



DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

# COUNSELING PRACTICUM HANDBOOK

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**2022-2023**

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

Department of Counseling and Human Development

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**THE GEORGE  
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UNIVERSITY**

WASHINGTON, DC

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## Overview

The practicum program is designed to provide George Washington University (GWU) counseling graduate students initial counseling experience. The practicum experience is a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship (CACREP Glossary). This experience provides an opportunity for the student to put their didactic learning to use and apply it to practice. It serves as a catalyst for their personal and professional growth needed for entry into both their internship and the counseling profession. There are several prerequisites for practicum.

- Masters students in Clinical Mental Health and on-campus Rehabilitation Counseling programs complete the one semester course CNSL 6269: Practicum I that is followed by the one semester course CNSL 6271: Advanced Clinical Skills. During this two semester period, students provide counseling services to clients in the Foggy Bottom campus Community Counseling Services Center.
- School counseling students and on-line rehabilitation students complete their practicum within one semester at a practicum site approved by their faculty advisor. They enroll in CNSL 6269 Practicum.
- Doctoral students completing their counseling practicum spend two semesters seeing clients in the Community Counseling Services Center on the Foggy Bottom Campus. They enroll in CNSL 8256 Doctoral Practicum in Counseling (taken for a total of 6 credits).
- Doctoral students completing their internship in supervision (referred to as Doctoral Supervisors) spend two semesters providing supervision to master's students. They receive group supervision in CNSL 8259 Doctoral Internship in Supervision I and CNSL 8260 Doctoral Internship in Supervision II.

Practicum provides students the opportunity to provide counseling to diverse clients with varying life situations. Students (referred to as Counseling Interns or CI's) develop skills in observation, feedback, case preparation, interview analysis, clinical interview, risk assessment, and reporting. They gain a heightened awareness of professional resources, including technological resources and community referral agencies. Doctoral supervisors develop the knowledge, attitudes and skills to ensure the welfare of clients and assist their supervisees in their development as counselors.

**Masters students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over their first semester. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. Students who do not complete the required hours for counseling sessions in the CCSC will receive a grade of *Incomplete* until this requirement is met and they demonstrate development of foundational counseling skills.**

## Community Counseling Services Center: Philosophy, Purpose and Mission

The Community Counseling Services Center (CCSC) is the clinical adjunct to classroom teaching, a necessary component in the professional preparation of counselors enrolled in an on-campus program at the Foggy Bottom and Alexandria campus. The CCSC is a low cost, sliding fee scale training clinic that offers students an opportunity for experiential learning and supervision, while also serving as a low barrier mental health resource for members of the Greater Washington DC and Alexandria areas.

The purpose of the supervised counseling experience in the CCSC is to provide intensive clinical training under direct faculty supervision through review of the interns' live streaming and recorded sessions. Counselor Interns (CIs) develop their clinical skills and professional identity using role-playing; video recording of individual, family, and group counseling sessions with clients; and, for the doctoral supervisors, reviewing recorded supervision sessions with master's counseling interns.

The CCSC serves as an experiential complement to theoretical classroom teaching in the professional preparation of counselors. Its objectives are:

1. To provide an opportunity for students to demonstrate counseling skills under the close supervision of class peers and faculty in the internship class.
2. To provide faculty with opportunities for observing counselors in training/practice to give students feedback, monitor student progress, and substantiate mastery of students' basic counseling skills.
3. To provide the community with sliding fee counseling services.

**The George Washington University is proud to have all of our programs (School Counseling, Clinical Mental Health Counseling, and Rehabilitation Counseling) accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).**

### 2016 CACREP Professional Practice Standards

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

#### Entry-Level Professional Practice:

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

#### Practicum:

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

## Requirements

### Insurance

Each student must document that they have obtained an individual professional counseling liability insurance policy (\$1 million per occurrence, \$3 million aggregate) throughout their practicum and internship semesters. They cannot see clients until they have sent a copy of their professional liability insurance to the CCSC at [forms4ccscfb@gwu.edu](mailto:forms4ccscfb@gwu.edu).

Many students obtain insurance from the American Counseling Association (ACA), the American School Counseling Association (ASCA), or the American Rehabilitation Counseling Association (ARCA) when they become student members. Procedures for applying for liability insurance are available on association websites.

### A. Supervision of Practicum

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

### Evaluation

1. Formative and summative evaluations of the student's counseling performance, professional disposition, and ability to integrate and apply knowledge are conducted as part of the student's practicum at a minimum of two (2) times per semester. A copy of the evaluation form can be found in the Appendix of this handbook.

### Professional Activities

1. Students can become familiar with a variety of professional activities (e.g., intake, risk assessment, career counseling, couples counseling, etc.) and resources including technological resources, during their practicum

### Clock Hours

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

### Practicum Scheduling

1. On campus students are required to accommodate the practicum schedule each week. For Foggy Bottom on-campus students, CCSC-based practicum sections are scheduled in eight to nine-hour time blocks during predetermined weekdays. (See Appendix D for daily schedules.) Students attend group supervision, individual supervision, and provide therapy in an eight to nine-hour block, one day a week. Tasks such as completing documentation, writing a case conceptualization, treatment planning, watching client sessions, preparing for supervision and other client-related work cannot be completed solely during the day a student is at the CCSC. . Students should plan to complete this work at other times.

2. School counseling practicum occurs in schools after students are placed by the Division of Clinical Experiences and Licensure. The group supervision for this experience lasts two hours and is held in two different sections. The student chooses their section.
3. The on-line rehabilitation practicum times will vary by course instructor.

## Roles and Responsibilities

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

### The Practicum Site

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

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

### Supervision

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

### Faculty

#### **Instructor Qualifications**

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

#### **Faculty Instructors will provide:**

1. Regularly scheduled group supervision.
2. General supervision to students around issues of ethics, standards of care, student counselor growth and development, development of case conceptualization, treatment planning, development of theoretical orientation and relevant counseling topics. This will be achieved through:
3. Periodic review of student work samples including recorded sessions and written case summaries.

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

## Supervisors: Clinical Mental Health Counseling and on campus Rehabilitation Counseling

### **CCSC Staff Supervisor Qualifications**

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

### **CCSC Doctoral Supervisor Qualifications**

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

### **CCSC Staff and Doctoral Supervisors will provide:**

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

## Supervisors: Doctoral Practicum Students

### Qualifications:

- A doctoral degree (Ed.D or PhD) in Counseling, or Counseling Education and Supervision preferred. .
- A minimum of two years of post-degree counseling experience



- Didactic and experiential training in clinical supervision
- Familiarity with and adherence to the ethical codes of the ACA

### Supervisors: On-line Rehabilitation Counseling

#### **Rehabilitation Counseling Supervisors Qualifications**

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

### Supervisors: School Counseling

#### **School Site Supervisor Qualifications**

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

## Student Responsibilities

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

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

10. Maintaining personal malpractice/liability insurance (\$1 million per occurrence, \$3 million aggregate).
11. Engaging in a working alliance with supervisors including:
  - a. Developing an understanding of the scope and purpose of supervision
  - b. Attending all supervision sessions
  - c. Accurately communicating content and scope of counseling sessions in supervision
  - d. Maintaining an openness to feedback in supervision, and following through on directives from supervisors
  - e. Willingness to record interactions with clients and receive feedback on recorded interactions
  - f. Seeking supervision in a timely manner about individuals who are at risk (making full disclosure to supervisors of risks to client welfare).

## Preparing for Practicum

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

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

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

### Important Dates\*

	<b>Summer Cohort 2021</b>	<b>Fall Cohort 2021</b>	<b>Summer Cohort 2022</b>	<b>Fall Cohort 2022</b>	<b>Summer Cohort 2023</b>	<b>Fall Cohort 2023</b>
Practicum Preference Form	3/15/22	3/15/ 22	3/15/ 23	3/15/ 23	3/15/24	3/15/24
Portfolio & Practicum Readiness Form	4/1/22	5/1/22	4/1/23	5/1/23	5/1/24	5/1/24
Practicum Orientation	5/9-10/22	CMHC 8/24-25/22 Rehab Students 8/23 & 25/22	5/15-16/23	CMHC 8/23-24/23 Rehab Students 8/22 & 24/23	To be determined	To be determined
Comprehensive Examination, MA level**	5/20/23	Saturday before first day of classes, Fall 2023	Saturday before Commencement, Spring 2024 5/18/24	Saturday before first day of classes, Fall 2024	Saturday before Commencement, Spring 2025	Saturday before first day of classes, Fall 2025
Internship Orientation	10/7/22	10/7/22	10/13/23	10/13/23	10/11/24	10/7/25
Internship Application	12/1/22	1/15/23	12/1/23	1/15/24	12/1/24	1/15/25
Field Site Supervisor Agreement	3/1/23	5/1/23	3/1/24	5/1/24	3/1/25	3/1/25
Internship Site Evaluation	12/15/23	5/1/24	12/13/24	5/1/25	12/13/24	5/1/26

\* Online Rehabilitation Counseling students consult with their faculty advisor

\*\* This is managed by the Department of Counseling and Human Development.

## Important Dates for Part-time Students

	<b>Fall 2020 Cohort</b>	<b>Fall 2021 Cohort</b>	<b>Fall 2022 Cohort</b>	<b>Fall 2023 Cohort</b>
Practicum Preference Form	3/15/22	3/15/23	3/15/24	3/15/25
Practicum Readiness Form	4/1/22	4/1/23	4/4/24	4/1/25
Practicum Orientation	5/9 & 10/22	5/15 & 16/23	TBD	TBD
Comprehensive Examination*, MA level	Saturday before first day of classes, Fall 2023	Saturday before first day of classes, Fall 2024	Saturday before first day of classes, Fall 2024	Saturday before first day of classes, Fall 2025
Internship Orientation	10/7/22	10/13/23	10/8/24	10/7/25
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

\* This is managed by the Department of Counseling and Human Development.

### Anticipating State Licensure

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

### Course Prerequisites

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

- CNSL 6151 Professional and Ethical Orientation to Counseling
- CNSL 6153 Counseling Interview Skills
- CNSL 6154 Theories and Techniques of Counseling
- CNSL 6163 Social and Cultural Dimensions of Counseling
- CNSL 6173 Diagnosis and Treatment Planning
- CNSL 6174 Trauma and Crisis Intervention
- HDEV 6108 Lifespan Human Development
- CNSL 6157 Individual Assessment
- CNSL 6268 Foundations of Clinical Mental Health Counseling (CMHC students only) or CNSL 6376 Foundations of Rehabilitation Counseling (RC students only)
- Completion of CNSL 6171 Family Counseling is required as a corequisite to provide couples counseling in the CCSC. Completion of CNSL 6155 Career Counseling is a co-requisite to see clients requesting career services.

## Practicum Readiness Portfolio

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

### Portfolio Due Dates

- For CMHC and Rehabilitation Students who wish to start practicum in Summer 2023: **April 1, 2023.**
- For CMHC and Rehabilitation Students who wish to start practicum in Fall 2023: **May 1, 2023.**
- CMHC should note that all requirements, including 10 required counseling sessions, should be completed and included in the portfolio by the due date.
- **School counseling students will submit their portfolio to their faculty advisor by 12/01/2022 for a Spring 2023 start date.**

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

### Portfolio Requirements for All Practicum Students

- **Current resume or vita (All students required).**
- **Statement of Professional Goals (All Students required).** Write a one page statement that states your professional goals at this time in your training and upload to Taskstream. What do you hope to be doing professionally when you complete your degree? Identify the populations and problems with which you want to work, as well as the settings in which you wish to work.

#### *Portfolio Requirements for CMHC, on-campus Rehabilitation Counseling, and School Counseling*

- **Practicum Readiness Form**  
Once the student has completed the pre-practicum portfolio requirements, they will need to have their advisor sign off on the portfolio, signaling the student's preparedness to begin the practicum. **The Practicum Readiness Form for the Summer-2023 cohort is due April 1, 2023 and for the Fall 2023 cohort May 1, 2023.**
- **Additional Portfolio requirements for Rehabilitation Counseling Students**  
Please refer to the 2022-2023 Department of Counseling and Human Development Student Handbook.

#### *Additional Portfolio Requirements for Clinical Mental Health Students Only*

- **Documentation of Personal Counseling.** Document at least ten sessions of personal counseling (individual, couple, family, or group) with a licensed or license-eligible mental health professional. Documentation does not require you to reveal any personal material, but it does require both you and your professional mental health provider to sign a statement indicating that you completed at least ten hours of personal counseling.  
The ten sessions should be completed by the portfolio due dates indicated previously. Documentation of appropriate personal counseling completed as an adult prior to admission to the program will also be accepted if it has been completed within 24 months prior to the start of practicum. Documentation should be included in your portfolio and uploaded to Taskstream. A simple one-sentence letter or email stating that you attended 10 sessions and signed by your therapist is sufficient
- **Documentation of Collaboration Skills** Write a paragraph that lists your collaborative experiences as a professional or counselor-in-training. "Collaboration" means working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in team projects, group projects, small group work, supervisory

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

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

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

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

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

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

## **Anti-Racism and Anti-Oppression Advocacy Project**

### **Mission**

To better prepare students to provide counseling services to the clients served in the GW Community Counseling Services Center, all students will complete the Anti-Racist and Anti-Oppression advocacy project that is introduced in the foundations course of each MA specialty area (e.g., Clinical Mental Health Counseling, Rehabilitation Counseling, School Counseling) and completed in CNSL 6163 Social and Cultural Dimensions (please refer to the 2022-2023 Department of Counseling and Human Development Student Handbook). The Anti-Racist and Anti-Oppression advocacy project aims to support students in developing anti-racist and anti-oppressive advocacy attitudes and beliefs, knowledge, skills, and actions across the six ACA advocacy competency domains (i.e., client/student empowerment, client/student advocacy, community collaboration, systems advocacy, collective action, social/political advocacy). The scope of the advocacy project must focus on issues of racism and oppression. More specifically, the advocacy should focus on anti-racist and anti-oppressive advocacy with and on the behalf of Black, Indigenous, and Persons of Color (BIPOC) communities and may include an intersectional approach (e.g., Latinx refugees, Black queer women with disabilities, first generation students of color).

### **HIPAA Training**

Prior to seeing your first client of practicum, you will be required to complete the GWU online 2022-2023 HIPAA information training (please see your Blackboard account for CNSL 6269 Practicum or CNSL 8256 Doctoral Practicum in Counseling). The HIPAA training will load on your Blackboard Page shortly after the semester begins and after the practicum instructor has given permission for you to access class documents. Upon completion, provide the certificate of completion to your course instructor and Coordinator of Clinical Training ([forms4ccscfb@gwu.edu](mailto:forms4ccscfb@gwu.edu)).

### **Orientation**

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

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

- The clinical mental health cohort starting practicum in the Summer of 2023 will have orientation on May 8 and May 9, 2023, (9:00 AM to 6:00 PM).
- The clinical mental health cohort starting practicum in the Fall of 2023 will have orientation on August 21-22, 2023 and on August 22 and 24 for rehabilitation counseling students.
- Students are notified about practicum orientation through the department listserv. It is the responsibility of each student to provide Thelma Myers, Executive Assistant ([thelmy@gwu.edu](mailto:thelmy@gwu.edu); 202-994-8648), with their name and e-mail address to be added to the department listserv.

### **School Counseling Practicum Orientation**

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

### **Online Rehabilitation Counseling**

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

## Practicum Requirements

The following are required of all students enrolled in practicum.

### Direct and Indirect Service Hours

Successful completion of the practicum requires at least 100 hours total, including at least 40 direct service hours. CACREP defines direct service as “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.”

A minimum of 40 direct service hours must be obtained by performing approved *counseling* activities. Direct Service Hours include:

- Intake session(s);
- Couple, family sessions (e.g., 30-minute, 45-minute, 50-minute);
- Either one-on-one or co-therapy;
- Group facilitation of therapy; career counseling;
- Guidance programing;
- Assessment: Assessment administration not occurring during client sessions and assessment feedback session with client

Indirect Service Hours include

- Supervision
- Administrative Duties such as scheduling, returning phone calls, communicating with clinic directors, staff, instructors, attending staff meetings
- Professional/consultations. Professional consultations are conversations with a community mental health professional, and/or community resources about a client/presenting concern i.e., Former therapist or current psychiatrist.
- Supervision, including individual, triadic, group; on-campus or tele supervision
- Client Advocacy
- Reviewing video recordings of client sessions
- Role Plays
- Mentorship
- Professional Development and training/workshop/conference attendance
- Documentation:
  - o 1.5 hours maximum for the first client session (intake # 1)
  - o 30 minutes maximum per client session
- Assessment Scoring
- Related readings: readings associated with preparing to serve your client

### Supervision

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

Group supervision takes place in the context of the practicum classes CMHC and Rehabilitation Counseling students. Group supervision for School Counseling and on-line Rehabilitation Counseling students takes place during the identified class period. Within group supervision, students discuss assigned readings, clinical and training needs and issues, and client concerns.



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

Students will:

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

Supervisors will:

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

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

Because counseling is an immensely personal and emotional experience for both the client and counselor, the practicum student can expect to be challenged personally throughout the practicum experience and will need to engage in critical self-reflection. The student may also find the process of professional development as a counselor impacts their personal relationships. These experiences can be difficult, and they are part of taking on the role of a professional counselor. As such, they are appropriate topics for discussion in supervision. The goal is to help the student work through specific personal barriers that may impede their work with clients, participation in individual or group supervision, or interactions and functioning as a counselor.

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

## Recording Counseling Sessions

All practicum students, in Clinical Mental Health Counseling, on-campus Rehabilitation Counseling and School Counseling programs, as well as Doctoral Practicum Students and Doctoral Supervisors record all counseling and supervision sessions, whether they take place oncampus or remotely.

- Teletherapy and telesupervision sessions are recorded using Zoom.
- All on-campus counseling sessions at the CCSC-AGEC or the CCSC-FB are recorded using the Video Audio Learning Tool (VALT) system that uses cameras installed in the counseling offices.
- During orientation, staff members will teach practicum students and doctoral supervisors how to record, store, and review video recording in a manner that meets HIPAA and University standards for managing extremely sensitive client information.
- Video recordings can be stored in a secure GW Box folder and viewed off campus. Counseling interns must ensure that their clients' right to confidentiality is upheld by viewing videos in a location where no one else can see or hear them. They will also need to meet GW standards for handling regulated data on a non-University managed computer.

Only counseling interns, supervisors, instructors, and staff members of the CCSC can view video recordings of counseling sessions. Video recordings are used by counseling interns to review their work; by CCSC staff or supervisors to prepare for supervision; and to conduct case presentations during practicum instruction. Videos of supervision sessions are used by Doctoral Supervisors and staff to review their work as well as engage in supervision-of-supervision.

Allowing an unauthorized person to view a video recording of a counseling or supervision session, is a serious violation of the client's or student's right to confidentiality, and a breach of the ACA Code of Ethics and for clients, the HIPAA Privacy Rule. Consequences may include failing practicum or dismissal from the program as it is considered an alleged violation of the ethical standards.

## For Online Rehabilitation Students

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

## Documentation

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

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

Titanium is the electronic health record used by the Department of Counseling and Human Development. All notes and documents pertaining to a client's care in the CCSC must be kept there. .. Notes are to be completed within 48 hours of a session and submitted to the supervisor via Titanium. Care must be taken to guard the confidentiality of the electronic health record.

Part of the training experience is receiving feedback on your clinical documentation. Your supervisor should point out to you where you excel, and your supervisor may ask you to add an addendum to improve some of your notes in order to help you improve your skills in writing notes and other treatment documents.. Evaluation

At the midpoint and end of the semester, supervisors provide their supervisees with summative evaluations. Students are encouraged to read the **Counseling Practicum Evaluation** form to understand

the skills, knowledge and attitudes on which they will be evaluated. This evaluation can be found in the appendices of this handbook.

### Concluding the Semester

Practicum students are evaluated by their supervisors. Course grades are given by instructors. A grade will not be submitted by the faculty instructor until required assignments are uploaded to Taskstream; the mid-semester and final evaluations from your supervisor are submitted and all hours are approved by your site supervisor in Time2Track.

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

### Taskstream

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

### Required Assignments

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

## APPENDICES

### APPENDIX A: Practicum Agreement

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

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The practicum program is designed to provide a beginning clinical counseling experience for George Washington University counseling graduate students, supervisors, and clients of the Community Counseling Services Center in a relationship of mutual support and accountability. Important aspects of these relationships are outlined below. On the final page of this agreement all parties sign off on the particulars of the agreement; this document serves as a contract between all parties. Faculty in the Clinical Mental Health Counseling program, the Rehabilitation Counseling Program, and the School Counseling Program have established the following requirements in keeping with 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

I understand that my enrollment in CNSL 6269, CNSL 6271, or independent study or research (at the discretion of program faculty) reflect my tacit understanding and agreement to abide by the expectations outlined in this Practicum Handbook and the Foggy Bottom and Alexandria Policies & Procedures manual of the CCSC. The CCSC in Alexandria is not the location of our practicum so this does not apply to SC.

**The Community Counseling Services Center will provide:**

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

#### **SUPERVISION EXPECTATIONS & RESPONSIBILITIES**

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

### **Faculty Supervision**

#### **Faculty Supervisor Qualifications**

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

#### **Faculty Supervisors will provide:**

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

### **CCSC Supervisor**

#### **CCSC Supervisor Qualifications**

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

#### **CCSC Supervisors will provide:**

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

- Formal written evaluation, using George Washington University forms and competency guidelines at the end of the semester

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

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

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

### **STUDENT RESPONSIBILITIES**

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

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

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Student name printed

Student signature

Date

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# APPENDIX B: Supervision Agreement, Doctoral Practicum, CMHC Practicum and On-Campus Rehabilitation Programs

## DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

### Graduate School of Counseling and Human Development

### The George Washington University

### Supervision Agreement

CACREP Standard 3.R. states, “Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.” This document serves that purpose for practicum instruction in the Community Counseling Services Center at the Foggy Bottom Campus.

## **1 Roles and Responsibilities Common to Students, Faculty and Staff**

### **1.1 The Role Common to all Students, Faculty and Staff**

All Students, Faculty and Staff cooperate to make the CCSC a safe enough environment where discomfort can lead to growth.

### **1.2 The Responsibilities Common to all Students, Faculty and Staff**

#### **1.2.1 Adherence to Ethical Codes**

All Counseling Interns, faculty and staff follow the American Counseling Association’s Code of Ethics. In addition, rehabilitation students and faculty follow the Code of Professional Ethics for Certified Rehabilitation Counselors.

#### **1.2.2 Protecting Confidential Information**

1. The role of all Counseling Interns, supervisors, instructors and staff includes accessing confidential information about clients and supervision. All must protect confidential information in classroom, supervision and consultation settings.

2. All information shared in group or individual/triadic supervision will be kept confidential within the therapeutic milieu which includes supervisors, practicum instructors, and the Director and staff of the CCSC.

3. The identity of the client will be protected in different manner according to the supervision setting.

a. In group supervision (that is, class meetings of CNSL 6269 Practicum, CNSL 6271 Advanced Clinical Skills, CNSL 8256 Doctoral Practicum in Counseling and CNSL 8259 Doctoral Internship in Supervision I/ CNSL 8260 Doctoral Internship in Supervision II ) students and instructors must obscure the client’s name and identifying information. They refer to the client by the initials of their first and last name.

b. In individual/triadic supervision, consultation, and case conferences, supervisors, instructors, and students must refer to the client by name to prevent confusion about the identity of the client when making clinical decisions.

4. The role of all Counseling Interns, supervisors, instructors and staff includes accessing Titanium (the electronic health record) and use of video recording technologies for therapy and supervision. All have the responsibility to use technology in a manner that safeguards confidential information.

5. Use of a non-University Managed computer for clinical classes: Counseling interns, staff and faculty members have the privilege of accessing Titanium, (the Electronic Health Record or EHR) and secure GW Box files containing video recordings of client sessions on their own non-University managed computer provided they can meet the requirements below. They must:

a. Install anti-virus software keep it updated.

b. Activate disk encryption on the computer and provided a screenshot of my computer’s encryption status.

- c. Install and use the GWU provided Cisco AnyConnect VPN client.
  - d. Log on to the GW Cisco AnyConnect VPN client before accessing Titanium, Secure GW Box Files, or view video recordings.
  - e. Use password protection on the computer, with an account password is at least eight characters long, with at least one capital letter, one numeral, and one special character.
  - f. Reserve the computer used for practicum activities for their exclusive use, allowing no other users and keeping the computer in their possession.
6. Handling of the Electronic Health Record and video recordings of counseling or supervision sessions. All users must:
- a. Safeguard access to Titanium, ensuring that no one else can use their username and password to access the EHR or GW Box Files containing counseling or supervision sessions.
  - b. Open the Electronic Health Record and video recordings in a private space where no one else will be able to see the computer screen.
  - c. Close the Electronic Health Record or video player before stepping away from the computer.
  - d. Refrain from storing, printing, or sending out in an email any client information from the Electronic Health Record or any portion of a video recording.
7. The role of all Counseling Interns, supervisors, instructors and staff includes accessing confidential information. They have the responsibility to reporting breaches of security immediately if they are detected or even suspected. The student, supervisor or instructor who suspects or notices the breach should immediately report it to Office of Ethics, Compliance and Privacy by clicking "Report a Concern" and then notify the CCSC Director, Dr. Monica Megivern at 202-557-3644.

### **1.2.3 COVID Precautions**

It is the responsibility of all Counseling Interns, supervisors, instructors and staff to fully comply with the George Washington University's COVID protocols. A lapse in COVID clearance will prevent entry to the CCSC facility for counseling sessions, class, or supervision.

## **2 The Role and Responsibilities of the CCSC**

### **2.1 The Role of the Community Counseling Services Center**

The Community Counseling Services Center furnishes students with "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge." (CACREP Glossary.) Reflecting the commitments of the Department, the CCSC provides quality accessible and anti-racist mental health services to the campus and the community.

### **2.2 Responsibilities of the Community Counseling Services Center**

The Community Counseling Services Center will

#### **2.2.1 Provide access to Clients**

- 1. The intake coordinator will screen prospective clients and assign them to Counseling Interns who have openings at the time the client can attend regular counseling sessions.
- 2. The intake coordinator will schedule the first intake session with the Counseling Intern and give the student access to the client's Electronic Health Record.
- 3. The intake coordinator will strive to assign clients in an equitable manner, making it possible for each masters' counseling Intern to conduct forty counseling sessions in the first practicum semester, assigning up to five clients concurrently.
- 4. The intake coordinator will strive to identify clients for doctoral Counseling Interns that will facilitate them enhancing their clinical skills, assigning up to three clients concurrently.

#### **2.2.2 Manage Continuity of Care**



1. When a counseling Intern leaves the CCSC, the staff of the CCSC will provide oversight the student and supervisor in transferring the client to another CCSC counseling student or referring the client to an outside provider.
2. CCSC staff will provide oversight to file audits at the end of the semester and will conduct file transfer meetings at with each counseling Intern when they leave the CCSC.
3. Provide a Qualified Supervisor.
4. Each Counseling Intern will meet with their individual/triadic supervisor each week. (This is explained more fully in the section on the roles and responsibilities of the counseling intern and the supervisor.)

#### **2.2.3 Provide Risk Management and Consultation.**

1. The Community Counseling Services Center will refer out prospective clients who are likely to need more intensive or additional services to address the possibility of harm to self or others.
2. If a client describes or presents with risks to their own or another's safety or well-being during a counseling session at the CCSC, the Counseling Intern's supervisor or the staff member will provide consultation, that is, direct instruction on how the Counseling Intern can assist the client in reducing the risk to themselves or others. If needed, the supervisor or staff member can actively intervene.
3. Counseling Interns are mandatory reporters of abuse to children or vulnerable adults. If a client discloses or alludes to reportable behavior, the Counseling Intern's supervisor and the staff member will collaborate with and support the student in evaluating the disclosure and making the appropriate report.

#### **2.2.4 Provide and maintain supportive structures**

##### **2.2.4.1 Video Recording.**

1. Supervision of practicum students includes video recordings and live supervision of students' interactions with clients.
2. The CCSC has a technological system (VALT) for recording sessions, which allows authorized individuals in the practicum program (Counseling Interns, doctoral supervisors, practicum instructors, and CCSC staff) to access recordings of clients and supervision sessions wirelessly.
3. VALT allows supervisors to provide live supervision,
4. The University supplies Zoom accounts to all students. They can be used in the CCSC or another secure setting to record teletherapy or telesupervision sessions.

##### **2.2.4.2 Electronic Health Record**

1. The CCSC administers Titanium, the electronic health record, to provide secure handling of protected health information but also provide experience with technological resources during their practicum. Supervision and Counseling Interns' experience in documenting counseling and supervision and prepares them to move on to the next level of professional development.
2. The CCSC provides instruction on conducting file audits.

##### **2.2.4.3 Workspace**

1. The CCSC will provide an office for the Counseling Intern to use on the day they are in the CCSC, for in-person counseling or teletherapy and supervision. The office is equipped for video recording in-person sessions using VALT.
2. Counseling Interns can access additional workspace in B-06, the Documentation Room.
3. Room 100 is set aside for doctoral students.

##### **2.2.4.4 Written Guides, Resources and Instructions**

1. The CCSC Calendar provides key dates such as the first and last days students come to the CCSC as well as practicum events such as evaluations and file audits.
2. The CCSC Policy and Procedure Manual is the key resource for understanding the specific tasks and responsibilities of counseling Interns, supervisors and instructors. It is a guide for supervisors and staff in answering clinical, procedure, ethical and some technological questions.
3. The Supervision Manual is the key resource for doctoral and staff supervisors and instructors in understanding the administrative aspects of supervision in the CCSC.

4. GW Box Folders: The folders under (Resources) GSEHD-CCSC for Counseling Interns and supervisors provide granular level information on topics in the CCSC Policy and Procedure Manual such as cheat sheets, resources, and instructions.
5. Student, staff, supervisor and instructor roster: The CCSC will store a roster containing the names and email addresses of the students, staff, supervisor and instructors in the CCSC.
6. Student and Supervisor Evaluations: The CCSC provides forms for mid-semester and end-of-the semester evaluations as well as Supervisor Feedback Forms.

#### **2.2.4.5 Orientation Activities**

1. Orientation includes a technology meeting with staff member to ensure that each student can independently access key technologies. These one-on-one meetings occur three to four weeks before the start of the semester.
2. The week before the Fall or Summer semester begins, the CCSC hosts a two-day orientation program.
3. A staff member will send out information on the schedule and location about six weeks before the Orientation Program
4. The two-day orientation program is essential for beginning to work as a counselor in the CCSC and therefore it is mandatory.
5. Contents include protocols for intake sessions for new and returning clients; confidentiality procedures, release of information, and consent for treatment; documentation requirements; risk management and consultation, and other essential topics.

#### **2.2.4.6 Coordination with Practicum Instruction**

CCSC staff members, supervisors and instructors meet briefly each week to ensure the coordination of classroom instruction and supervision, and to enhance communication between the instructor, staff, and supervisors.

#### **2.2.4.7 Program Evaluation:**

The CCSC seeks to continually improve the practicum experience. A CCSC survey is sent to all Counseling Interns at the end of their first and second semesters.

## **3 Role and Responsibilities of the Counseling Intern**

### **3.1 The Role of the Counseling Intern**

The role of the Counseling Intern is to provide their clients with quality, anti-racist, anti-oppressive mental health services as they develop basic counseling skills and integrate professional knowledge. Their role includes learning from their supervisor, practicum instructor and peers to become exceptional clinical mental health or rehabilitation counselors.

### **3.2 Responsibilities of the Counseling Intern to Clients**

Counseling Interns will:

1. Carry a caseload of up to five clients.
2. Provide continuity of care for clients by providing counseling services every week that the CCSC is open, and at the end of the second semester, carefully assisting clients in transferring to another counseling intern in the CCSC or an outside provider.
3. Develop the foundational skills of rapport building to enter into strong therapeutic relationships with clients. Relate to all clients with respect, unconditional positive regard, accurate empathy, genuineness, and cultural humility.
4. Provide anti-racist, anti-oppressive counseling services to all clients. This will include broaching the topic of differences in early sessions and throughout the course of counseling and building skills to engage in discussions with clients about how client and counselor

worldviews, assumptions, attitudes, values, beliefs, biases, social identities, social group statuses, power, privilege, and oppression influence the counseling relationship.

5. Provide quality counseling services. As their knowledge and skills increase, counseling interns will conduct counseling sessions that employ evidence-based practices and demonstrate anti-racist praxis.
6. Be vigilant to any risks to a client's well-being and consult with a supervisor during the session when a client's safety may be at risk.
7. Study the informed consent documents of the CCSC and the list of clients' rights and ensure that clients receive respect and compassion.
8. Maintain a complete file for each client. Create, store, and review all documents related to clients in Titanium. Complete progress notes within 48 hours after the conclusion of the session. With a supervisor, conduct a thorough file audit for each client seen at the end of each semester.
9. Remain in the CCSC for the entire two-semester period, well beyond accruing forty direct service hours. If a student cannot remain for two semesters, then they must inform the staff member assigned to their block immediately so that the CCSC can work with the intake coordinator to reassign clients. Counseling interns must take care to properly conclude counseling with their clients as well as complete their work with the CCSC.

### **3.3 Responsibilities of a Counseling Intern to the CCSC.**

Counseling Interns will:

1. Adhere to the American Counseling Association's Code of Ethics. Use the CCSC Policy and Procedure Manual as a practical guide for working in the CCSC.
2. Obtain an individual professional counseling liability insurance policy (\$1 million per occurrence, \$3 million aggregate). Present proof of liability insurance to CCSC staff before meeting with clients and maintain overage while seeing clients.
3. Complete supervised counseling practicum experiences that total a minimum of one hundred clock hours and complete at least forty clock hours of direct service with actual clients that contributes to the development of counseling skills during the first semester in the CCSC.
4. Attend weekly group supervision for two hours each week. Group supervision is provided by the practicum instructor for CNSL 6269 Practicum and CNSL 6269 Advanced Clinical Skills for masters' students and CNSL 8256 Doctoral Practicum in Counseling for doctoral students. Counseling interns must remain in good standing in these courses.
5. Be present in the CCSC on the day you are assigned. Arrive before you see your first client and be present for your last client. If they leave the CCSC, counseling interns will return to see clients, or attend supervision and class on time.
6. Video record each counseling session and store, retrieve and view video recordings in a secure manner according to the directives in this Supervision Agreement and in the CCSC Policy and Procedure Manual. Review video recordings independently and in dialogue with a supervisor in order to develop the attitudes and clinical skills required to conduct effective counseling sessions.
7. Arrive at the CCSC prepared to meet clients. Implement optimal self-care strategies, make use of personal counseling as needed, and abstain from use of alcohol or other drugs of abuse.
8. Exercise professional boundaries. Conduct teletherapy or telesupervision sessions during the hours designated for them in the block schedule. Begin and end sessions on time. Limit communication with clients outside of counseling sessions so that the counseling session remains the focus of the therapeutic relationship.
9. While in the CCSC, students will provide for the comfort of clients and will conduct themselves as professionals in their manner of dress, speech, and care for the physical facilities. They will be punctual for all practicum activities: counseling sessions, supervision and class. When conducting teletherapy, choose a backdrop that is appropriate for a professional counseling session.
10. Participate in program evaluation by completing the CCSC Site Survey at the end of each semester.

### **3.4 Responsibilities of the Counseling Intern to the Supervisor**

Counseling Interns will:

1. Meet at a designated time within the block with their assigned supervisor for one hour per week of individual and/or triadic supervision throughout the two semesters they are in the CCSC. They will present their work in an open and non-defensive manner and engage with the supervisor in ensuring the well-being of clients and the development of clinical skills.
2. Ensure that video recordings of all sessions are available for review and address the supervisor's comments on video recordings.
3. Respond to supervisor's directives in documenting counseling, and present treatment documents such as client histories, case conceptualizations, counseling plans, and termination summaries for review.

4. Complete self-evaluations at the mid-point and end of each semester. Receive formative evaluations (that is, on-going collaborative appraisal of your skills, attitude and knowledge) as well as summative evaluations (written evaluations at the midpoint and end of each semester) as a reflection of your strengths and directions for further development.

5. Consent to the taping of supervision sessions. Supervision sessions are recorded, stored, retrieved, viewed and stored securely in the same manner as video recordings. They are retained for up to two years.

a. Doctoral students completing their internship in supervision use video recordings to develop their skills and present segments of supervision sessions to peers and an instructor in CNSL 8259/8260 Doctoral Internship in Supervision.

b. Staff supervisors and present segments of supervision sessions to peers in Supervision of Supervision meetings.

c. Practicum instructors may also view supervision sessions in order to assist supervisors and Counseling Interns.

d. Lastly, segments of supervision sessions may be used by doctoral students in CNSL 8255 Supervision in Counseling.

## **4 Roles and Responsibilities of the Faculty**

### **4.1 The Role of Practicum Instructors**

CACREP Standards require that “Counseling Interns participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum.” (3.I.) The faculty members who teach the practicum course fill the role of the group supervisor. They are qualified because they possess (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

### **4.2 Responsibilities to Counseling Interns**

Practicum Instructors agree to:

1. Provide two hours of group supervision each week by teaching a practicum course. Taking on all the tasks and responsibilities of an instructor of a graduate course, they use group supervision to help students acquire the attitudes, knowledge and skills needed by professional counselors.
2. Consult with Counseling Interns to enable them to serve clients in an effective and compassionate manner in the context of the Department’s commitment to anti-racist praxis.
3. Advise the CCSC staff regarding the optimal composition of the Counseling Intern’s caseload.
4. If they notice that a student is not making the expected progress in practicum, Instructors work with the student to write a professional development plan.
5. Review the mid-semester and final evaluations of their Counseling Interns from their students’ supervisors.
6. Assign grades for the practicum courses. In consultation with other faculty members, CCSC staff, and the Department Chair, the practicum instructor is the gatekeepers for the practicum experience, verifying that the student is ready to advance to internship.

### **4.3 Responsibilities to the CCSC**

Practicum Instructors agree to:

1. Meet weekly with the supervisors of their Counseling Interns and a CCSC staff member to 1) monitor the progress of Counseling Interns; 2) collaborate on client care; and 3) coordinate group supervision with the activities of the CCSC.
2. Understand and adhere to the policies and procedures outlined in the CCSC Policies and Procedures Manual.
3. Contributing to the ongoing improvement of the CCSC through the Department’s Practicum and Internship Instructors’ Committee.

## **5 Role and Responsibilities of Supervisors**

### **5.1 The Role of Supervisor**

1. A supervisor's role is to ensure the well-being of clients under the care of the supervisee; to help the supervisee internalize the attitudes, knowledge and skills of a professional counselor, and to provide accurate evaluations. The supervisor links the counseling intern to the CCSC and assures that the supervisee is aware of key tasks and deadlines and is progressively more capable of carry all the responsibilities of a professional counselor.

2. Supervisor's qualifications empower them to take on this role. Doctoral students serving as practicum supervisors (1) have completed CACREP entry-level counseling degree requirements, (2) have completed , CNSL 8255 Supervision in Counseling and (3) and are under supervision from counselor education program faculty in CNSL 8259 Doctoral Internship in Supervision I/CNSL 8260 Doctoral Internship in Supervision II. Staff supervisors have (1) a master's degree in counseling, or a closely related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the clinical mental health or rehabilitation counseling; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

### **5.2 Responsibilities of the Supervisor to the Counseling Intern**

Supervisors will:

1. Assist the supervisees in understanding the ACA Code of Ethics and how it shapes clinical work. They will model using the CCSC Policy and Procedure Manual as a guide for clinical practice in the CCSC.
2. Provide their own Supervisor Disclosure Form to their supervisees on or before the first supervision session, discuss it with them, ask them to sign it, and submit to the CCSC staff.
3. Work with the supervisee to articulate goals for supervision and track with the supervisee their progress on these goals.
4. Be present whenever the supervisee is meeting with clients. During the block, provide in vivo consultation to supervisees when a client presents with an elevated risks of danger to themselves or others. Document consultations in the client's file.
5. Video record supervision sessions. Doctoral supervisors record every supervision session. Staff supervisors may record
6. Prepare for supervision sessions by reading, reviewing and signing progress notes and other documents written by their supervisees. Provide supervisees positive and corrective feedback on their documentation of counseling and the underlying reflective processes that make documentation a means of enhancing client care.
7. Review the video recordings of their supervisees' counseling sessions in order to assess the suitability of the client for the CCSC and the supervisee; ensure the clients' well-being; observe supervisees' attitudes, knowledge and skills and plan how to conduct supervision sessions.
8. Meet weekly for one hour with their assigned supervisees at the same time each week. Whenever possible, meet with the supervisee on campus and face to face. If a supervisor cannot provide supervision, the supervisor will contact the staff member in charge of the block to arrange for another qualified supervisor to meet with their supervisee.
9. Document all supervision sessions. Supervision notes should include information on each client's well-being; comments on the supervisee's development; and a formative evaluation.
10. Write accurate and useful evaluations for each supervisee at the mid-point and end of each semester,
11. Provide instruction on tasks the supervisee will need to conduct, such as file audits, arranging for clients to receive check-in calls over longer breaks when indicated; writing termination notes, or transferring or referring out clients. Ensure they prepared to conduct these tasks and meet deadlines.

### **5.3 Collaborate with other professionals in the CCSC**

Supervisors will:

1. Work with the CCSC staff member assigned to the block to manage risks to clients' safety and well-being. This includes consultations, mentioned above, but could require following the directions of the staff members in a crisis situation.

2. Meet weekly with the CCSC staff member for the block, the practicum instructor, and other supervisors to keep the instructor apprised of supervisees' progress; to coordinate supervision and instruction; and to assist managing the caseload for the entire block.
3. Meet weekly with all supervisors for the CCSC Staff Meeting. Pass along to supervisees information and directives shared in this meeting to help them fulfill their responsibilities to the CCSC.
4. Advise the intake coordinator on the clients that the supervisee can best serve and will be the most advantageous to the supervisee in developing and demonstrating skills.

## APPENDIX C: Practicum Readiness Form

The George Washington University  
Graduate School of Education & Human Development  
Department of Counseling and Human Development  
**Practicum Readiness Form**

**Please return to your advisor by April 1, 2023 for the Summer Cohort and May 1, 2023 for the Fall Cohort.**

Student Name: \_\_\_\_\_ GW ID \_\_\_\_\_

Cell Phone: \_\_\_\_\_ GWU email: \_\_\_\_\_

Anticipated Practicum Start: ☐ SUMMER ☐ FALL 20 \_\_\_\_\_

Program: ☐ CLINICAL MENTAL HEALTH COUNSELING  
☐ REHABILITATION COUNSELING  
☐ SCHOOL COUNSELING

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

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

1. To ensure prerequisites have been met (completed, in process of completion, waived, or transferred).  
*An incomplete ("I") in any pre-requisite will render you ineligible to begin practicum.*
2. To update your file
3. To review your progress in the program
4. To discuss your practicum and internship plans
5. To provide approval to enroll in practicum class

Your transcript needs to show that you have satisfactorily completed all the prerequisites for practicum.

### COMPLETED AND IN PROGRESS COURSEWORK

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

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

#### TO BE COMPLETED (SEMESTER PRIOR)

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

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

Professional Resume (CV) \_\_\_\_\_

Statement of Professional Goals	_____
Personal Counseling (10 sessions)*	_____
Documentation of Collaboration Skills*	_____
Helping Skills Hours (200 hours)*	_____
12-Step Meeting Attendance (4) *	_____
Advocacy Participation (20 hours)	_____

All Incompletes cleared? ☐ Yes ☐ No

_____	_____	_____
Student name printed	Student signature	Date

_____	_____	_____
Faculty Advisor name printed	Faculty Advisor signature	Date

\*CMHC students only

\*\*Rehabilitation counseling students meet with their faculty advisor.

**Please return to your advisor by April 1, 2023 for the Summer Cohort and May 1, 2023 for the Fall Cohort.**



## APPENDIX D: Practicum Preference Survey

On the day of the pre-practicum meeting, you will receive an invitation to complete this survey. It is due on March 15, 2023. The link to this survey will be [Prac Pref Form](#) and the survey will open the first week of October 2022.

### Preference for Practicum Block Assignment

You have been invited to complete this poll because you will be starting practicum as either a counseling intern or a supervisor in training in the Fall of the 2023 Semester. A first step is to determine which day you will be coming to the CCSC.

Practicum begins at 11:30 AM and concludes at 8:30 PM on Mondays, Tuesdays, and Thursdays.

Between these hours, masters' students will attend class from 2:00 to 4:00 PM, meet with their supervisors for one hour, and see up to five clients. You will also have 30-minute breaks for meals.

Doctoral supervisors will meet with their supervisees between 11:30 and 1:30, attend a block meeting at 1:30, and then see the rest of their supervisees after 4:30 PM. They will not be able to take a class or assist in teaching a class on the day they are completing their supervision practicum. To provide consultation, doctoral supervisors need to remain at the CCSC until their supervisees' clients leave, likely at 8:30 PM.

Please use this poll to indicate your first, second and third choice for the you come to the CCSC. We will try give every student their first choice, then assignments will be made on a first come, first served basis. If you do not respond to this poll, you will be assigned to a day that is open.

You will be notified of your block assignment on April 1, 2023.

Responses are due on March 15, 2023 at 5:00 PM.

Please contact Dr. Megivern ([mmmeg@gwu.edu](mailto:mmmeg@gwu.edu)) or Dr. McCullough ([lindamc@gwu.edu](mailto:lindamc@gwu.edu)) with questions.

---

Email \*

Valid email

.....

This form is collecting emails. [Change settings](#)

What is your name? \*

Short answer text

.....

Who is your advisor? \*

Short answer text

.....

What is your phone number? \*

Short answer text

.....

What is your GW ID? \*

Short answer text

What program are you in? \*

☐ Clinical Mental Health Counseling  
☐ Rehabilitation Counseling  
☐ Doctoral Internship in Supervision  
☐ Leveling (Doctoral Students)

Thelma Myers-Davis, the CHD Department Administrator will assign you to one block for both Fall 2022 and Spring 2023. Would you please indicate your first, second, and third choice? \*

	Monday	Tuesday	Thursday
First Choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second Choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third Choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments or questions?

Long answer text

### Block Hours

	Monday Fall and Spring	Tuesday Fall and Spring	Wednesday Fall and Spring Doctoral Practicum	Thursday Fall and Spring	Friday Summer and Fall
9:00 to 9:50					Client
10:00 to 10:50					Client
11:30 to 12:20	Client	Client		Client	Client
12:30 to 1:20	Client	Client		Client	Client
2:10 to 4:00	CNSL 6269: Practicum/ CNSL 6271: Advanced Clinical Skills	CNSL 6269: Practicum/ CNSL 6271: Advanced Clinical Skills	CNSL 8256 Doctoral Practicum in Counseling	CNSL 6269: Practicum/ CNSL 6271: Advanced Clinical Skills	CNSL 6269: Practicum/ CNSL 6271: Advanced Clinical Skills
4:30 to 5:20	Client	Client	Client	Client	Client
5:30 to 6:20	Client	Client	Client	Client	Client
6:30 to 7:20	Client	Client	Client	Client	
7:30 to 8:20	Client	Client	Client	Client	

## APPENDIX E: Supervisor Feedback Form

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

Supervisee Name \_\_\_\_\_ Date of Evaluation \_\_\_\_\_  
Supervision Period: \_\_\_\_\_ To \_\_\_\_\_  
Supervisor Name \_\_\_\_\_

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

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

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

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

**Evaluation Items:** Supervisor can:

1. Be flexible and responsive to your changing needs	
2. Establish an atmosphere of acceptance and psychological safety	
3. Call attention to errors in a tactful manner	
4. Recognize and accommodate to your level of experience and style of learning	
5. Refrain from indiscriminate use of praise	
6. Provide opportunities for you to question, challenge or doubt	
7. Encourage you to explore the implications of your interventions	
8. Encourage you to formulate your understanding of the case material	
9. Helped you understand how your own race, ethnicity, culture and other markers of your identity impact you as a counselor.	
10. Make specific suggestions when you need them	
11. Not foster undue dependence on your part	
12. When asked, present a clear, theoretical rationale for suggestions	
13. Clearly inform you of legal issues	
14. Clearly inform you of ethical issues	
15. Helped you broach differences in race, gender, age, culture, sexual orientation, and other important differences with your clients	
16. Be sensitive to the requirements placed on you by your agency	

17. Admit errors and/or limitations without undue defensiveness	
18. Be concrete and specific in comments	
19. Facilitate your understanding of countertransference reactions to your clients	
20. Seek consultation when it is needed	
21. Summarize and/or highlight major points of supervisory session	
22. Be reached in case of emergencies	
23. Help you formulate the dynamics of the client	
24. Helped you see how the worldviews, values, beliefs and biases held by you and your clients influence the counseling relationship	
25. Listen sensitively to you	
26. Recognize the impact of racial trauma	
27. Help clarify and define the nature of problem(s) you are having in your work	
28. Be clear about the limits of the supervisory relationship	
29. Deal explicitly with the formal evaluation process	
30. Understand how culture, stereotypes, prejudice, discrimination, power, privilege, and oppression influence the counseling relationship	
31. Through role-playing or other suitable techniques, to help you more effectively intervene with your client	
32. Be straightforward with you regarding areas in which you need improvement	
33. Be clear with you about the differences between supervision and psychotherapy	
34. Maintain an appropriate focus in your sessions	
35. "Be there" to meet your needs and not impose his/her issues on you	
36. Be open to discussing any difficulties between the two of you which are hindering your learning	
37. Clearly define the nature, structure, expectations, and limitations of the supervisory relationship	
38. Make decisions and take responsibility when appropriate	
39. Make you feel s/he genuinely want to help you learn	
40. Be a good role model for you	
41. Provide you with general knowledge about professional psychology	
42. Be sensitive and adaptive to the stresses you are experiencing as a student	

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

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

## APPENDIX F: Counseling Intern Agreement

**DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**  
Graduate School of Counseling and Human Development  
The George Washington University  
**Counseling Intern Agreement**

**Directions:** This form is due before the last day of Orientation. Please send this form, along with proof of professional liability insurance and a screen shot of your computer's settings, showing that encryption is turned on. Please send the completed form and two attachments to [forms4ccscfb@gwu.edu](mailto:forms4ccscfb@gwu.edu).

### Adherence to Ethical Codes

I agree to follow the American Counseling Association's Code of Ethics. In addition, rehabilitation students and faculty follow the Code of Professional Ethics for Certified Rehabilitation Counselors.

### Protecting Confidential Information

I agree to protect the confidentiality of clients of the Community Counseling Services Center. I will follow the ACA Code of Ethics in how I handle all information about clients. I will use technology in a manner that safeguards confidential information.

Use of a non-University Managed computer for clinical classes: Counseling interns, staff and faculty members have the privilege of accessing Titanium, (the Electronic Health Record or EHR) and secure GW Box files containing video recordings of client sessions on their own non-University managed computer provided they can meet the requirements below. I agree to:

1. Install anti-virus software keep it updated.
2. Activate disk encryption on the computer and provide a screenshot of my computer's encryption status.
3. Install and use the GWU provided Cisco AnyConnect VPN client.
4. Log on to the GW Cisco AnyConnect VPN client before accessing Titanium, Secure GW Box Files, or viewing video recordings.
5. Use password protection on the computer, with an account password is at least 8 characters long, with at least one capital letter, one numeral, and one special character.
6. Reserve the computer used for practicum activities for my exclusive use, allowing no other users to access this computer. I will keep the computer in my possession.

Handling of the Electronic Health Record and video recordings of counseling or supervision sessions. I will:

1. Safeguard access to Titanium, ensuring that no one else can use my username and password to access the electronic health record or GW Box Files containing counseling or supervision sessions.
2. Open the Electronic Health Record and video recordings in a private space where no one else will be able to see the computer screen or hear the recording.
3. Close the Electronic Health Record or video player before stepping away from the computer.
4. Refrain from storing, printing, or sending out in an email any client information from the Electronic Health Record or any portion of a video recording

## Expectations of Counseling Interns at the Community Counseling Services Center

1. I will obtain an individual professional counseling liability insurance policy (\$1 million per occurrence, \$3 million aggregate) and present proof of liability insurance to CCSC staff before meeting with clients.
2. (For students in the Clinical Mental Health Counseling or Rehabilitation Counseling Programs) I will strive to complete supervised counseling practicum experiences that total a minimum of one hundred clock hours and complete at least forty clock hours of direct service with actual clients that contributes to the development of my counseling skills during the first semester in the CCSC.
3. I will complete two semesters in the CCSC. Master's students will enroll in CNSL 6269 Practicum and CNSL Advances Clinical Skills, Doctoral students will enroll in two semesters of CNSL 8256 Doctoral Practicum in Counseling.
4. I have read and will follow the policies and procedures of the Community Counseling Services Center directives contained in the *CCSC Policy and Procedure Manual*, including the Supervision Agreement found in the Appendix.
5. I will maintain client files according to the ACA Code of Ethics and the policies of the CCSC, completing notes within 48 hours of the conclusion of a counseling session.
6. I agree to see up to five clients each week. I will provide anti-racist, anti-oppressive counseling services to all clients.
7. I agree to consult with a supervisor if the safety and well-being of a client could be at risk.
8. I will video record all counseling sessions and store them in the secure GW Box folder assigned to me.
9. I will attend individual/triadic supervision each week. I will attend group supervision through practicum instruction each week during the semester I am engaged in clinical education.
10. I consent to the video recording of my supervision sessions.

By signing this Counseling Intern Agreement, I agree to fulfill the commitments outlined above. I understand that practicing counseling in an unethical manner, failing to protect client confidentiality, or departures from the expectations of counseling interns at the Community Counseling Services Center could result in my dismissal from the Clinical Mental Health Counseling, Rehabilitation Counseling, or Doctoral Program of the Department of Counseling and Human Development.

_____ <i>Student's Name Printed</i>	_____ <i>Student's Signature</i>	_____ <i>Date</i>
_____ <i>CCSC Staff Member's Name Printed</i>	_____ <i>CCSC Staff Member's Signature</i>	_____ <i>Date</i>

\_\_\_\_Attached: Proof of professional liability insurance

\_\_\_\_Attached: Screen shot of computer's settings, showing encryption turned on.

## APPENDIX G: Counseling Practicum/Internship Evaluation

# THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

### Counseling Practicum Evaluation

☐ Practicum I      ☐ Advanced Clinical Skills      ☐ Internship I      ☐ Internship II

Semester: ☐ FALL 20 \_\_\_\_\_ ☐ SPRING 20 \_\_\_\_\_ ☐ SUMMER 20 \_\_\_\_\_

#### REQUIRED INFORMATION:

Student name:

Internship Site:

Supervisor:

Supervisee's Counseling Orientation:

Supervisor's Theoretical Orientation to Supervision:

Direct Hours summary (to date): \_\_\_\_\_

Indirect Hours summary (to date):

Practicum/Internship Instructor:

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

_____	_____
Student*	Date

_____	_____
Supervisor	Date

_____	_____
Practicum/Internship Instructor	Date

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

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

*For Rehabilitation Counseling student evaluations: Complete Sections I through XI.*

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

#### Evaluation Directions

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

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

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

#### **RATING SCALE**

N - No Opportunity to observe

0 – Deficient. Does not meet criteria for program level

1 - Meets criteria minimally or inconsistently for program level

2 - Meets criteria consistently at this program level

3 – Exceeds criteria at this program level

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



**I. INTAKE APPOINTMENT SKILLS**

	0	1	2	3	N
8. CI expresses genuine concern and empathy for the client while retaining perspective and objectivity.					
9. CI identifies collateral sources that need to be collaborated with for continuity of care of the client and accurately completes a Release of Information with the client for this purpose.					
10. CI contacts collateral sources in a timely fashion and releases/obtains important information for client's care and well-being.					
11. CI contacts collateral sources in a timely fashion and releases/obtains important information for client's care and well-being.					
12. The CI consults with the on-call supervisor at a minimum for situations involving risk.					

**Comments:****II. ASSESSMENT SKILLS**

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

**Comments:****III. COUNSELING SKILLS**

	0	1	2	3	N
<b><i>Session Structure</i></b>					
1. CI demonstrates ability to open a session including completing a check-in, setting an agenda for session, and providing a summary of previous session for/with the consumer.					
2. CI demonstrates ability to close a session including informing the consumer the session is ending, avoiding discussion of new material/redirecting the consumer if they bring up new material, and initiates the end of the session through summarization or discussion of homework for the following session.					
<b><i>Utilization of Counseling Micro-skills</i></b>					
3. CI responds to the client by appropriately matching the tone and effect of the client in session.					

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

**Comments:**

<b>IV. CASE CONCEPTUALIZATION SKILLS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. The CI can make and modify hypotheses about client s and their current functioning as sessions proceed.					
2. The CI can complete an accurate case conceptualization of the client's case based on client services provided.					
3. The CI discusses with the client the priorities for treatment /service plans and reviews these with the supervisor.					
4. The CI uses the client's priorities to formulate goals for treatment/service plans.					

IV. CASE CONCEPTUALIZATION SKILLS					
	0	1	2	3	N
5. The CI can articulate goals, short-term objectives, and interventions on a plan that will facilitate client progress in treatment/service plans.					
6. The CI demonstrates an understanding and competence in the use of the DSM-5 to create a diagnostic impression of the client(s).					

**Comments:**

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

**Comments:**

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

**Comments:**

VII. SUPERVISORY RELATIONSHIP					
	0	1	2	3	N
1. The CI participates actively in supervision sessions (e.g., contributes to supervision agenda, sends clips for review to supervisor, reads outside of supervision and prepares comments).					
2. The CI demonstrates professional behaviors in interactions with supervisor (e.g., appropriate tone and demeanor, treating others with dignity and respect).					
3. The CI is open during supervision to self-examination about how the client and session content affect the CI (countertransference, feelings).					
4. The CI is open to discussion of the development of the supervisor-supervisee relationship.					

5. The CI shows openness to supervisor's feedback and suggestions for client's sessions and documentation.					
6. The CI demonstrates follow-through on topics, interventions, or recommendations of supervisor in subsequent counseling sessions.					
7. The CI displays a developmentally appropriate balance between dependence and independence in relationship with supervisor.					
8. The CI can expose and express own weaknesses and share strengths accurately.					

**Comments:**

<b>VIII. ETHICAL DECISION-MAKING SKILLS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
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:**

<b>IX. MULTICULTURAL IDENTITIES (e.g., gender, race, ethnicity, age, disability, sexual orientation/affectional orientation, socioeconomic status)</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. The CI demonstrates awareness of client' cultural diversity and multicultural identities.					
2. The CI responds appropriately to clients' multicultural identities and explores their importance to the client and in shaping consumers' worldview.					
3. The CI demonstrates sensitivity to the impact of own cultural diversity in the counseling process.					
4. The CI demonstrates an appreciation for the value of cultural diversity in the overall counseling process.					

**Comments:**

<b>X. PROFESSIONAL DISPOSITIONS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
<b><i>Professional Responsibility</i></b>					
1. The CI conducts self in an ethical and professional manner to promote confidence in the counseling profession.					
2. The CI relates to peers, professors, and others in a manner consistent with program mission and standards.					
3. CI demonstrates a capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to those in supervisory or instructional positions.					
4. CI demonstrates the ability to engage in dialogue with others who have different perspectives in ways that show respect for the other persons and their points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.					
<b><i>Maturity and Attitude</i></b>					
5. The CI demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
6. The CI demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.					
7. The CI demonstrates a tolerance for ambiguity and can appropriately balance professional responsibilities with self-care practices.					
8. The CI maintains a positive attitude and flexible, solution- oriented stance in all educational and professional endeavors.					
<b><i>Integrity</i></b>					
9. The CI refrains from making statements that are false, misleading or deceptive.					
10. Respects the fundamental rights, dignity and worth of all people.					
11. Respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.					
12. Considers the impact of her/his actions on the wellbeing of others and the group (cohort, program, and agency) as a whole, such as avoiding improper and potentially harmful relationships.					
<b><i>Social and Self Awareness</i></b>					
13. Demonstrates awareness and knowledge of their intersecting identities (gender, race, disability, socio-economic class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling.					
14. Demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards and/or client care.					
15. The CI demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.					

<b>X. PROFESSIONAL DISPOSITIONS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
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:**

<b>XI. SPECIFIC TO REHABILITATION COUNSELING</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
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 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:**

<b>XI. SPECIFIC TO REHABILITATION COUNSELING</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>

<b>XII. SPECIFIC TO SCHOOL COUNSELING</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.					
2. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs					
3. Applies relevant research findings to inform the practice of school counseling.					
4. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.					
5. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).					
6. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.					
7. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.					
8. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.					
9. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.					
10. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.					
11. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.					
12. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.					

**Comments:**

**Primary Strengths:**

**Primary Areas for Improvement:**



## APPENDIX H: Sample Syllabus



### **PRACTICUM I IN COUNSELING**

*Department of Counseling and Human Development*

*The George Washington University*

**CNSL 6269**

**Fall 2020**

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

*Associate Professor*

**Phone: (804)794-6667(office)**

**Email: [rfro@gwu.edu](mailto:rfro@gwu.edu)**

**Office Hours by Appointment**

#### **COURSE INFORMATION**

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

Location: Online via Zoom

Credits: 3 credit hours

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

#### **COURSE DESCRIPTION**

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

#### **METHODS OF INSTRUCTION**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Lectures          | <input checked="" type="checkbox"/> Recommended/Supplemental Readings |
| <input checked="" type="checkbox"/> Required Readings | <input checked="" type="checkbox"/> Class and Small Group Discussions |

☒ Student Presentations

☒ Video/media

☒ Out of class activity

☒ Other: Role-plays, experiential activities

### **COURSE OBJECTIVES**

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

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

### **2016 CACREP STANDARDS**

<b>Practicum</b>	<b>CACREP Standard</b>	<b>Curriculum/Evaluation Outcomes</b>
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c.	CARES Notes
professional counseling credentialing, including certification, licensure, and	2.F.1.g.	CARES Notes

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

strategies for facilitating client skill development for career, educational, and life-work planning and management	2.F.4.h.	Supervisor Evaluation
methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i.	Supervisor Evaluation
ethical and culturally relevant strategies for addressing career development	2.F.4.j.	Supervisor Evaluation
theories and models of counseling	2.F.5.a.	Transcription
theories, models, and strategies for understanding and practicing consultation	2.F.5.c.	Transcription
ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Supervisor Evaluation
counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	CARES Notes, In-class participation
essential interviewing, counseling, and case conceptualization skills	2.F.5.g.	Transcription
developmentally relevant counseling treatment or intervention plans	2.F.5.h.	Supervisor Evaluation
development of measurable outcomes for clients	2.F.5.i.	Supervisor Evaluation
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j.	Supervisor Evaluation
strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k.	Supervisor Evaluation
suicide prevention models and strategies	2.F.5.l.	Supervisor Evaluation
theoretical foundations of group counseling and group work	2.F.6.a.	Transcription
dynamics associated with group process and development	2.F.6.b.	Supervisor Evaluation
ethical and culturally relevant strategies for designing and facilitating groups	2.F.6.g.	Supervisor Evaluation

methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b.	Supervisor Evaluation
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c.	Supervisor Evaluation
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d.	Supervisor Evaluation
use of assessments relevant to academic/educational, career, personal, and social development	2.F.7.i.	Supervisor Evaluation
use of environmental assessments and systematic behavioral observations	2.F.7.j.	Supervisor Evaluation
use of symptom checklists, and personality and psychological testing	2.F.7.k.	Supervisor Evaluation
use of assessment results to diagnose developmental, behavioral, and mental disorders	2.F.7.l.	Supervisor Evaluation
ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7.m.	Supervisor Evaluation
identification of evidence-based counseling practices	2.F.8.b.	Transcription, Supervisor Evaluation
cultural factors relevant to clinical mental health counseling	5.C.2.j	Supervisor Evaluation
etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	5.C.2.b	Supervisor Evaluation
diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	5.C.2.d	Supervisor Evaluation
cultural factors relevant to clinical mental health counseling	5.C.2.j	Supervisor Evaluation

### **Academic Preparation for Learning**

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

### **Independent (out-of-class) learning expectations:**

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

### **REQUIRED TEXTS**

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

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

Additional readings as assigned.

### **COURSE POLICIES**

#### **Attendance**

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

#### **Taskstream**

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

### **UNIVERSITY POLICIES**

#### **Religious Holiday Policy**

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

- that students notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- that faculty continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

- that faculty who intend to observe a religious holiday arrange at the beginning of the semester to re-schedule missed classes or to make other provisions for their course-related activities.
- that, prior to each semester, the administration circulates to faculty a schedule of religious holidays most frequently observed by GW students.
- that student members of other religious groups are also entitled to the same courtesies and accommodations.
- that the administration conveys this policy to students by including it in the Schedule of Classes and other places deemed appropriate.

### **Students with Disabilities Policy**

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

### **GW Academic Integrity Code**

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

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

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

### **Safety and Security**

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

### **Sexual and Gender-Based Harassment and Interpersonal Violence Policy**

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

### **PROFESSIONAL PRACTICE POLICIES**

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

### **A NOTE ABOUT SUPERVISION**

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

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

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

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

### **THE ROLE OF THE SUPERVISOR**

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

- a. monitoring client welfare;
- b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;



- c. monitoring clinical performance and professional development of supervisees; and
- d. evaluation and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes (Standard 2,00)

**KEY ASSIGNMENTS (submitted to Taskstream at end of semester)**

**KPI: Counselor Competencies Scale-Revised (Lambie, Mullen, Swank, & Blount, 2015)**

**CARES Notes**

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

**Transcript**

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

**Case Presentation**

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

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

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

## **ADDITIONAL EXPECTATIONS**

1. **Progress Notes:** Client progress notes and files must be always up to date in accordance with ACA ethical and record keeping guidelines as well as those outlined in the practicum manual. Notes are to be submitted in Titanium weekly for signing by the supervisor. Additionally, part of the training experience is receiving constructive feedback, both about your clinical skills and your case notes. You will *likely* receive feedback on your case notes that will require some revising. This is normal and to be expected.
2. **Outreach:** Secondary to COVID 19 related conditions, the final decision relative to parameters for Outreach will be made in late October, 2020. More detail will be available at that time.
3. **File Audit:** The last class will be spent auditing the files of each client on every student's caseload. File audits will check that every session, including intake and termination, have complete documentation, including all necessary signatures. Additionally, call logs and fee records will be checked for completeness and accuracy. All file deficiencies noted in the audit are to be corrected within 72 hours.
4. **Attendance:** Students are expected to approach the practicum at the Community Counseling Services Center in a professional manner. The practice of counseling carries with it the burden of responsibility for client welfare. Thus, students should cancel client appointments only in extreme situations (e.g., illness). You are expected to attend EVERY class, be on time.
5. **Evaluation:** At mid-semester and end of the semester, doctoral supervisors will complete an evaluation of the CI's activities. This evaluation form will be sent to the supervisor through Time2Track two times per semester and is used by the practicum instructor in the calculation of students' final course grade.

## **GRADES**

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

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

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

- Inappropriate imposition of personal values and/or consistent skill deficiencies that are unresponsive to supervisory feedback and compromise clinical work

**Points:**

**CARES Notes** 45 (up to 3 points for every note, 14 in total and 3 for all complete and on time)

**Case Presentation** 25

**Transcript** 15

**Participation** 15

Grade	Percent	Grade	Percent	Grade	Percent
A	94-100	B+	87-89.9	C+	77-79.9
A-	90-93.9	B	84-86.9	C	74-76.9
		B-	80-83.9	C-	70-73.9

**Course Schedule**

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

Date	CACREP Standards	Topics	Readings	Supplemental Readings	Assignments Due
9/1	CACREP standard: 2.F.1.m	Professional backgrounds and hopes for Practicum  Intro/Review Syllabus/Brief Assignments Overview  CARES Notes Concept and How To  Proof of Liability Insurance  CCSC Contract  Assign Case Presentation Dates	Relevant CCSC Forms/Procedures/Documents	Syllabus  Best Practices in Clinical Supervision: Evolution of a Counseling Specialty, The Clinical Supervisor, 33:1, 26-44, DOI:  10.1080/07325223.2014.905225	CARES Notes Topic: Openness to Supervision
9/8	CACREP standards: 2.F.1.c, 2.F.1.g	Check-ins/  Case Presentation Overview  The Interpersonal Process	Teyber Chapter 1	Updated weekly in class	CARES Notes Topic: Licensure/Certification/Professional Associations/Public Policy Effects

		Counseling Professional Issues			
9/15	CACREP standards: 2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.3.g	Transcription Overview  Establishing a Working Alliance  Power, Privilege and Difference	Teyber Chapter 2	Updated weekly in class	CARES Notes Topic: Power, Privilege, and Difference and how those topics shape your cultural attitudes and beliefs
9/22	CACREP standard: 2.F.1.i	Ethics/Beginning and Advanced Considerations	CRCC Code/ACA Code of Ethics/AMCD Multicultural and Social Justice Counseling Competencies	Updated weekly in class	CARES Notes Topic: Describe the role of ethics and legal considerations in counseling and how they have developed historically
9/29	CACREP standards: 2.F.3.i, 2.F.4.j, 2.F.5.j, 2.F.5.d, 2.F.6.g	Honoring the Client's Resistance  Ethically and Culturally Relevant Strategies	Teyber Chapter 3	Updated weekly in class	Case Presentation #1 _____  CARES Notes Topic: Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan
10/6	CACREP standards: 2.F.2.d  2.F.2.e, 2.F.2.g, 2.F.5.f	Social Location		Updated weekly in class	CI Complete Self Evaluation and Evaluation of Supervisors  CARES Notes Topic: Social Location
10/13	CACREP standard: 2.F.2.d, 2.F.2.f, 2.F.2.e, 2.F.2.g, 2.F.3.g, 2.F.4.b	Internal Focus for Change  Your experience and thoughts and how they impact counseling	Teyber Chapter 4	Updated weekly in class	Case Presentation #2 _____  CARES Notes Topic: Explore how personal experiences, thoughts, and feelings impact counseling with clients
10/20	CACREP standard: 2.F.1.i	Helping Clients with Their Feelings  Ethical Decision Making Models	Teyber Chapter 5	Updated weekly in class	Transcript Due  CARES Notes Topic: Adopt and demonstrate an ethical decision-making model
10/27	CACREP standards: 2.F.2.b, 2.F.3.a, 2.F.4.a  2.F.5.a, 2.F.5.c, 2.F.5.g,	Familial and Developmental Factors  Counseling Theories	Teyber Chapter 6	Updated weekly in class	Case Presentation 3  Mid-Term Hours Summary  CARES Notes Topic: Counseling Theories

	2.F.6.a, 2.F.8.b				
11/3	CACREP standards: 2.F.4.b, 2.F.4.j, 2.F.5.j, 2.F.5.i, 2.F.5.h, 2.F.5.i, 2.F.8.b	<b>Treatment Planning</b>	Jongsma - Introduction	Updated weekly in class	Case Presentation 4  CARES Notes Topic: Counseling theory and techniques within treatment, intervention, or prevention plans
11/10	CACREP standards: 2.F.4.b, 2.F.4.h, 2.F.5.j, 2.F.5.h, 2.F.5.i, 2.F.7.m, 2.F.8.b	<b>Treatment Plans, theory, and best practices</b>	Jongsma Appendices A and B	Updated weekly in class	Case Presentation 5  CARES Notes Topic: Describe and evaluate treatment plans and interventions grounded in theory and best practices
11/17	CACREP standards: 2.F.4.c, 2.F.4.i, 2.F.7.j, 2.F.7.b, 2.F.7.c, 2.F.7.d, 2.F.7.i, 2.F.7.k, 2.F.7.l	<b>Diagnostic/Risk Assessments and Evidence Based Practice</b>		Updated weekly in class	Case Presentation 6  CARES Notes Topic: Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice.
11/24	CACREP standards: 2.F.5.k, 2.F.5.j, 2.F.6.b	<b>CCSC Applied to Accreditation and Your Career Path</b>		Updated weekly in class	Case Presentation 7  CARES Notes Topic: Demonstrate the ability to facilitate and manage the counseling process with individuals, groups, and families through indirect and direct services.
12/1				Updated weekly in class	Case Presentation 8  Final Hours Log  Final CARES Notes Reflection

## Appendix A

### SUGGESTED RESOURCES

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

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

	counselor development	counselor development	in counselor development	counselor development
Multicultural Competence				
<p>Criteria 4</p> <p>Describe the effect of power, privilege, and difference and how these shape their own cultural attitudes, and beliefs.</p> <p>As evidenced by: Case presentation score &gt;80%</p> <p>CACREP standards: 2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.3.g</p>	<p>Student demonstrates strong and consistent ability to be reflective and explore influences on their counselor attitudes and beliefs and the role they plays in their work with client(s). Well-written; in APA format.</p>	<p>Student demonstrates consistent ability to be reflective and explore influences on their counselor attitudes and beliefs and the role they plays in their work with client(s). Well-written; in APA format.</p>	<p>Student inconsistently demonstrates the ability to be reflective of the influences on their counselor attitudes and beliefs and struggles to recognize their impact on their work with clients.</p>	<p>Student is unable, prompted or not, to explore influences on their counselor attitudes and belief, verbally or in writing.</p>
<p>Criteria 5</p> <p>Demonstrate ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.</p> <p>As evidenced by: Internship site supervisor evaluation: Section X. Professional Dispositions- Social and Self Awareness</p> <p>CACREP standard: 2.F.2.d, 2.F.2.f, 2.F.2.e, 2.F.2.g, 2.F.3.g, 2.F.4.b</p>	<p>Ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>	<p>Ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>	<p>Ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>	<p>Limited ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>
Theory to Practice				
<p>Criteria 6</p> <p>Explain the essential concepts of the major theoretical schools in counseling and apply specific techniques associated with each of those approaches.</p> <p>As evidenced by: Transcription score of &gt;80%</p> <p>CACREP standards: 2.F.2.b, 2.F.3.a, 2.F.4.a, 2.F.5.a, 2.F.5.c, 2.F.5.g, 2.F.6.a, 2.F.8.b</p>	<p>Student can clearly identify and articulate theoretically driven interventions, their rationale for use, and accurately evaluate the intervention effectiveness in the therapeutic relationship.</p>	<p>Student can identify interventions used and provide rationale for use, though may inconsistently connects them to theory. Students evaluation of effectiveness is generally accurate.</p>	<p>Student inconsistently identifies interventions used or demonstrates confusion about what constitutes an intervention; rationale for use is not consistent or not clinically appropriate, inconsistently connected them to theory. Students evaluation of effectiveness is</p>	<p>Student is unable to identify interventions used and provide rationale for use, though may inconsistently connect them to theory. Students evaluation of effectiveness is generally accurate.</p>



			generally accurate.	
<p>Criteria 7</p> <p>Evaluate the use of counseling theory and techniques within treatment, intervention, or prevention plans.</p> <p>As evidenced by CCSC Supervisor evaluation Section V. Theory and Intervention Skills section</p> <p>CACREP standards: 2.F.4.b, 2.F.4.j, 2.F.5.j, 2.F.5.l, 2.F.5.h, 2.F.5.i, 2.F.8.b</p>	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	1 of 4 component items rated as Expected Level (EL) or Slightly Above EL
Ethical Practice				
<p>Criteria 8</p> <p>Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan in any counseling modality.</p> <p>As evidenced by CCSC Supervisor evaluation Section VIII. Ethical Decision Making Skills section</p> <p>CACREP standards: 2.F.3.i, 2.F.4.j, 2.F.5.j, 2.F.5.d, 2.F.6.g</p>	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	1 of 4 component items rated as Expected Level (EL) or Slightly Above EL
<p>Criteria 9</p> <p>Adopt and demonstrate an ethical decision-making model for use in the various</p>	Student demonstrates advanced ethical decision making processes, appropriate attention to	Student demonstrates ethical decision making processes expected at this stage of training, appropriate	Students' ethical decision making process is emerging and/or slightly underdeveloped; student does not	Student demonstrates inappropriate ethical decision making processes and/or ethical behavior. Student

counseling roles and responsibilities. As evidenced by: Ethics sections of CARES notes CACREP standard: None	potential ethical concerns, and awareness of own limitations navigating such situations.	attention to potential ethical concerns, and awareness of own limitations navigating such situations.	engage in unethical behavior but struggles to identify potential ethical concerns. Awareness of own limitations is inconsistent.	lacks awareness of limitations navigating such situations.
Criteria 10  Describe the role of ethics and legal considerations in counseling and related professions that have developed historically.  As evidenced by: Student reflective journal/CARES notes CACREP standard: 2.F.1.i	Strong and consistent ability to present reflective and critical application of ethics and legal considerations in counseling, diagnosis and treatment.	Consistently able to present reflective and critical application of ethics and legal considerations in counseling, diagnosis and treatment.	Limited ability to present reflective and critical application of ethics and legal considerations in counseling, diagnosis and treatment.	Demonstrate limited or inappropriate ethical behavior with clients or the counseling process; reflecting poor understanding of and/or adherence to professional ethics.
Clinical Skill				
Criteria 11  Describe and evaluate treatment plans and interventions grounded in theory and best practices for clients using various modalities.  As evidenced by: CCSC site supervisor evaluation: Section IV. Case Conceptualization Skills CACREP standards: 2.F.4.b, 2.F.4.h, 2.F.5.j, 2.F.5.h, 2.F.5.i, 2.F.7.m, 2.F.8.b	6 of 6 component items rated as Adequate or More than Adequate	4 of 6 component items rated as Adequate or More than Adequate	3 of 6 component items rated as Adequate or More than Adequate	1 of 6 component items rated as Adequate or More than Adequate

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

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