtain a comprehensive case history on the client.	
8. CI demonstrates basic interviewing skills (e.g., active listening, reflection, restatements, paraphrasing, summarizing, reinforcers) to provide therapeutic environment.	
9. CI establishes rapport and facilitates client disclosure.	
10. CI expresses genuine concern and empathy for the client while retaining perspective and objectivity.	
11. 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.	
12. CI contacts collateral sources in a timely fashion and releases/ obtains important information for client's care and well-being.	
13. CI completes accurate progress notes related to all intake activities in a timely fashion including calls to client to schedule appointment, intake session, and calls to collateral sources.	
14. All sessions beyond the intake session, the CI consults with the on-call supervisor at a minimum for situations involving risk.	

Comments

II. ASSESSMENT SKILLS	
1. The CI introduces to the client the purposes for assessments and explains accurately to the client how to complete the assessments.	
2. The CI scores and utilizes the results from the assessments to inform treatment planning.	
3. The CI discusses the assessments with their supervisor to determine if additional assessments are needed.	

Comments

III. COUNSELING SKILLS	
Session Structure	
1. CI demonstrates ability to open a session including completing a check-in, setting an agenda for session, and providing a summary of previous session for/with client.	
2. CI demonstrates ability to close a session including informing the client the session is ending, avoiding discussion of new material/redirecting client if he/she brings up new material, and initiates the end of the session through summarization or discussion of homework for the following session.	

III. COUNSELING SKILLS	
<i>Utilization of Counseling Micro-skills</i>	
3. CI responds to the client by appropriately matching the tone and affect of the client in session.	
4. CI intermittently uses verbal and non-verbal encouragers (head nods, mm-hmms, yes) to reinforce client's communication regarding issues being addressed.	
5. CI listens carefully to what clients are saying and hears the client, as is reflected in the progress notes.	
6. CI attempts to redirect clients from prolonged tangential discussions.	
7. CI responds appropriately to cognitive content of sessions.	
8. CI responds appropriately to client's feelings in session.	
9. CI communicates understanding of client's nonverbal behaviors.	
10. CI uses silence effectively in the session.	
11. CI uses confrontation appropriately with clients.	
<i>Relationship Building Skills</i>	
12. CI conveys to the client an empathic understanding of the client's world.	
13. CI approaches clients in a therapeutically genuine manner.	
14. CI can 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 therapeutic relationship in subsequent counseling sessions by building an environment of trust.	
<i>Awareness of Counseling Process</i>	
17. CI is aware of own reactions within counseling sessions.	
18. CI deals constructively with own reactions (e.g., positive, negative, ambivalent) about clients when they occur in session and brings them to supervision independently.	
19. CI is aware of his/her own impact on the client.	
20. CI can deal appropriately with positive and negative emotions the client expresses towards the counselor.	

Comments

IV. CASE CONCEPTUALIZATION SKILLS	
1. The CI can make and modify hypotheses about clients and their current functioning as counseling proceeds.	
2. The CI can complete an accurate case conceptualization on the client's case based on client services provided.	
3. The CI discusses with the client the priorities for treatment and reviews these with the supervisor.	
4. The CI uses the client's priorities to formulate goals for treatment.	
5. The CI can articulate goals, short-term objectives, and interventions on a counseling plan that will facilitate client progress in treatment.	

6. The CI demonstrates an understanding and competence in the use of the DSM-5 to create a diagnostic impression of the client(s).	
--	--

Comments

V. THEORY & INTERVENTION SKILLS	
--	--

1. The CI provides a rationale for a client’s case conceptualization based on sound psychological theory/theories.	
2. The CI articulates client issues from various theoretical perspectives.	
3. The CI develops intervention strategies based on case conceptualization.	
4. The CI shows willingness to be innovative and creative in intervention approaches.	

Comments

VI. FILE DOCUMENTATION	
-------------------------------	--

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

Comments

VII. SUPERVISORY RELATIONSHIP	
--------------------------------------	--

1. The CI participates actively in supervision sessions (e.g., contributes to supervision agenda, sends clips for review to supervisor, reads outside of supervision and prepares comments).	
2. The CI demonstrates professional behaviors in interactions with supervisor (e.g., appropriate tone and demeanor, treating others with dignity and respect).	
3. The CI is open during supervision to self-examination about how the client and session content affect the CI (countertransference, feelings).	
4. The CI is open to discussion of the development of the supervisor-supervisee relationship.	
5. The CI shows openness to supervisor’s feedback and suggestions for client sessions and documentation.	

VII. SUPERVISORY RELATIONSHIP	
6. The CI demonstrates follow-through on topics, interventions, or recommendations of supervisor in subsequent counseling sessions.	
7. The CI displays a developmentally appropriate balance between dependence and independence in relationship with supervisor.	
8. The CI can expose and express own weaknesses and share strengths accurately.	
Comments	

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

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

X. PROFESSIONAL DISPOSITIONS	
1. The CI conducts self in an ethical and professional manner to promote confidence in the counseling profession.	
2. The CI relates to peers, professors, and others in a manner consistent with program mission and standards.	
3. The CI demonstrates a capacity for openness to points of view, theories, experiences and perspectives different from their own, especially in relationship to those in supervisory or instructional positions.	
4. The CI demonstrates the ability to engage in dialogue with others who have different perspectives in ways that show respect for the other persons and their points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.	
<i>Maturity and Attitude</i>	
5. The CI demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	
6. The CI demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.	
7. The CI demonstrates a tolerance for ambiguity and can balance professional responsibilities and self-care practices appropriately.	
8. The CI maintains a positive attitude and flexible, solution- oriented stance in all educational and professional endeavors.	
<i>Integrity</i>	
9. The CI refrains from making statements that are false, misleading or deceptive.	
10. The CI respects the fundamental rights, dignity and worth of all people.	
11. The CI respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	
12. The CI considers the impact of her/his actions on the well-being of others and the group (cohort, program, and agency) as a whole, such as avoiding improper and potentially harmful dual relationships.	
<i>Social and Self Awareness</i>	
13. The CI demonstrates awareness and knowledge of their intersecting identities (gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling.	
14. The CI demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards and/or client care.	
15. The CI demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.	
16. The CI demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	
17. The CI maintains humility and uses privilege to promote social equity.	
Comments	

X. PROFESSIONAL DISPOSITIONS

Specific to Rehabilitation Counseling
--

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

Comments

XII. SPECIFIC TO SCHOOL COUNSELING	
1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	
2. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	
3. Applies relevant research findings to inform the practice of school counseling.	
4. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	
5. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	
6. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	
7. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	
8. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	
9. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	
10. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	
11. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	
12. Demonstrates the ability to recognize their limitations as a school counselor and to seek supervision or refer clients when appropriate.	

Comments

Primary Strengths:

Primary Areas for Improvement:

Additional Comments:

7.10 APPENDIX J: SAMPLE SYLLABUS