



DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

COUNSELING CLINICAL TRAINING HANDBOOK

for

CNSL 6269 Practicum in Counseling

CNSL 6271 Advanced Clinical Skills

CNSL 6185 Internship in Counseling

CNSL 6186 Advanced Internship in Counseling

CNSL 8256 Doctoral Practicum in Counseling

CNSL 8257 Doctoral Internship in Teaching

CNSL 8259/60 Doctoral Internship in Supervision

CNSL 8961 Doctoral Internship in Research

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Introduction

The Clinical Training Handbook serves as a comprehensive resource for all individuals involved in the clinical training experiences within the graduate counseling programs in the Department of Counseling and Human Development (CHD) at The George Washington University (GW) in Washington, DC. This handbook is intended to clarify policies, procedures, requirements, and expectations of the clinical training experiences in CHD to ensure that students, instructors, and supervisors have a shared understanding of their respective roles and responsibilities in upholding and meeting departmental and professional standards. Through this guidance, we strive to create a supportive and enriching environment where students can grow and develop their counseling, teaching, supervision, and research skills effectively.

Department Overview

The Department of Counseling and Human Development (CHD) is proud to have our programs (School Counseling, Clinical Mental Health Counseling, and Rehabilitation Counseling) accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

Mission

The GW Counseling Programs are committed to preparing knowledgeable and ethical practitioners, researchers, scholars, and leaders in the profession. Our programs emphasize working with diverse populations and developing strategies to promote the social, emotional, psychological, and physical health of individuals, families, communities, and organizations, build student's capacity to conduct research, provide clinical supervision, and teach at the graduate level. We contribute to human development, adjustment, and change by encouraging our diverse faculty and student body to engage in reflective practice, critical inquiry, civic engagement, and responsible social action.

CHD Statement on Antiracism and Anti-Oppression

Being anti-racist involves the internal, interpersonal, institutional, and structural commitment to confront and eliminate racism that exists in ideals and policies. In critical reflection of our individual and collective responsibilities to dismantle white supremacy and advance anti-oppressive andragogy, the CHD department is committed to anti-racist practices that:

1. Address racism and discrimination directly through explicit discussion and action.
2. Increase awareness of prejudice and confront its effects through the discussion of past and present racism, stereotyping and discrimination in society.
3. Disrupt and dismantle the systems and structures that codify institutional racism and oppression within the department, the university, and the counseling profession.
4. Disrupt and dismantle racial power inequities within the department, the university, and the counseling profession.
5. Deeply challenge and hold all members of the CHD community accountable to advance their own anti-racism praxis; and
6. Ensure the content and delivery of the curricula reflects this focus.

Community Counseling Services Centers

The Department of Counseling and Human Development maintains two training clinics, the Community Counseling Services Centers (CCSC) in Foggy Bottom and Alexandria, VA. The CCSCs serve as a resource to the greater Washington, D.C. metropolitan area by providing affordable counseling and referral services, clinical screenings, and outreach programming. Committed to antiracist and anti-oppressive praxis, the CCSC empowers clients through community outreach and client advocacy while providing opportunities for master's and doctoral

level counseling students to implement and develop expertise in counseling under the close supervision of faculty and clinical supervisors.

The CCSC- Alexandria provides in-person and teletherapy (Virginia residents only) counseling Monday through Saturday. The CCSC-Foggy Bottom provides in-person and teletherapy (DC residents only) counseling services Monday through Thursday.

The CCSCs are the clinical adjunct to classroom teaching in the Department of Counseling and Human Development; a necessary component in the professional preparation of counselors enrolled in programs at the Foggy Bottom and Alexandria campuses. The purpose of the supervised counseling experience in the CCSC is to provide intensive clinical training under direct faculty supervision through review of the live and recorded sessions. Counselor Interns (CIs) develop their clinical skills and professional identity using video recording of individual, couples, and family counseling sessions with clients; and, for the doctoral supervisors, reviewing recorded supervision sessions with master's counseling interns.

The objectives of the CCSC are:

- 1.To provide opportunities for students to demonstrate counseling skills under the close supervision of faculty and CCSC staff and with peer support in practicum and/or internship training.
- 2.To provide opportunities for faculty to observe and monitor progress of counselors in training, facilitate mechanisms for evaluation and feedback of clinical skill development, and substantiate proficiency of students' basic counseling and supervision skills.
- 3.To provide the community with high quality, affordable counseling services.

Exxat

The Department of Counseling and Human Development has adopted student management platform Exxat to support our ongoing student and program evaluation processes across training programs. Student engagement with the Exxat platform may include submission and evaluation of course assignments (known as 'Key Performance Indicators' [KPIs], hours tracking and approval in clinical training experiences, and summative evaluation of clinical skills. For all clinical experiences, students are required to represent their accrued hours and submit them for supervisor approval, complete all related self and supervisor evaluations, and where appropriate, comply with requests to support KPI assessment in Exxat accurately and ethically. Documentation outside of the system will subsequently not be accepted or approved.

Instructions for accessing Exxat can be found in Appendix A.

Adherence to Ethical Codes

All counseling students are expected to adhere the [American Counseling Association's Code of Ethics](#). Additionally, rehabilitation counseling students and faculty adhere the [Code of Professional Ethics for Certified Rehabilitation Counselors](#), and school counseling students and faculty adhere to the [American School Counselor Association \(ASCA\) Ethical Standards for School Counselors](#).

Professional Liability Insurance

All students must document an active, individual professional counseling liability insurance policy (minimum coverage: \$1 million per occurrence, \$3 million aggregate) for the duration of their practicum and internship experiences. Generally, professional liability insurance is valid for 1-year from date of issue and will need to be

renewed. Students cannot perform any clinical work until a copy of the professional liability insurance has been uploaded in Exxat and approved by program faculty.

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 or a reputable organization of their choosing. Procedures for applying for liability insurance are available on association websites. This information is provided for guidance purposes only. CHD does not recommend or endorse any organization for professional liability insurance.

2016 CACREP Professional Practice Standards

Requirements for practicum and internship 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

Master's (Section 3)

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

Doctoral (Section 6C)

1. Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.

2. During the doctoral student's practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.
3. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.
4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty: student ratio.
5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty: student ratio.
6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

Internship

Master's (Section 3)

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- K. Internship students complete at least 240 clock hours of direct service.
- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- M. Internship students participate in an average of 16 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Doctoral (Section 6C)

7. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.
8. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.
9. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.

Preparing for Practicum

The following guidelines apply to all CHD counseling master's students planning to enroll in practicum.

The first and most important step in your 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 [CHD Student Handbook](#).

Prerequisites

To ensure adequate understand of development, counseling, and related processes, several courses are to be completed prior to beginning 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.

All Master's Students

- 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
- HDEV 6108 Lifespan Human Development
- CNSL 6268 Foundations of Clinical Mental Health Counseling OR CNSL 6376 Foundations of Rehabilitation Counseling OR CNSL 6466 Foundations of School Counseling K-12

Clinical Mental Health and Rehabilitation Counseling (on campus) *

- CNSL 6173 Diagnosis and Treatment Planning
- CNSL 6174 Trauma and Crisis Intervention
- CNSL 6157 Individual Assessment

*In addition to the courses identified above

Counselor Education and Supervision

- (1) a master's degree in counseling from a CACREP accredited programs, or (2) satisfactory completion of leveling coursework.

Practicum Readiness Portfolio (master's students only)

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 should meet with their faculty advisor to receive guidance and discuss the content of their Practicum Readiness Portfolio. The core elements of the portfolio requirement are described below. All elements of the portfolio must be fully completed and uploaded to Exxat by the deadline in the semester prior to the student's first practicum.

Portfolio Due Dates

Students should consult the [CHD Important Dates](#) page for respective due dates based on program and practicum start date.

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

Practicum Readiness Portfolio Requirements for All Practicum Students

- **Current resume or vita.**
- **Statement of Professional Goals.** Write a 500-word statement that outlines your professional goals at this time in your training. What do you hope to be doing professionally when you complete your degree? What populations and presenting concerns do you wish to serve? What practice setting(s) do you anticipate or desire to work in?
- **Documentation of Personal Counseling.** Document at least ten (10) sessions of personal counseling (individual, couple, family, or group *not* medication checks) with a licensed or license-eligible mental

health professional (e.g., professional counselor, clinical social worker, marriage & family therapist, psychologist). Documentation does not require you to reveal any information regarding the content of counseling, but it does require both you and your mental health provider to sign a statement indicating that you completed at least ten sessions of personal counseling. **All 10 sessions should be completed by the portfolio due dates.** 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. See template in Appendix B.

Portfolio Review and Approval

Once you have completed all Practicum Readiness Portfolio requirements, your advisor will need to review and approve your portfolio and attest to your preparedness to begin the practicum using the Practicum Readiness Form. **The Practicum Readiness Form is due to the Director of Clinical Training prior to the semester of enrollment in CNSL 6269. See [CHD Important Dates Calendar](#) for due date.** This form is completed in Exxat. Printed/email copies will not be accepted. You can find a copy of this form in Appendix C. FOR REVIEW PURPOSES ONLY.

Practicum

Practicum

The practicum program serves as the initial counseling experience for George Washington University (GWU) counseling graduate students in their respective training programs. The practicum experience is a distinctly defined, supervised clinical experience in which students hone basic counseling skills and integrate professional knowledge. This experience provides an opportunity for students to apply their didactic learning to practice via counseling with diverse clients and 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, clinical documentation, and reporting. Students gain heightened awareness of professional resources, including technological resources and community referral agencies. Practicum serves as a catalyst for the personal and professional growth needed for entry into both their internship and the counseling profession.

The Practicum is a 100-clock hour experience, with no less than 40 clock hours of direct service with actual clients, to facilitate development of counseling skills. Note that accrual of required hours *does not* guarantee successful completion of practicum.

Successful completion of practicum (course grade of B- or better) is required prior to the beginning of any internship training component (see CACREP Glossary) and for remaining in CHD counseling training program. Failure to successfully complete practicum will result in dismissal from the program.

Clinical Mental Health Counseling and Rehabilitation Counseling (on-campus)

Students in Clinical Mental Health Counseling and Rehabilitation Counseling (on campus) programs complete a one semester practicum (CNSL 6269 Practicum in Counseling), followed by one semester of advanced clinical training (CNSL 6271 Advanced Clinical Skills) in the Community Counseling Services Center (CCSC)- Foggy Bottom.

School Counseling

Students in the School Counseling complete their practicum at an approved school in the District of Columbia, Maryland, or Virginia as identified by the GW GSEHD Division of Clinical Experiences and Licensure. Students should enroll in CNSL 6269 Practicum in Counseling.

Rehabilitation Counseling (Online)

Students in the Rehabilitation Counseling (online) program complete their practicum at a practicum site approved by their program director and with whom an active MOU [partnership] agreement exists. Students should enroll in CNSL 6269 Practicum in Counseling.

Counselor Education and Supervision

Doctoral students in the Counselor Education & Supervision program complete a two-semester counseling practicum in the CCSC-Foggy Bottom in the first two semesters of the first year of the doctoral program (fall and spring). Students should enroll in CNSL 8256 Doctoral Practicum in Counseling (repeatable for a total of 6 credits).

Practicum Scheduling

1. CCSC- Foggy Bottom practicum sections are scheduled in predetermined eight to nine-hour time blocks. On campus students are required to accommodate the practicum schedule each week.
2. CIs attend group supervision (class), individual/triadic supervision, and provide therapy to up to five (5) clients in their assigned block. Tasks such as completing documentation, writing case conceptualizations,

treatment planning, watching client sessions, preparing for supervision, and other client-related work cannot be completed solely during the day a CI is at the CCSC. CIs should plan to complete this work at other times.

3. School counseling practicum occurs in schools after students are placed by the Division of Clinical Experiences and Licensure. In addition to completing hours in schools, students participate in group supervision for this experience held in AGECE one night per week.
4. The on-line rehabilitation counseling program practicum times will vary by course instructor.

Orientation

Clinical Mental Health, Rehabilitation (on-campus), and Doctoral Counseling Practicum Orientation at the CCSC-Foggy Bottom 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.

- *Summer start (May)* practicum orientation takes place the first two days of the summer semester.
- *Fall start (August)* practicum orientation takes place the first two days of the fall semester.
- Students are notified about practicum orientation through the department listserv. All new students are added to the appropriate listserv using their GWU issued email address. If you feel you are not receiving department emails via the listserv, please contact Thelma Myers, Executive Assistant (thelmy@gwu.edu; 202-994-8648).

School Counseling Practicum Orientation

School Counseling students attend an in-class orientation prior to site placement. School counseling students also 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 week 7 of the semester.

Rehabilitation Counseling (online) Practicum Orientation

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

HIPAA Training

Prior to seeing your first client during practicum, you will be required to complete the GWU online Health Insurance Portability and Accountability Act (HIPAA) information training. The HIPAA training will load on your Blackboard page shortly after the semester begins and after the course instructor has given permission for you to access course documents. HIPAA training **MUST** be completed prior to beginning any clinical work during practicum.

Clock 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.”

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

Direct Service activities include:

- Intake session(s)
- Individual, couple, and family sessions (1:1 or co-therapy)

- Group facilitation of therapy
- career counseling
- Guidance programming
- Assessment administration not occurring during client sessions and assessment feedback session with client

Indirect Service activities 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.
- Practicum/Internship class attendance
- Client Advocacy
- Reviewing video recordings of client sessions
- Role Plays
- Mentorship
- Professional Development and training/workshop/conference attendance
- Documentation:
- Assessment Scoring
- Related readings: readings associated with preparing to serve your clients.

Students completing practicum in the CCSC-Foggy Bottom are expected to carry a caseload of **up to five clients**. Students completing practicum off campus will be subject to the clinical caseload expectations of their respective placements. Students who do not complete the required hours for counseling activity will receive a grade of *In Progress* (IPG) until this requirement is met and they demonstrate development of foundational counseling skills.

Supervision of Practicum

Counseling can be an immensely personal and emotional experience for both the client and counselor. During practicum, students should expect to be challenged personally and professionally throughout the practicum experience and will need to engage in ongoing 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.

To that end, 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.

1. Practicum students have weekly supervision with their supervisor, 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 member, *or* (3) site supervisor with a minimum of a master's degree in a counseling-related field with certification or independent licensure and two (2) years supervisory experience in support of their emerging counseling skills in alignment with the training standards outlined by CACREP.
2. During CNSL 6269 Practicum, CNSL 6271 Advanced Clinical Skills, and CNSL 8256 Doctoral Practicum in Counseling, CIs participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the academic term provided by a CHD faculty member. During group supervision, students are expected to discuss assigned readings, clinical and training needs and issues, client concerns, therapeutic direction and progress, and other clinical concerns where appropriate. Group supervision of practicum students does not exceed a 1:12 faculty-to-student ratio.
3. Supervision of practicum students may include program-appropriate audio/video recordings and/or live consultation of students' interactions with clients.

Student Expectations

- Conduct oneself in accordance with program and department expectations and professional dispositions consistent with the behaviors of an emerging professional as outlined by the professional disposition assessment (master's students) (Appendix D) or the Professional Disposition Competences Assessment-Revised (PDCA-R; Appendix E) (doctoral students).
- Attend and actively engage in individual/triadic supervision weekly, for the duration of practicum.
- Attend and actively engage group supervision through practicum course instruction weekly the duration of practicum.
- Review video recordings and other documentation of therapy sessions.
- Prepare for supervision by gathering materials, reflecting on strengths and issues, critiquing one's counseling skills, and 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 and faculty instructor with respect.

Supervisor Expectations

- 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 CI.
- Communicate with their practicum student's faculty instructor whenever necessary.
- Review the CI's documentation for accuracy and completeness.
- Ensure case files adhere to ethical standards and clinic policy for clinical documentation.
- Evaluate the CI at mid-semester and end of semester.
- Be accessible, courteous, communicative, and respectful to their CI(s).

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 CCSC

Policy & Procedure 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 services rendered at the CCSC-Foggy Bottom and Alexandria Graduate Educational Center, Titanium is the electronic health record (EHR) used for clinical record keeping and documentation. 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 for review and approval. Care must be taken to guard the confidentiality of the electronic health record.

Part of the training experience is receiving feedback on clinical documentation. Supervisors should identify areas where students excel and may ask that students add an addendum to improve the accuracy or completeness of notes and other treatment documents.

Recording Counseling Sessions

All counseling interns (CIs) in the CCSC record ALL counseling sessions regardless of location.

- Teletherapy and tele-supervision sessions are recorded using Zoom. These sessions should then be uploaded to the corresponding secure GW Box folder.
- All in-person counseling sessions at the CCSC (regardless of location) are recorded using the Video Audio Learning Tool (VALT) system that uses cameras installed in the counseling offices.
- During orientation, CCSC practicum students will be trained in how to record, store, and review video recording in a manner that meets HIPAA and University standards for managing sensitive client information.
- Video recordings will be stored in a secure GW Box folder and can be 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 issued computer.

Counseling interns, supervisors, course 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 supervisors to prepare for supervision; by faculty instructors in preparation for group 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 and student's academic record protections under FERPA. Consequences may include failing practicum or dismissal from the program as it is considered an alleged violation of the ethical standards.

Protecting Confidential Information

By enrolling in CNSL 6269 and/or CNSL 8256, counseling students agree to protect the confidentiality of clients of the Community Counseling Services Center and/or their practicum site. This includes but is not limited to the adherence of all relevant and applicable Codes of Ethics, and state and federal laws. Where applicable, students are expected to use technology in a manner that safeguards confidential information.

Use of a non-University Managed computer for clinical courses

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. As such, students agree to:

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

Handling of the Electronic Health Record and video recordings of counseling or supervision session
Students are expected to:

- Safeguard access to Titanium, ensuring that no one has access to either student's username or password to access the electronic health record or GW Box Files containing counseling or supervision sessions.
- 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.
- Close the Electronic Health Record or video player before stepping away from the computer.
- Refrain from storing, printing, or transmitting in any way (e.g., fax, email, text messaging) any client information from the Electronic Health Record or any portion of a video recording.

Failure to adhere to all applicable ethical standards, state and federal laws, and CHD policies regarding the protections of confidential information is grounds for immediate dismissal from the training program.

Evaluation

Formative and summative evaluations of the CI's counseling skill 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, at the midpoint and end of the semester. 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, except where they negatively impact the client or are a threat to themselves, clients, or colleague's welfare. Students are expected to be willing and able 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 skills, knowledge, and attitudes. Students are encouraged to read the **Counseling Practicum Evaluation** to understand the skills, knowledge, and attitudes on which they will be evaluated, found in Appendix F of this handbook.

Student's professional disposition is evaluated as part of the student's practicum at mid-semester in CNSL 6269 Practicum in Counseling. Evaluation of students' professional disposition is not confidential. Students are encouraged to read the **Professional Disposition Evaluation** to understand the dispositional behaviors and attitudes on which they will be evaluated, found in Appendix D of this handbook.

Extending Practicum Due to Clinical Skill Issues

In some cases, a student may need to extend work beyond two semesters in practicum because the student's counseling skills do not meet the minimum requirements. Students needing to continue demonstrating mastery of

developmentally appropriate counseling skills may be placed on a professional development plan (see CHD Student Handbook for additional information) which will outline the areas for improvement and expected mastery, student and supervisor responsibilities, period of evaluation, and possible outcomes relative to the student's continuation in the training program. At minimum, students will be required to register for continuous enrollment, receive weekly supervision from their course instructor, and weekly supervision by their supervisor or CCSC staff member, where needed. Questions regarding hours and skills should be directed to the practicum instructor. In the event that a student is not demonstrating an acceptable level of counseling skills as evidenced by evaluation (i.e., mid-semester evaluation, end of semester evaluation, student assignments, student case presentations), the student will be notified by their practicum instructor or supervisor that their skills are not progressing such that advancement to CNSL 6271 or CNSL 6185 is not possible. Students who fail to successfully complete practicum (with a grade of B- or better and satisfactory clinical evaluations) will be terminated from the program and conferred an individualized master's degree which does not lead to licensure eligibility or practice as a professional counselor.

Concluding the Semester

Practicum students are evaluated by their supervisors and course instructors. Practicum evaluations are weighted and factored into final practicum course grades. Course grades are given by instructors. A grade will not be submitted by the faculty instructor until required assignments, evaluations, and hours approvals are submitted to Exxat and approved by the clinical supervisor.

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.

Practicum Site evaluation

Practicum site evaluation is a critical component of our training program. It serves to assess the suitability of clinical sites in providing trainees with diverse and enriching experiences that align with program's goals and objectives. Evaluation allows us to maintain high standards of quality, ensuring that trainees receive training in environments that promote their professional growth and development.

The Practicum Site Evaluation is due no later than the last day of classes of the semester of CNSL 6269/CNSL 8256. This form is completed by students in Exxat. Printed/email copies will not be accepted. You can find a copy of this evaluation in Appendix I. FOR REVIEW PURPOSES ONLY.

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.
2. Support to foster a learning environment. This includes time for appropriate supervision as outlined in the section on supervision.
3. Orientation to the site to ensure student understanding of site's policies and procedures including:
 - a. 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. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings)
6. Hardware and/or software needed to maintain all required documentation.

Roles and Responsibilities

GWU graduate students and supervisors provide mutual support and accountability through their unique relationships (outlined below). CHD faculty have established the following requirements in keeping with the 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Intern Responsibilities

The primary purpose of the practicum is for students to gain entry level 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 the counseling profession and their respective specialty; 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 jurisdiction 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 successful operation of the CCSC and/or training programs.
6. Following their sites' policies and procedures.
 - a. For on-campus students, CCSC policies can be found in the [CCSC Policy & Procedure Manual](#)
 - b. For the school and rehabilitation counseling programs, student expectations are provided in the syllabus. Additionally, students are expected to abide by the policies and procedures of the site in which they are placed.
7. Maintaining appropriate documentation (i.e., Titanium, Exxat) as outlined by the site and the department and university confidentiality guidelines.
8. Maintaining personal malpractice/liability insurance (minimum \$1 million per occurrence, \$3 million aggregate) for the duration of all clinical practica.
9. Completion of all documentation
10. Adherence to appropriate client termination or transfer procedures
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).

Supervisor Responsibilities

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

1. At least one (1) hour of individual or triadic supervision, or live supervision, provided weekly.
2. 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.
 - e. Assisting the student in applying basic counseling skills and developing new skills.
 - f. Supervision and training in ethics and law as issues arise with clients.
3. Primary responsibility for client care; and where appropriate, in consultation with the faculty instructor and/or clinic director for clients at risk of harm to self or others.
4. Regular review of work samples (e.g., live supervision, recorded sessions, progress notes, and treatment plans).
5. Assistance in developing ability to apply theory to practice including case conceptualization and treatment planning.
 - a. Ongoing evaluation and feedback to facilitate the student's professional growth, including mid-semester and final evaluation of student performance for purposes of meeting standards and requirements
6. Collaboration with the CHD faculty instructor and CHD Director of Clinical Training (DCT) in evaluation of student clinical skill and professional disposition, including formal written evaluation using GWU forms and competency guidelines at the midpoint and end of the semester.

Faculty Responsibilities

Faculty instructors will provide:

2. Regularly scheduled group supervision.
3. General supervision to students around issues of ethics, standards of care, student counselor growth and development, development of case conceptualization, treatment planning, development of theoretical orientation and relevant counseling topics. This will be achieved through:
 - a. Periodic review of student work samples including recorded sessions and written case summaries.
4. Assistance to the supervisor with monitoring student skills and clinical documentation through weekly block meetings with supervisors.
5. Coordination and facilitation of weekly block meeting pre- or post-practicum class.
6. Assistance to the supervisor in monitoring student progress and completion of the practicum requirements
7. Coordination with the clinic/agency director/supervisor as needed.
8. Final responsibility for awarding course credit and grade, in collaboration with the supervisor and the supervisor's written evaluations.

Supervisor Qualifications

CCSC Staff Supervisor

- A master's degree in counseling, social work, or a related field OR A doctoral degree (EdD or PhD) in Counseling, or Counseling Education and Supervision.
- 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, NBCC and/or ASCA

CCSC Doctoral Supervisor

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

Rehabilitation Counseling Supervisor

- A master's degree in rehabilitation counseling, counseling or a related field
- Certified Rehabilitation Counselor (CRC) credential
- 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 CRCC
- 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

Internship

Internship

All counseling students complete an internship as experience as a core component of their training program. These internships emphasize mastery through application of knowledge and skill gained in prerequisite coursework. Internships provide the opportunity for the integration of this knowledge and skill in supervised situations. The program requires completion of a 600-hour supervised internship in the student's designated program area. The intent of the internship is to provide the student with continued supervised training at a site outside the university environment that aligns with the students' counseling program area.

Master's Internship

Master's student's internship includes the following:

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

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

1. Explain and apply the role of the professional counselor as an advocate to the profession and to clients with barriers that impede access, equity and success. (2.F.1.e)
2. Explain the professional counseling credentialing process, including certification, licensure, accreditation practices and standards, professional organizations and membership, and lastly the effects of public policy on these issues. (2.F.1.f, 2.F.1.g)
3. Articulate the role of supervision in the profession and evaluate technology's impact on counseling. (2.F.1.m)
4. Demonstrate awareness of their social locations and impact on their life experiences. (2.F.2.g, 2.F.2.e, 2.F.5.f)
5. Demonstrate awareness of competence and limitations. (2.F.1.k)
6. Describe the effect of power, privilege, and difference and how these shape their own cultural attitudes, and beliefs. (2.F.2.d, 2.F.2.e, 2.F.2.g)
7. Demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. (2.F.2.c)
8. Implement and evaluate strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups. (2.F.2.a, 2.F.2.f, 2.F.2.h)
9. Demonstrate ability to explore how personal experiences, thoughts, and feelings impact counseling with clients. (2.F.5.f)
10. Explain the essential concepts of the major theoretical schools in counseling and apply specific techniques associated with each of those approaches (2.F.3.h, 2.F.4.a, 2.F.4.i)
11. Demonstrate ethical and multicultural concepts integrated into counseling approaches at individual, group or systemic levels (2.F.3.h, 2.F.4.g)

12. Evaluate the use of counseling theory and techniques within treatment, intervention, or prevention plans (2.F.3.g, 2.F.3.f, 2.F.4.i)
13. Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan in any counseling modality (2.F.3.i, 2.F.4.j, 2.F.6.g, 2.F.7.m, 2.F.8.j)
14. Demonstrate, apply, and evaluate a thorough diagnostic process if required for implementation of appropriate interventions (2.F.3.c, 2.F.3.e, 2.F.3.d)
15. Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice (2.F.7.f, 2.F.7.j, 2.F.7.e, 2.F.7.b, 2.F.7.i, 2.F.7.k, 2.F.7.l)
16. Demonstrate ability to facilitate and manage the counseling process with individuals, groups, and families through direct client services and indirect client services (2.F.3.c, 2.F.3.e, 2.F.3.d)
17. Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice. (2.F.7.f, 2.F.7.j, 2.F.7.e, 2.F.7.b, 2.F.7.i, 2.F.7.k, 2.F.7.l)

Internship course prerequisites

These courses are required to be completed prior to beginning CNSL 6185 Internship in Counseling. Because prerequisite courses are not offered every semester, it is important to meet with your faculty advisor during the first semester of your graduate program to discuss your program plan of study.

CNSL 6114	Introduction to Research and Evaluation in Counselor Education
CNSL 6151	Professional and Ethical Orientation to Counseling
CNSL 6153	Counseling Interview Skills
CNSL 6154	Theories and Techniques of Counseling
CNSL 6155	Career Counseling
CNSL 6157	Individual Assessment in Counseling
CNSL 6161	Group Counseling
CNSL 6163	Social and Cultural Dimensions of Counseling
CNSL 6169	Substance Abuse and Addictions Counseling
CNSL 6171	Family Counseling
CNSL 6173	Diagnosis and Treatment Planning
CNSL 6174	Trauma and Crisis Intervention
CNSL 6268	Foundations of Clinical Mental Health Counseling
or CNSL 6376	Foundations of Rehabilitation Counseling
or CNSL 6466	Foundations of School Counseling K-12
HDEV 6108	Life Span Human Development
HDEV 6109	Child Development
or HDEV 6110	Adolescent Development
or HDEV 8244	Adult and Aging Development
CNSL 6269	Practicum in Counseling
CNSL 6271	Advanced Clinical Skills*
CNSL 6378	Disability Management and Psychosocial Rehabilitation**

[CNSL 6380](#) Job Placement and Supported Employment**

[CNSL 6381](#) Medical and Psychosocial Aspects of Disabilities**

*on-campus programs only

**Rehabilitation counseling students only

Preparing and Applying for Counseling Internship

The following guidelines apply to all CHD students in the master's in clinical mental health, rehabilitation, and school counseling programs.

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

Internship Orientation

- **Clinical Mental Health Counseling and on-campus Rehabilitation Counseling:** Internship Orientation is held in November each year for students planning to begin internship the following May or August. Students should plan to attend the orientation that precedes the semester they intend to enroll in CNSL 6185.
- **School Counseling:** Students are required to attend a 1-day CCSC Alexandria orientation conducted by the director of the CCSC Alexandria. In addition to the 1-day orientation, students are required to review and understand the CCSC paperwork, review the policies and procedures, and review recordings of specific procedures and tasks pertinent to their engagement in the CCSC Alexandria.
- Orientation occurs at the end of the Spring semester while students are enrolled in CNSL 6269. Students begin their engagement in the CCSC during the Summer semester. The students are notified of orientation through an email from the director of the CCSC Alexandria.
- Students will obtain 100 hours of their 600-required hours in the CCSC. 40 hours direct client contact and 60 indirect hours across Fall and Spring semesters.
- Students are expected to:
 - attend CCSC orientation and complete all tasks in preparation for engagement in the CCSC
 - schedule clients, meet with clients, documentation, billing invoices, record counseling sessions
 - meet with supervisors in supervision each week, come prepared to supervision based on the expectations of each supervisor
 - consult (outside of supervision) when necessary
 - mid-term and final evaluation for the Fall and Spring semesters
 - audit files at the end of Fall semester and Spring semester
- Online Rehabilitation Counseling students attend an online internship orientation one semester prior to internship site placement.

Internship Application

The purpose of the internship application is twofold:

Ensure Student Alignment with Program Expectations:

The internship application is designed to assess whether students are on track to meet the program's expectations for readiness to begin their internship. This phase serves as a checkpoint to evaluate students' academic and clinical progress, ensuring they possess the necessary skills, knowledge, and readiness for the internship

experience. By evaluating students' academic progress, clinical competencies, and professional readiness, we aim to ensure that every student embarking on their internship experience is adequately prepared to maximize their learning experience and contribute effectively to their placement site.

Facilitate Meaningful Advisor-Student Engagement:

Additionally, the internship application process serves as an opportunity for students to engage in meaningful discussions with their advisors about their professional and clinical interests, as well as their preferences for prospective placement sites. Advisors play a crucial role in guiding students through this process, providing insights, feedback, and recommendations tailored to students' individual goals and aspirations. By facilitating open and collaborative dialogue between students and advisors, we aim to ensure that students have additional support in identifying placement sites that align with their interests, skills, and career objectives, thus maximizing the likelihood of a successful and meaningful internship experience.

The Internship Application is due to the Director of Clinical Training the last Friday of January prior to the semester of enrollment in CNSL 6185. This form is completed in Exxat. Printed/email copies will not be accepted. You can find a copy of this form in Appendix G. FOR REVIEW PURPOSES ONLY.

Selecting an Internship Site

Below are some recommendations to guide you as you begin to think about prospective internship placements:

1. **Research and Select Appropriate Placement Sites:** The department maintains active partnership agreements with more than 50 mental health service providers across the District of Columbia, Maryland, and Virginia. We encourage students to conduct thorough research on potential internship sites. You should consider factors such as the agency's specialization, population served, therapeutic approaches utilized, and proximity to your location. Selecting a placement site that aligns with your professional interests and career goals can enhance your learning experience and overall satisfaction during the internship experience.
2. **Prepare a Strong Application Package:** Students are encouraged to prepare a professional, comprehensive application package that highlights your academic preparation, relevant coursework and clinical experience, and other professional skills that feel relevant. This should include a reader friendly resume or CV, a well-written cover letter expressing your interest in the site, and any additional materials such as letters of recommendation or transcripts as requested by the site. As clinical placements become increasingly competitive, we encourage you to tailor your application to each specific placement site to demonstrate your genuine interest and fit for the position. Be persistent, resilient, and have a positive mindset throughout the application process.
3. **Attend Information Sessions and Interviews:** Students are encouraged to participate in information sessions or other informal “getting to know you” opportunities offered by placement sites. These opportunities will allow you to learn more about the agency's mission, values, and expectations for interns. You should come prepared with thoughtful questions to gain insight into the site/agency's culture, supervision structure, caseload expectations, and opportunities for professional development. Additionally, you should approach interviews with professionalism, enthusiasm, and a willingness to engage in meaningful dialogue about your qualifications and professional aspirations.
4. **Seek Feedback and Guidance from Faculty and Peers:** Students are encouraged to seek feedback and guidance from faculty members, peers, and mentors throughout the internship application process. Faculty, peers, and other mentors can be invaluable sources of feedback, support, and guidance throughout this process.

5. **Be Flexible and Open-Minded:** Throughout the process, we encourage you to maintain a flexible and open-minded attitude when applying to internship placements. We understand that students may have preferences for certain placement sites or populations, be open to considering a variety of opportunities that may arise. The internship experience is an incredible opportunity to explore new areas of interest that can lead to unexpected and enriching learning experiences.

School Counseling Students only

Applications and instructions will be in coordination with the GW GSEHD Division of Clinical Experiences and Licensure, who will make placements for CNSL 6185 Internship in Counseling and for CNSL 6186 Advanced Internship in Counseling. All school site internship inquiries are handled by DCEL.

Petition to utilize employment site as internship site

Any student interested in considering their place of employment as one option for an internship placement must first notify their faculty advisor and the DCT of their intention to propose this employer as the internship site placement. The student must provide the DCT with (1) their current job description from their employer that detailing the role, functions, and responsibilities; (2) the description of the proposed internship role, functions, and responsibilities that align with CACREP standards. Included in the proposal should be the name and credentials of the student's current supervisor, the name, credentials, and years of supervision experience and training of the proposed supervisor for the internship (they must be different persons), and 3) a statement from the Human Resources department of the site that states an awareness of the internship duties and support of this proposal. The proposal will be reviewed and discussed with the Clinical Training Committee, approved by the DCT and Department Chair.

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

Active Partnerships

In order for students to complete their internship with an agency, it is imperative to adhere to the departmental policy regarding partnership agreements. The partnership agreement serves as a formalized contract between the university and the agency, outlining the terms and conditions of the internship experience. As such, **it is mandatory for all sites to have an active partnership agreement in place before students will be approved to pursue internship opportunities**. You can view the most up-to-date* list of [active partnerships here](#).

The partnership agreement is integral to the internship program for several reasons:

1. **Legal Compliance:** It ensures that the site/agency is in compliance with legal and regulatory requirements, safeguarding the interests of both the university and the site/agency.
2. **Clear Expectations:** The agreement delineates the roles, responsibilities, and expectations of both parties involved, thereby minimizing misunderstandings and conflicts.
3. **Quality Assurance:** By formalizing the partnership, the agreement promotes quality assurance measures, ensuring that the site/agency's internship training program meets the educational standards and objectives set forth by the department and CACREP.
4. **Professional Development:** It provides a structured framework for professional development, facilitating the integration of theoretical knowledge with practical experience in a clinical setting, and identifies the required training experiences.

*Note: We aim to provide students accurate information regarding the training and contact person at respective partnership sites/agencies. The department assumes no responsibility for inaccuracies resulting from site/agency changes in staffing, compensation, or training experiences offered that have not been communicated to us.

Process for Establishing New Partnership Agreement

For students interested in exploring an internship opportunity with a site for whom an active partnership agreement does not exist, the process for establishing a partnership agreement typically involves the following steps:

1. **Identification of Suitable Agencies:** Counseling interns, in collaboration with the Director of Clinical Training (DCT) or advisor, can work to identify if a potential agency aligns with the student's professional goals and learning objectives.
2. **Negotiation and Formalization:** Once an agency is identified, the DCT must meet with the agency's staff member responsible for overseeing the site/agency's training program to discuss department and program expectations. This may include discussions regarding the duration of the internship, supervision arrangements, training and hours requirements, evaluation criteria, and any other relevant aspects.
3. **Approval and Signatures:** Upon reaching mutual agreement, the partnership agreement is reviewed and approved by the respective authorities within the university and the agency. Once approved, it is signed by the designated representatives of both parties.
4. **Implementation and Monitoring:** Throughout the period outlined in the agreement, the partnership agreement serves as a guiding document for the internship experience. Any deviations or issues arising during the course of the internship are addressed in accordance with the terms outlined in the agreement, the Clinical Training Handbook, and applicable departmental and/or university policies and guidelines.

Internship Requirements

Internship Start and End Dates

1. Start Dates

Internship placements are an integral part of your graduate training experience. To ensure consistency and alignment with academic schedules, the following guidelines apply to internship start dates:

Internship start dates should **not** be earlier than **one week prior to the official start date of the semester** in which you enroll in CNSL 6185. However, prior to the first day of class, students are **only permitted to accrue indirect hours**. This allows interns to transition smoothly into their clinical roles and begin any required training or orientation processes without undue stress or overlap with other academic commitments.

2. End Dates

Internships should conclude in a manner that maximizes learning opportunities while respecting the academic calendar. Therefore, the following principles govern internship end dates:

Internship end dates should align with the **end of the semester**. This means that internships should not conclude before the official end of the academic term. It's important to note that the **end of the semester** refers to the **last day of classes**, not the final day of exams or other administrative activities.

Extending Internship Due to Skill Issues or Hours Shortage

In some cases, a student may need to extend work beyond two semesters at the internship site because the total 600-hour internship (**for school counselors, 300 hours both fall and spring semesters**) requirement has not been met during two academic semesters or the student's counseling skills do not meet the minimum requirements. If the issue is a matter of hours and the work can be completed within a four-week period beyond the end of the semester, the student is required to continue in on-campus supervision until the hours are completed. Student's degree will be conferred the subsequent semester if all classes and program expectations are completed. A student may participate in the May commencement if n more than 9 credits remain in their program and those will be completed during the summer semester immediately following that academic year.

Students needing to continue demonstrating adequate counseling skills, including hour accrual, beyond the 4-week grace period, will be required to register for continuous enrollment, receive weekly supervision from their CNSL 6186 course instructor, and weekly supervision by their field site supervisor. The student's internship instructor, in collaboration with the site supervisor, determines the necessity of staying an additional semester. All questions regarding hours and skills should be directed to the internship instructor. In the event that a student is not demonstrating an acceptable level of counseling skills as evidenced by evaluation (i.e., mid-semester evaluation, end of semester evaluation, student assignments, student case presentations), the student will be notified by their internship instructor that their skills are not progressing so that advancement to a second internship semester or that satisfactory completion of a second internship semester is not possible. Students who fail to successfully complete both semesters of the internship experience (with a grade of B- or better and satisfactory clinical evaluations) will be terminated from the program and conferred an individualized master's degree which does not lead to licensure eligibility or practice as a professional counselor.

Supervision

During CNSL 6185: Internship in Counseling and CNSL 6186: Advanced Internship in Counseling, internship students must have *at minimum* weekly supervision with field-site supervisor that averages one hour per week of individual and/or triadic supervision. School counseling students who hold sites within the schools and the Alexandria Graduate Education Center (AGEC) Community Counseling Services Center, will be required to participate in one hour of individual or triadic supervision within each site.

During the internship, the field site supervisor has supervisory and administrative responsibility for field site activities. The GW University faculty instructor for internship may visit the field site if it is necessary, or the field site supervisor or you request a visit at any time during the academic year.

Additionally, interns participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship with a counseling program faculty member. Group supervision of internship students should not exceed a 1:12 faculty: student ratio.

Protecting Confidential Information

By enrolling in CNSL 6185 and CNSL 6186, counseling students agree to protect the confidentiality of clients of the Community Counseling Services Center and/or their internship site. This includes but is not limited to the adherence of all relevant and applicable Codes of Ethics and state and federal laws. Where applicable, students are expected to use technology in a manner that safeguards confidential information.

Use of a non-University Managed computer for clinical courses

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. As such, students agree to:

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

Handling of the Electronic Health Record and video recordings of counseling sessions

Students are expected to:

- Safeguard access to Titanium, ensuring that no one has access to either student's username or password to access the electronic health record or GW Box Files containing counseling or supervision sessions.
- 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.
- Close the Electronic Health Record or video player before stepping away from the computer.
- Refrain from storing, printing, or transmitting in any way (e.g., fax, email, text messaging) any client information from the Electronic Health Record or any portion of a video recording.

Failure to adhere to all applicable ethical standards, state and federal laws, and CHD policies regarding the protections of confidential information is grounds for immediate dismissal from the training program.

Site Supervisor Agreement

All students completing internship placements outside the department are required to have a fully executed Site Supervisor Agreement form on file prior to beginning internship. The site supervisor agreement serves to 1) outline the role and responsibilities of the intern and supervisor, 2) ensure understanding of and agreement to the clinical, supervision, and evaluation requirements of the internship, and 3) ensure supervisors are properly credentialed and trained in accordance with CACREP standards.

The Site Supervisor Agreement is due to the Director of Clinical Training April 15 prior to the semester of enrollment in CNSL 6185. This form is completed by all parties in Exxat. Printed/email copies will not be accepted. You can find a copy of this form in Appendix H for review purposes only.

Clock Hours

Students must complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service to clients. Students are required to spend 15-20 hours per week at their internship site.

All counseling students are responsible for keeping a record of the hours they are involved in their practicum and internship using the Exxat accounts sponsored by the department. Students track and submit their hours for approval through this system. As a funded service by the department, the department retains the right to use all such data for evaluation, research, and programmatic purposes as it sees fit. Exxat does not delete data at any time; thus, students retain access to their clinical hours and reports while their university single sign-on (SSO) remains active. Students are encouraged to retain personal copies of all approved hours and clinical evaluations for licensure purposes.

Evaluation

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 internship at mid-semester and end of semester during each semester of internship by the field site supervisor. Additionally, internship students receive formative and summative evaluation from the faculty internship instructor via course assignments and participation, reflection papers, and case presentations. Professional dispositions are incorporated into course grades and/or professional development plans as needed.

In the event of a less than satisfactory evaluation (as evidenced by receiving 1s or 0s on the evaluation or any professional disposition issues) or any additional problems arise through the semester the faculty instructor may contact the field site supervisor where appropriate.

Concluding Internship

Successful conclusion of internship includes the following:

1. Accrual and approval of 600 clock hours, inclusive of 240 direct client hours.
2. A total of four (4) complete evaluations; one at mid-semester and end of semester for each semester of internship
3. Satisfactory completion of all course assignments
4. A course grade of at least a B- in both semesters of internship
5. Completion of the Internship Site Evaluation

Internship Site evaluation

Internship site evaluation is a critical component of our training program. It serves to assess the suitability of clinical sites in providing trainees with diverse and enriching experiences that align with program's goals and objectives. Evaluation allows us to maintain high standards of quality, ensuring that trainees receive training in environments that promote their professional growth and development.

The Internship Site Evaluation is due no later than the last day of classes of the semester of CNSL 6186.

This form is completed by students in Exxat. Printed/email copies will not be accepted. You can find a copy of this evaluation in Appendix I. FOR REVIEW PURPOSES ONLY.

Internship Grades

Students must receive a grade of *at least* a B- in both semesters of both clinical training experiences to successfully complete the program. However, a student may be required to repeat all or part of any clinical training experience at the discretion of faculty for deficits in skill or professional conduct regardless of their academic standing in the course(s) or program or accrual of requisite hours.

Doctoral Internship

Doctoral student's internship includes the following:

- Students complete three counseling internship experiences associated course work in teaching (CNSL 8257), supervision (CNSL 8259/60), and research and scholarship (CNSL 8961). In all doctoral level internship courses (i.e., CNSL 8961, CNSL 8257, CNSL 8259/60), students must receive a letter grade of "B-" or better to complete the program. If students do not receive a final grade of "B-" or better, they will be placed on a professional development plan overseen by their advisor (in collaboration with the Professional Development Committee), which may result in failing the course and/or removal of the program of study.
- Doctoral students must be covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.
- Students receive an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.
- An average of 1.5 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a counseling faculty member.
- Evaluation of the student's performance throughout the internship, including documentation of a formal evaluation at mid-semester and end of semester by the

placement supervisor.

Internship in Research (CNSL 8961)

Prerequisite: EDUC 8120

Taken in the fall semester of the second year, the purpose of the internship in research is to begin developing advanced skills in research through coursework, reading, and direct supervision with a faculty mentor. Students will learn how to work with data, how to read and critique research, and how to conduct research, which results in a manuscript or conference proposal accepted for publication/presentation. While students do not have a set number of hours for this internship requirement, students are required to keep a log of activities and hours. Students will not receive a grade in the course until all requirements are fulfilled. Typically, this is done within one to two years of registering for the course. Until then, students receive a grade of IPG (in progress) on their transcript. Students will receive weekly individual or triadic supervision as part of their internship in research, which will be provided by the individual overseeing their research project.

As a result of completing CNSL 8961 Internship in Research, students will be able to demonstrate and apply culturally relevant, sustaining, and anti-oppressive approaches to professional writing, professional conference proposal preparation, and research designs appropriate for quantitative, qualitative, mixed methods, and action research questions and hypotheses.

6. Demonstrate the ability to create research designs appropriate to quantitative and qualitative research questions (6.B.4.a., 6.B.4.b., 6.B.4.a., 6.B.4.e).
7. Demonstrate professional writing skills necessary for counseling journal and professional newsletter publication. (6.B.4.g, 6.B.4.h)
8. Demonstrate the ability to develop and submit a program proposal for presentation at counseling state, regional, or national conferences (6.B.4.i).
9. Demonstrate the ability to write grant proposals appropriate for research, program enhancement, and/or program development in counseling (6.B.4.f, 6.B.4.g, 6.B.4.j, 6.B.4.k).
10. Demonstrate the ability to create and implement a program evaluation design (6.B.4.d, 6.B.4.a, 6.B.4.a.f, 6.B.4.l).
11. Demonstrate the ability to conduct ethical and culturally relevant strategies for research (6.B.4.l).

Internship in Teaching (CNSL 8257)

Taken in the summer semester of the first year, the purpose of the internship in teaching is to begin developing skills in teaching in counselor education through coursework, reading, and direct supervision with faculty mentors. Students will read and directly experience several issues in counselor education including, but not limited to: assessment of student work instructional pedagogy, assessment of student learning, instructional technology, teaching philosophy, classroom management, and developing lectures and other classroom activities.

- Students are required to complete a minimum of 300 hours of supervision-related activities and to log all internship related hours in Exxat to be approved by the placement supervisor.
- At least one section of the teaching experience must be Counseling Interview Skills (CNSL 6153), which is offered in Fall and Spring semesters.
- Students will not receive a grade in the course until all requirements are fulfilled. Typically, this is done within one to two years of registering for the course. Until then, students receive a grade of IPG (in progress) on their transcript.
- Students will receive weekly individual or triadic supervision as part of their internship in teaching, which will be provided by the instructor of record or other identified faculty where appropriate.

- Evaluation of the student's performance throughout the internship, including documentation of a formal evaluation at mid-semester and end of semester by the placement supervisor.

As a result of completing CNSL 8257 Internship in Teaching, students will be able to:

1. Ability for students to apply, evaluate, and develop new ideas on teaching and learning. (6.B.3.b)
2. Evaluate their own experiences of learning and teaching. (6.B.3.c)
3. Make connections between their experiences as students and their future roles as counselor educators. (6.B.3.b, 6.B.3.c, 6.B.3.f)
4. Because this course will assist students in general teaching, each student will create course material and apply their understanding and learning from other classes and integrate that information with the content from this course to create syllabi, teaching activities, assessments, and learning objectives. (6.B.3.b, 6.B.3.c, 6.B.3.f, 6.B.3.h)
5. As counselors, counseling students, supervisors, and counselor educators, exploration of self is vital. In alignment with Fink (2003), students will learn about self, others, and ways in which adults learn. (6.B.3.b, 6.B.3.c)
6. Students will explore themselves as individuals, students, and educators and explore who they want to be as counselor educators. (6.B.3.a)
7. A goal of this course is to understand self as a multi-cultural and value laden being as well as recognizing students as such. It is important to learn how others learn differently, engage differently, and experience teaching differently based upon values, culture, experiences, and identities. (6.B.3.h)
8. Additionally, counselor educators are tasked with engaging students in emotionally charged, culturally sensitive, and difficult conversations. Therefore, it is necessary to reflect upon one's emotional intelligence, as well as how one communicates personal and social competence in guiding difficult conversations, and addressing student fears, offense, and pain. (6.B.3.f, 6.B.3.h)

Internship in Supervision (CNSL 8259/60)

Prerequisites: CNSL 8255, CNSL 8256

Taken in the second year of the program, the final component of the internship experience is a two-semester internship designed to develop clinical supervision skills.

During the internship in supervision, student's responsibilities include:

- Provide weekly individual/triadic supervision to up to four (4) master's level counseling interns (CIs)
- Review and approve all clinical documentation for all CIs.
- Review and approve clinical hours for all CIs.
- Participate in weekly Block Meetings with course instructor and CCSC staff.
- Attend 2-hour weekly supervision of supervision course and a weekly CCSC staff meeting that includes training on a variety of topics specific to supervision in mental health settings.
- Participate in weekly individual or triadic supervision as part of their internship in supervision, provided by either their internship in supervision instructor, CCSC director(s), and/or the master's practicum instructor.
- Students will be assigned to a CCSC block during which they will serve as clinic support staff to master's students and clients in the CCSC. Additionally, a CCSC staff clinician will also be on call during each clinic block.
- Students are required to complete a minimum of 300 hours of supervision-related activities and to log all internship related hours in Exxat to be approved by the course

- instructor.
- Evaluation of the student's performance throughout the internship, including documentation of a formal evaluation at mid-semester and end of semester by the placement supervisor/course instructor.

As a result of completing CNSL 8259 Internship in Supervision I and CNSL 8260 Internship in Supervision II, students will be able to demonstrate and apply culturally relevant, sustaining, and anti-oppressive skills, frameworks, and administrative procedures within clinical supervision to efficaciously and ethically support, assess, and evaluate supervisees across developmental levels.

Knowledge

1. Articulates the purposes of clinical supervision. (6.B.2.a)
2. Describes theoretical frameworks and models of clinical supervision. (6.B.2.b)
3. Evaluates the roles and relationships related to clinical supervision. (6.B.2.c)
4. Describes and explains supervisees' developmental level and other relevant characteristics. (6.B.2.f)
5. Demonstrates modalities of clinical supervision and the use of technology in supervision. (6.B.2.g)
6. Analyzes and applies legal, ethical, and multicultural concepts associated with clinical (6.B.2.j)
7. Describes and explains the role of evaluation, remediation, and gatekeeping in clinical supervision (6.B.2.i)

Skills/Practices

1. Demonstrates the application of theory and skills of clinical supervision. (6.B.2.b, 6.B.2.d)
2. Develops and demonstrates a personal style of supervision. (6.B.2.e)
3. Applies and evaluates administrative procedures and responsibilities related to clinical supervision (6.B.2.h, 6.B.2.i)
4. Demonstrates culturally relevant strategies for conducting clinical supervision (6.B.2.k)

Protecting Confidential Information

By enrolling in CNSL 8259 and/or CNSL 8260, counseling students agree to protect the confidentiality of clients and CHD students of the Community Counseling Services Center. This includes but is not limited to the adherence of all relevant and applicable Codes of Ethics and state and federal laws. Where applicable, students are expected to use technology in a manner that safeguards confidential information.

Use of a non-University Managed computer for clinical courses

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. As such, students agree to:

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

Handling of the Electronic Health Record and video recordings of counseling and supervision sessions

Students are expected to:

- Safeguard access to Titanium, ensuring that no one has access to either student's username or password to access the electronic health record or GW Box Files containing counseling or supervision sessions.
- 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.
- Close the Electronic Health Record or video player before stepping away from the computer.
- Refrain from storing, printing, or transmitting in any way (e.g., fax, email, text messaging) any client information from the Electronic Health Record or any portion of a video recording.

Failure to adhere to all applicable ethical standards, state and federal laws, and CHD policies regarding the protections of confidential information is grounds for immediate dismissal from the training program.

Internship Grades

Students must receive a grade of *at least* a B- in all internship experiences to successfully complete the program. However, a student may be required to repeat all or part of any internship experience at the discretion of faculty for deficits in skill or professional conduct regardless of their academic standing in the course(s) or program or accrual of requisite hours.

Clock Hours

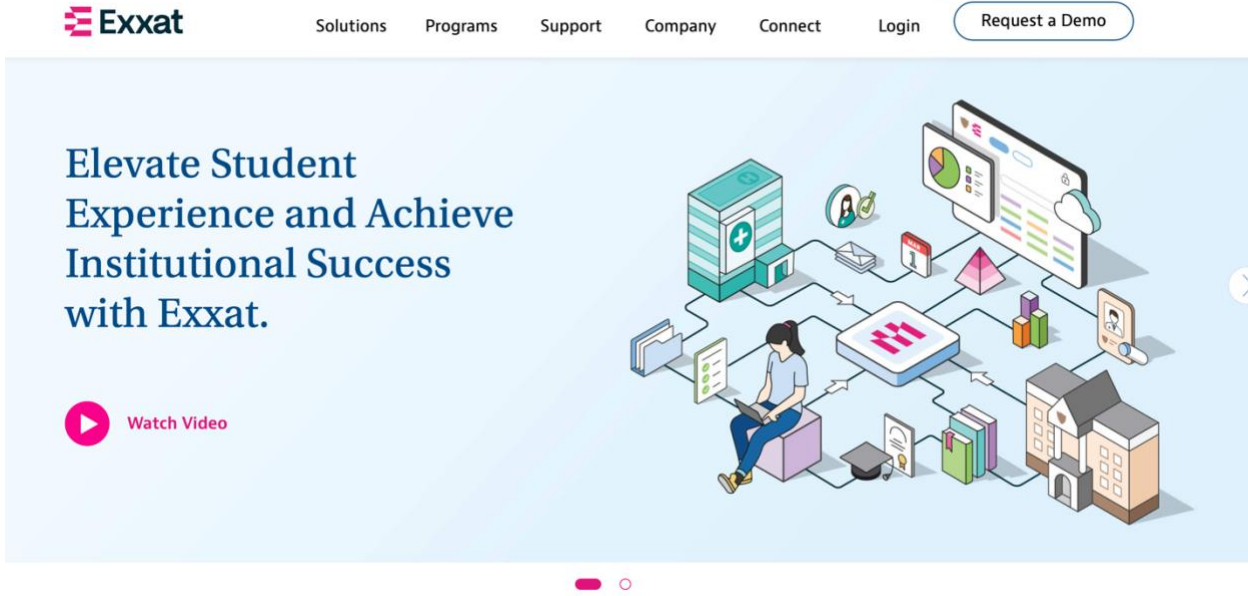
Students must complete 600 clock hours of supervised counseling internship in roles and settings relevant to their specialty area. All counseling students are responsible for keeping a record of the hours they are involved in their internship using the Exxat accounts sponsored by the department of Counseling and Human Development. Students track and submit their hours for approval through this system. As a funded service by the department, the department retains the right to use all such data for evaluation, research, and programmatic purposes as it sees fit. Exxat does not delete data at any time; thus, students retain access to their clinical hours and reports while their university single sign-on (SSO) remains active. Students are encouraged to keep copies of their approved hours for licensure purposes.

Appendices

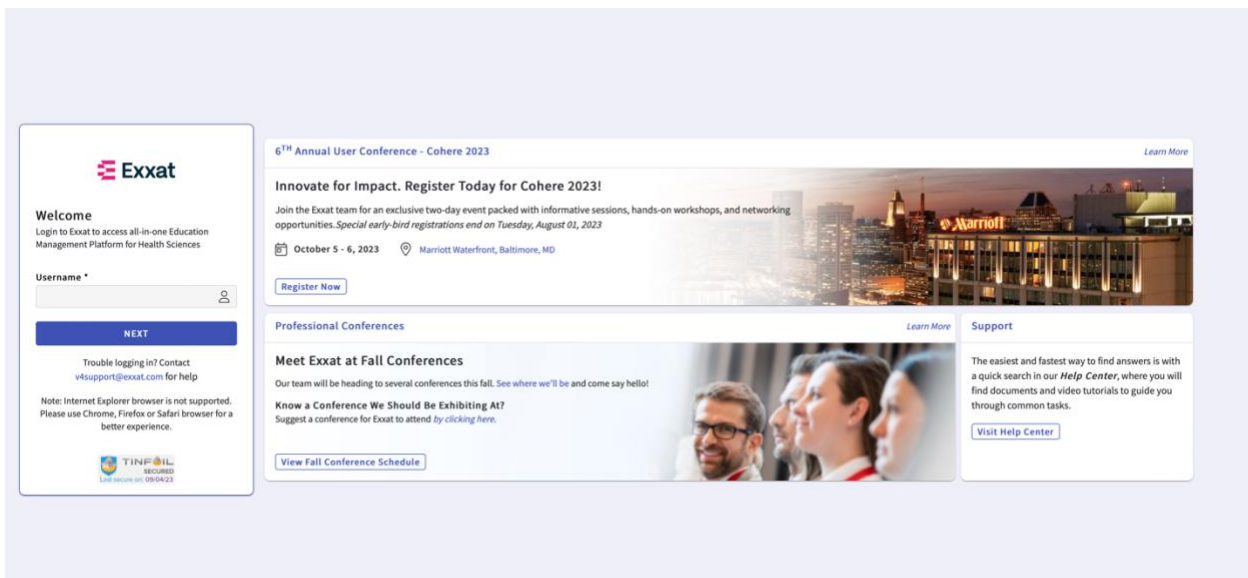
APPENDIX A

Instructions for accessing Exxat

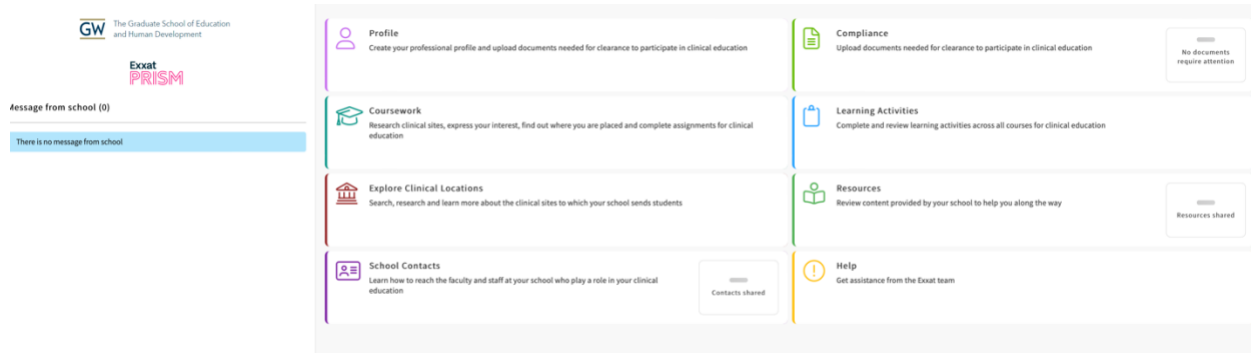
Go to <https://exxat.com>. You should arrive at a landing screen as pictured below. Click 'login'.



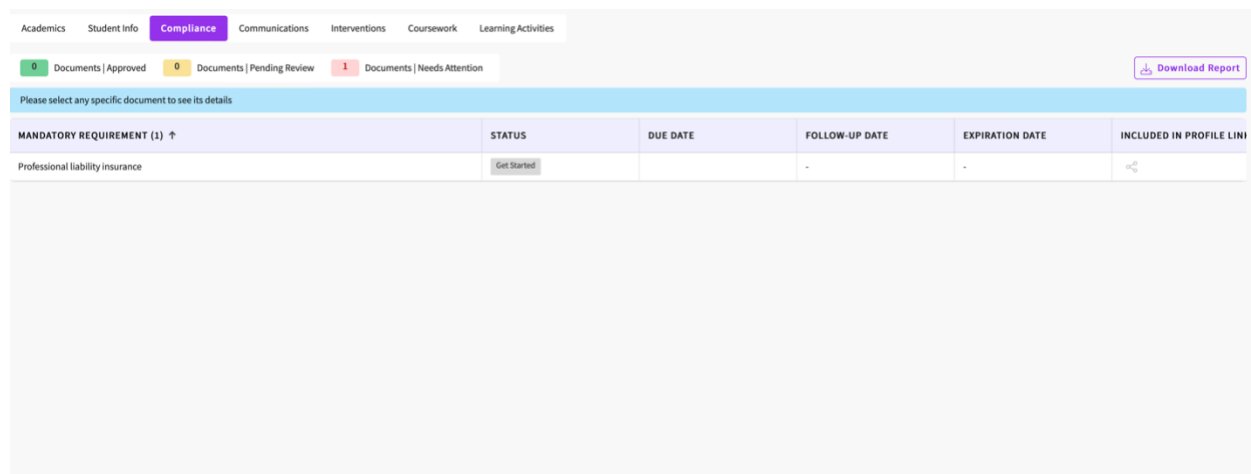
Exxat uses your GW single sign on (SSO) which is the same login you use to access your other GW specific accounts, including the @email.gwu.edu or @gwmail.gwu.edu.



Once logged in, you will see your Dashboard (pictured below). You will be able to see any courses you have been enrolled in under the **Coursework** tab. This is where you will find timesheets for hours tracking and approval and your mid and end of semester evaluations for this course.



If you click on the **Compliance** tab, you will be presented with the following screen. Here, you will need to input the start and expiration date of your malpractice insurance and upload a copy of the insurance coverage certificate.



APPENDIX B
Documentation of Personal Counseling

Clinician name
Site/agency/practice name
Site/agency/practice address
Clinician email address

[Date]

Student Name

My signature below serves as confirmation that you have completed [number of sessions] of personal counseling between [date of first session] and [date of last session].

Clinician Signature

[License Jurisdiction] [license number]

Expiration Date [Date]

APPENDIX C
Practicum Readiness Form

GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

PRACTICUM READINESS FORM

Anticipated Practicum Start: SUMMER FALL SPRING 20 _____

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

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

PRE-REQUISITE COURSEWORK REVIEW

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

Course Number and Title	Grade Received
CNSL 6268 Foundations of CMHC <i>OR</i> CNSL 6376 Foundations of Rehabilitation Counseling <i>OR</i> CNSL 6466 Foundations of School Counseling	_____
CNSL 6151 Professional and Ethical Orientation to Counseling	_____
CNSL 6153 Counseling Interviewing Skills	_____
CNSL 6154 Theories of Counseling	_____
CNSL 6163 Social & Cultural Dimensions	_____
HDEV 6108 Lifespan and Human Development (SC only)	_____
CNSL 6173 Diagnosis & Treatment Planning (CMHC & RC only)	_____

CMHC and RC Students only

- I understand that failure to successfully complete the following courses will jeopardize my ability to begin practicum as outlined in my course sequence and will subsequently delay my degree completion.

CNSL 6157 Individual Assessment
CNSL 6174 Trauma and Crisis Intervention
HDEV 6108 Lifespan and Human Development

PRACTICUM READINESS PORTFOLIO REVIEW

Your Practicum Readiness Portfolio must be completed before you can start your practicum placement.

Professional Resume OR CV _____
 Statement of Professional Goals _____
 Personal Counseling Documentation (10 hours) _____

PROFESSIONAL DISPOSITION REVIEW

- N - No Opportunity to observe
- 0 – Deficient. inconsistent evidence (unsatisfactory)
- 1 - Meets criteria minimally or developing evidence (developing)
- 2 - Meets criteria consistently or significant evidence (on-target)
- 3 – Exceeds criteria with consistent evidence (advanced)

	N - No data	0 - Deficient. Serious concerns as evidenced by ≥ 5 ratings of 1	1 -Minor Concerns as evidenced by 2-4 ratings of 1	2- Satisfactory as evidenced by at least 3 ratings of 2 in each area.	3 - Exemplary as evidenced by ratings of mostly 3 in all areas.
<u>CNSL 6151</u>					

Student has outstanding Incomplete (I) or In Progress (IPG) grades for courses not currently enrolled in?

Yes No

Student Statement of Acknowledgement has been signed by the student and reside in the student file: Yes No

Ethical Guidelines have been signed by the student and reside in the student file: Yes No

Practicum Readiness Portfolio: FILE UPLOAD [single PDF]

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

APPENDIX D
Professional Disposition Assessment

- N - No Opportunity to observe
 0 – Deficient. inconsistent evidence (unsatisfactory)
 1 - Meets criteria minimally or developing evidence (developing)
 2 - Meets criteria consistently or significant evidence (on-target)
 3 – Exceeds criteria with consistent evidence (advanced)

	0	1	2	3	N
<i>Professional Responsibility</i>					
1. The Student conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.					
2. The Student relates to peers, professors, and others in a manner consistent with program mission and standards.					
3. Student 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. Student demonstrates the ability to engage in dialogue with others who have different perspectives in ways that show respect for the other persons and their points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.					
<i>Maturity and Attitude</i>					
5. The Student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
6. The Student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.					
7. The Student demonstrates a tolerance for ambiguity and is able to appropriately balance professional responsibilities with self-care practices.					
8. The Student maintains a positive attitude and flexible, solution- oriented stance in all educational and professional endeavors.					
<i>Integrity</i>					
9. The Student 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 well-being of others and the group (cohort, program, agency) as a whole, such as avoiding improper and potentially harmful dual relationships.					
<i>Social and Self Awareness</i>					
13. Demonstrates awareness and knowledge of their intersecting identities (gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling.					

14. 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 Student demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.					
16. The Student demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.					
17. The Student maintains humility and uses privilege to promote social equity.					

APPENDIX E
Professional Disposition Competence Assessment- Revised

Professional Dispositions Competency Assessment—Revised (PDCA-R)

Person Being Rated: _____ Rater: _____

Date Range for Observation: _____

Directions: Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1, 3, and 5 ratings.) Adjust your rating for culture if deemed appropriate.

	Below Expectation SCORE: 1	Meets Expectation SCORE: 3	Above Expectation SCORE: 5	SCORE
Conscientiousness	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
Coping and Self-Care	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.	

Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	
Cooperativeness	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and “easy to get along with;” highly sought after for service on teams, groups, and committees. Seeks “win-win” solutions to conflicts.	

Moral Reasoning	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg’s blind egoism.)	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg’s social system/social relationships perspective.)	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent. (Reflects Kohlberg’s universal principle.)	
Interpersonal Skills	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.	
Cultural Sensitivity	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one’s own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a “one size fits all” model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual’s identity and how those influence the counseling process; comfortable with differences; aware of one’s own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual’s identity and how those influence the counseling process; aware of one’s own heritage and engages in ongoing self- discovery; creates opportunities to learn about and appropriately engage in the cultures of others.	

Self-Awareness	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.	
Emotional Stability	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
Ethical Behavior	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.	
TOTAL SCORE:				
DISPOSITION QUOTIENT (TOTAL SCORE /10)				

APPENDIX F
Counseling Practicum Evaluation

Evaluation Directions

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

Listed below are a number of statements pertinent to counselor trainee development and performance. This evaluation takes into consideration the developmental nature of the emergence of clinical skills; thus, counseling interns' skills will be rated based on an expected level of development for each time point in the semester at which they are being evaluated (at mid-term and at the end of each of the semesters of practicum).

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

RATING SCALE

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

I. INTAKE APPOINTMENT SKILLS

	0	1	2	3	N
1. CI prepares adequately for intake appointment (e.g., reviews site policies and procedures, discusses client presentation with supervisor, schedule accurately reflects appointments)					
2. CI accurately performs all elements of the Informed Consent and risk assessment with the client in both written and verbal form (including limits to confidentiality).					
3. CI thoroughly explores client's presenting concerns bringing them to seek services, including client's current functioning.					
4. CI addresses all questions on the intake summary form to obtain a comprehensive case history on the client.					
5. CI demonstrates basic interviewing skills (e.g., active listening, reflection, restatements, paraphrasing, summarizing, reinforcers) to provide therapeutic environment.					
6. 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.					
7. The CI consults with the on-call supervisor at a minimum for situations involving risk.					

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 scores and utilizes the results from the assessments to aid in service to clients and complete progress notes.					
3. The CI discusses the assessments and results with their supervisor to ensure proper interpretation and determine if additional assessments are needed.					

III. COUNSELING SKILLS

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

IV. CASE CONCEPTUALIZATION SKILLS

	0	1	2	3	N
1. The CI is able to develop an accurate case conceptualization of the client's case based on the services provided					
2. The CI discusses with the client the priorities for treatment/service plans and reviews these with the supervisor.					
3. The CI is able to articulate goals, short-term objectives, and interventions on a counseling plan that will facilitate client progress in treatment/service plans.					
4. The CI demonstrates an understanding and competence in the use of the DSM-5-TR to create a diagnostic impression of the client(s).					

V. THEORY & INTERVENTION SKILLS

	0	1	2	3	N
1. The CI provides a rationale for a client's case conceptualization is grounded in sound counseling theory/theories.					
2. The CI articulates client issues from various theoretical perspectives.					
3. The CI develops intervention strategies are consistent with the theoretical framework and appropriate to the identified treatment goals.					
4. The CI shows willingness to be innovative and creative in intervention approaches.					

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) consistent with site policy and procedures.					
2. The CI updates case files with feedback and suggestions in a timely manner (i.e., one week).					

VII. SUPERVISORY RELATIONSHIP

	0	1	2	3	N
1. The CI actively participates 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 is open during supervision to self-examination about how the client and session content affect the CI (countertransference, feelings).					
3. The CI shows openness to supervisor's feedback and suggestions for client sessions and documentation.					
4. The CI demonstrates follow-through on topics, interventions, or recommendations of supervisor in subsequent counseling sessions.					
5. The CI demonstrates accurate awareness of their clinical strengths and areas for growth.					

VIII. ETHICAL DECISION-MAKING SKILLS

	0	1	2	3	N
1. The CI demonstrates ethical decision-making and behaviors in counseling and case management (e.g., maintains confidentiality, avoids dual relationships, practices only within areas of competence).					

2. The CI discusses with supervisor when issues of an ethical nature present in the counseling or supervision relationships.					
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IX. MULTICULTURAL IDENTITIES					
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	0	1	2	3	N
1. The CI demonstrates awareness of clients' cultural diversity and multicultural identities.					
2. The CI responds appropriately to clients' multicultural identities and explores their importance to the client and in shaping clients' worldview.					
3. The CI demonstrates sensitivity to the impact of own cultural diversity in the therapy process.					
4. The CI demonstrates an appreciation for the value of cultural diversity in the overall therapy process.					

APPENDIX G
Internship Application
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

APPLICATION FOR INTERNSHIP

Master's candidates in counseling must complete and submit this form (by 5:00pm on due dates below) to the Director of Clinical Training at least one semester before enrolling in CNSL 6185. **Completing this application does not ensure a place in the class.** You must submit this application form in connection with all the guidelines in the Clinical Training Handbook.

Note: School Counseling students must also comply with all forms and deadlines with DCEL for internship placements in schools. All other students: Please work directly with your faculty advisor to identify prospective sites. Submit completed form to the Director of Clinical Training.

Name _____

Program:

- CMHC
- REHAB
- SCHOOL

I plan to enroll in CNSL 6185 in: Fall 20____Spring 20____Summer 20_____

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

- CNSL 6269 – Practicum I in Counseling**

Term Completed _____ Grade Received _____

- CNSL 6271 – Advanced Clinical Skills (CMHC and RC only)**

Term Completed _____ Grade Received _____

Student has outstanding Incomplete (I) or In Progress (IPG) grades for courses not currently enrolled in? Yes No

Professional Disposition Review

N - No Opportunity to observe

0 – Deficient. inconsistent evidence (unsatisfactory)

1 - Meets criteria minimally or developing evidence (developing)

2 - Meets criteria consistently or significant evidence (on-target)

3 – Exceeds criteria with consistent evidence (advanced)

	N - No data	0 - Deficient. Serious concerns as evidenced by ≥ 5 ratings of 1	1 -Minor Concerns as evidenced by 2-4 ratings of 1	2- Satisfactory as evidenced by at least 3 ratings of 2 in each area.	3 - Exemplary as evidenced by ratings of mostly 3 in all areas.
<u>CNSL 6151</u>					
<u>CNSL 6269</u>					

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

Site Name	On MOU List
1.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Advisor's Signature

Date

APPENDIX H
Site Supervisor Agreement

INTERNSHIP FIELD SITE SUPERVISOR AGREEMENT

Name of Agency/School/Institution _____

Address _____

City/State/Zip _____

Internship Start Date _____

Internship End Date _____

I, _____, supervisor, agree to provide _____, student intern, with a minimum of one (1) hour of weekly individual supervision of their counseling and counseling-related activities for the duration of the internship period according to GW's "Clinical Supervision Guidelines for Field Site Supervisors" and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) guidelines.

The student is expected to begin no earlier than one week prior to the first day of classes (indirect hours accrual only) and to stay at the site through the last week of the academic term, for no less than two semesters. Students may not leave the site early should they accrue the requisite number of hours before the internship end date.

As the student's supervisor, I understand and agree to the following internship requirements of the Department of Counseling and Human Development at The George Washington University (please initial each line):

- As a representative of the agency, I agree to ensure adequate client contact to support the accrual of a minimum of 240 direct client hours and 360 indirect client hours over two semesters.
 - *Direct Service is the 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.*
- As a representative of the agency, I will ensure that the student intern has an opportunity to lead or co-lead a therapeutic group.
- As supervisor, I will provide at least one (1) hour of individual supervision each week for the duration of the contracted internship experience.

- As supervisor, I agree to identify an appropriate credentialed supervisor who will assume responsibility of the Student Intern and Intern's clinical work in my absence.
- As supervisor, I will provide opportunities for the Student Intern to become familiar with a variety of professional activities and resources in addition to direct service provision, including but not limited to record keeping/documentation, assessment instruments, supervision, information and referral, in- service and staff meetings, etc.
- As supervisor, I agree to be available for at least one (1) site visit and/or phone contact with faculty supervisor/program representative each semester.
- As supervisor, I will submit formal written evaluation of the student's professional and counseling performance at midterm and end of semester for each semester of the internship experience.

Supervisor Signature: _____ Date: _____

SUPERVISOR DATA FORM

Contact Information

Supervisor's Name _____

Email Address _____

Phone Number _____

Employment

Name of Agency, School, or Institution _____

Job Title _____

Education, Experience and Credentials

Supervisor Profession _____

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

Number of years of experience as a professional counselor? _____

Number of years of experience as a counselor supervisor? _____

License/Certification: LPC, LICSW, or CRC, etc. _____

State or jurisdiction in which you are licensed: _____

Your License Number: _____

Expiration Date of your license: _____

Training in Clinical Supervision

Date	Trainer	Location	Number of CEUs

The Department of Counseling and Human Development at GWU provides training for supervision of counselors in person and online. Would you be interested in hearing about these opportunities?

Yes **No**

APPENDIX I
Practicum/Internship Site Evaluation

**GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

**SITE EVALUATION
TO BE COMPLETED AT THE END OF YOUR PRACTICUM AND INTERNSHIP EXPERIENCES (ONE EVALUATION PER SITE)**

Student Name:	Phone #:
Program	
Date	
Site Name	
Site Address	
Name & Phone # of Site Contact Person:	
Site Supervisor	
This evaluation describes my experiences at the above-named site during the following terms of my internship experience <input type="checkbox"/> FALL <input type="checkbox"/> SPRING <input type="checkbox"/> SUMMER	

ENVIRONMENT/CLIMATE
Check the appropriate blank

1. During which week of this term did you first have 40% of your total hours result in direct client/student contact time? (Check the one that applies)
___ First ___ second ___ third ___ fourth ___ fifth week or later ___ I never had 40% direct client contact time

2. Types of client/student problems with which you worked this term (check all that apply):
 - A. Academic Advising
 - B. Academic Concerns (e.g., performance, scholarship/financial aid, academic/career planning, scheduling, testing/placement, graduation issues, etc.)

- C. Adjustment concerns (e.g., adjusting to divorce, adjusting to new school or community, acute grief, transition issues)
- D. Adult-Child Conflicts (including parent-child & student-teacher conflicts)
- E. Anger/Conflict Management & Resolution Problems
- F. Anxiety Disorders of Adulthood (e.g., panic disorder, social phobia, etc.)
- G. Anxiety Disorders of Childhood and Adolescence (e.g., separation anxiety, selective mutism, etc.)
- H. Bipolar Disorders (including cyclothymia)
- I. Coping and Adjustment to Disability
- J. Depressive Disorders of Adulthood (e.g., major depressive disorder, persistent depressive disorder)
- K. Depressive Disorders of Childhood and Adolescence (e.g., DMDD)
- L. Developmental Disorders (e.g. academic skills disorders, other learning disabilities, mental retardation)
- M. Disruptive Behavior (e.g., conduct disorder, disruptive classroom behavior)
- N. Dissociative Disorders (e.g. fugue, depersonalization, etc.)
- O. Eating Disorders (e.g., anorexia, bulimia, severe dieting, excessive exercise or laxative use to control weight)
- P. Homicidal Ideation and/or attempt
- Q. Independent Living Services
- R. Legal Problems (either current or past with present impacts)
- S. Motor Disorders (e.g., Tourette's Disorder, Movement Disorders)
- T. Neurodevelopmental Disorders (e.g., Intellectual Developmental Disorders, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder)
- U. Obsessive Compulsive and Related Concerns (e.g., OCD, hoarding, hair pulling or skin picking, body dysmorphism)
- V. Personality Disorders (including all Cluster A, B, and C disorders)
- W. Physical Abuse Problems (e.g., childhood physical abuse, domestic violence, etc.)
- X. Physical Disability
- Y. Pre-Employment Transition Services
- Z. Provision of Job Supports
- AA. Psychological Abuse (e.g., verbal, emotional abuse)
- BB. Psychoses/Psychotic Disorders (e.g., Delusional disorder, paranoia, Schizophrenia)
- CC. Religion Related Issues
- DD. Self-Esteem / Self-Worth Issues
- EE. Sensory Disability
- FF. Sexual Abuse (e.g., incest, rape - including date rape)
- GG. Sexual Dysfunctions (e.g., sexual arousal disorders, etc.)
- HH. Sexuality or Gender Identity Problems (including problems with sexually transmitted diseases)
- II. Sleep Disorders
- JJ. Social Relationship Problems with Peers (including dating or friendship formation and maintenance)
- KK. Special Needs Populations (IEPs, staffing/multi-disciplinary team meeting, 504 plan involvement)
- LL. Substance Use Disorders (e.g., alcohol, marijuana, cocaine, etc.)
- MM. Suicidal ideation and/or attempt
- NN. Transferable Skills Analysis
- OO. Transition Services

- PP. Trauma/Stressor Related Disorders (e.g., post-traumatic stress, prolonged grief, acute stress disorder, etc)
- QQ. Unwanted Pregnancy
- RR. Use of Assistive Technology
- SS. Other

3) Formats in which you provided a MAJOR portion of counseling this term (check all that apply): _____
 Individual _____ Group _____ Couple _____ Family _____ Other

4) Formats in which you provided a MINOR portion of counseling this term (check all that apply): _____
 Individual _____ Group _____ Couple _____ Family _____ Other

5) Age group(s) of people to which you provided a MAJOR portion of counseling this term (check all that apply): _____ 0-5 _____ 6-12 _____ 13-15 _____ 16-19 _____ 20-25 _____ 26-35 _____ 36-45
 _____ 46-55 _____ 56-65 _____ 66-75 _____ 75+

6) Age group(s) of people to which you provided a MINOR portion of counseling this term (check all that apply): _____ 0-5 _____ 6-12 _____ 13-15 _____ 16-19 _____ 20-25 _____ 26-35 _____ 36-45
 _____ 46-55 _____ 56-65 _____ 66-75 _____ 75+

Rate your level of agreement with each of the following statements.	Seldom True	Often True	Usually True	NA
7) The site has a professional atmosphere.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
8) The staff is supportive of the intern's work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
9) Interns are treated respectfully by the staff.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
10) The general atmosphere of the site provides a climate of trust and openness.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
11) Interns are treated respectfully by the clients/students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
12) The intern feels the staff supports intern involvement in the agency/school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
13) Physical facilities are available for intern use (e.g., office, office supplies, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
14) The intern feels the administration supports the training program.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
15) Interns receive clerical support.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
16) The intern feels there is camaraderie among staff at the site.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>

17) Staff members act professionally and ethically toward client/students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
18) Staff members act professionally and ethically toward interns.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
19) Staff members act professionally and ethically toward each other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments or recommendations on Environment/Climate:

SUPERVISION

Check the one that applies.

20) How often did you meet with the field supervisor who was PRIMARILY responsible for providing you with one-to-one

- I did not have one-to-one supervision
- We met for less than one hour per week
- We met for approximately one hour per week
- We met for more than one hour per week.

21) Overall quality of supervision with the field supervisor PRIMARILY responsible for providing you with one-to-one supervision

None Poor Adequate Good Excellent

22) How often did you meet with the field supervisor who was PARTIALLY responsible for providing you with one-to-one supervision?

- I did not have a second person providing one-to-one supervision
- We met for less than one hour per week
- We met for approximately one hour per week
- We met for more than one hour per week

23) Overall quality of supervision with the field supervisor PARTIALLY responsible for providing you with supervision in a group:

None Poor Adequate Good Excellent

24) How often did you meet with the field supervisor who was PRIMARILY responsible for providing you with supervision in a group?

- I did not have group supervision
- We met for less than one and a half hours per week
- We met for approximately one and a half hours per week per week
- We met for more than one and a half hour

25) Overall quality of supervision with the field supervisor PRIMARILY responsible for providing you with supervision in a group:

None Poor Adequate Good Excellent

26) How often did you meet with the field supervisor who was PARTIALLY responsible for providing you with supervision in a group:

- Either I had no group supervision, or it involved only one person per week
- We met for less than one and a half hours
- We met for approximately one and half hours per week per week
- We met for more than one and a half hours

27) Overall quality of supervision with the filed supervisor PARTIALLY responsible for providing you with supervision in a group:

None Poor Adequate Good Excellent

28) Number of seminars or other professional development experiences available through my placement site during this term:

None One Two Three Four or more

<p>Circle the number that corresponds to your level of agreement about each of the following statements.</p>	<p>Seldom True</p>	<p>Often True</p>	<p>Usually True</p>	<p>NA</p>
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29) The site provides appropriate references, books and materials.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
30) The site is consistent in its treatment programming.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
31) The site provides an adequate forum for discussing treatment issues.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
32) The site gives students adequate guidance on ethical issues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
33) There are sufficient clients for interns.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
34) The site appropriately uses various therapeutic approaches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
35) Client/student problems are appropriate to the intern's level of training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
36) The professional staff is readily accessible to the intern.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
37) The staff maintains regular contact with the intern.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments or recommendations on Supervision:

COMMUNICATION

Circle the number that corresponds to your level of agreement about each of the following statements.	Seldom True	Often True	Usually True	NA
38) The staff provides opportunities for relevant feedback in a positive manner.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
39) The staff attempts to enhance the intern's personal and professional growth.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>

40) The staff is sensitive to the intern's emotional/experiential state(s) and current personal/profession-al development.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
41) Staff conflicts are discussed in an open, non-threatening manner.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
42) The amount of service expected by the internship site staff was the same as the amount the intern is contracted to provide.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments or Recommendations on Communication:

INTERNSHIP PREPARATIONS

43) I rate my preparation for this internship experience as:

___ Poor ___ Adequate ___ Good ___ Excellent

44) To what courses or experiences do you attribute your preparedness (please be specific)?

45) What courses or new experiences are needed to improve your professional preparedness for internship placement?

SUMMARY

Check the one that applies.

46) I rate the overall quality of my internship experience this term as:

___ Worthless ___ Poor ___ Adequate ___ Good ___ Excellent

47) I am willing to talk with other students about this internship placement (check one). _____ Yes

_____ No

Additional comments: