
THE GEORGE WASHINGTON UNIVERSITY

The Alexandria Center
GRADUATE SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

**COUNSELING PRACTICUM/INTERNSHIP
SITE SUPERVISOR GUIDELINES**

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GUIDELINES FOR SCHOOL SITE SUPERVISORS

Introduction

These guidelines are designed for school site supervisors who agree to provide clinical supervision to counseling practicum/interns in the Master of Arts, School Counseling program at The George Washington University. The guidelines briefly describe the training/educational objectives of the practicum and internship, as well as the roles and responsibilities of school site supervisors who help interns achieve these objectives.

General Structure of Practicum-Internship

The George Washington University's Department of Counseling/Human & Organizational Studies requires candidates for the Master's degree in school counseling to complete a supervised counseling practicum/internship experience. The requirement is a supervised two-semester sequence. The first semester of the second year of the program begins with a 100-hour practicum in which students are expected to gain initial experiential familiarity with counseling responsibilities, primarily by way of observation, guided learning of site practices and procedures, and guided participation in site activities. The first 100 hours of the site placement comprises the practicum experience. Immediately upon completion of 100 hours, the sequence constitutes the beginning of the internship with 200 hours of supervised counseling and related responsibilities with clients. The second semester is a continuation of the counseling internship and involves 300 hours of supervised counseling and related activities. The usual time requirement for school site work is approximately 22 - 26 hours per week.

In addition to their field site work, interns have requirements of the Alexandria Graduate Education Center's Community Counseling Services Center (CCSC). The clinical experiences in both the field site and the CCSC run concurrent with the Internship Course that deals with professional roles, ethical considerations, case management, agency function, community resources, philosophical approaches, and counseling process and strategies.

Minimum Counseling Supervisory requirements

1. Interns must have direct counseling or counseling-related experiences with clients, at least three hours per week.
2. Interns should be given as much opportunity as possible for substantial counseling and counseling-related activities. They should take the opportunity to engage in the full range of service activities that the field site offers to clients.
3. Interns must receive at least one hour per week of individual supervision from a qualified counselor.

Goal and Objectives of the Supervised Clinical Practice in Counseling

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

Goal

The goal of the practicum/internship is to provide the intern a transitional clinical/counseling experience by engaging in a practical, day to day work schedule. The goal is understood in terms of entry-level professional competencies.

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

1. Working with actual cases to provide better understanding of services and professional conduct; and
2. Training that remains educational in purpose, but by educational standards, productive.

Thus, through the joint efforts of the University faculty, the intern and the school site supervisor, the practicum/intern is supported in becoming a knowledgeable, skilled, and disciplined professional school counselor.

Objectives

The type of professional skill refinement the University faculty hopes to observe in the intern is suggested in the following objectives.

The intern will demonstrate, in accord with his or her level:

1. clinical/counseling orientation and task assumption competencies
2. essential professional identity and ethical code competencies
3. interviewing and counseling (theory and practice) competencies
4. assessment and appraisal skills
5. counseling and guidance competencies
6. essential case management competencies including knowledge of available references and resources; and
7. consultation, administration, and leadership competencies.

Roles and Responsibilities

As each intern varies in personal and educational readiness, and each school in its purpose, scope, and function, a uniform program of activity applicable to all settings and all students cannot be outlined. However, the school supervisor should clarify clinical, counseling, consultation, managerial, and leadership responsibilities and expectations with the intern. The school supervisor is expected to provide at least weekly individual supervision. The content and process of the supervision is determined on an individual basis between the student and the supervisor. University supervision will be provided to the intern on a group basis during the weekly Internship class meetings and individually in relation to counseling and supervision in the CCS.

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

The following activities, listed according to "phase", are suggestions for the supervisor who is planning the student's program. Obviously, the organization of each specific field setting and the past experience and knowledge of the supervisor may alter the procedures.

A. Orientation

1. Physical Facilities (Tour of school)
 - a. Counseling, clinical, guidance facilities
 - b. Files: Charts, case folders, records, etc.
 - c. Supply room: supplies, equipment, forms, etc
 - d. Reference/material: library, manuals, occupational information, vocational testing materials, etc.
2. Functions and Services
 - a. Overview of comprehensive school counseling program
 - b. Description of demographics and population
 - c. School mission and vision statements and how the school counseling program supports these
 - d. Administrative organization
 - e. Referral sources

- f. School handbook
 - f. Reporting and statistical procedures
 - g. Confidentiality policy
3. Routines and Office Regulations
 - a. Hours of work and signing in and out
 - b. Lunch times; “Breaks”
 - c. Holidays
 - d. Use of the telephone, equipment, clerical personnel, etc
 - e. School schedules, including reports schedules
 4. Staff (Introduction to)
 - a. Managerial
 - b. Professional
 - c. Clerical
 - d. Personal interviews with administrator and department heads
 5. Clients/Students
Site supervisors are asked to select several typical cases and groups current or closed for study or analysis, which illustrate school function, clients/students served, and the counselor role.

B. Observation

1. Interviewing
 - a. Intake or screening interviews
 - b. Counseling/therapy interviews
 - c. Social work interviews
 - d. Interviewing involving clients/students differing as to disability, background, etc.
2. Procedures Involved in Assessment, Appraisal, and diagnostic Work-ups
 - a. Medical
 - b. Psychological
 - c. Educational
 - d. Vocational
 - e. Social
3. Inter- and Intra-agency/School Case Conference
4. Staff Meetings
 - a. Administrative
 - b. In-service training
5. Medical, Psychiatric, Psychological, and Social Work Consultations
6. Case Recording and Record-Keeping
7. Counselor “Field” Rounds (Provision of services)
 - a. Classroom visits
 - b. Home visits
 - c. Employer visits (job placement follow-ups)
 - d. Community resources
 - e. State employment services
 - f. On-the-job training
 - g. Hospitals
 - h. Rehabilitation centers
 - i. Workshops, etc.

8. Managerial and consultation activities as appropriate to the intern's program emphasis and the nature of the field site.

C. Participation

1. With Clients/Students
 - a. Interview: screening, intake, counseling and planning
 - b. Counseling: individual, group, family
 - c. Assessment and appraisal
 - d. Follow-up on training or placement
2. With Facilitating Personnel and Agencies/Schools
 - a. Individual consultation with other professional personnel
 - b. Intra-agency team conference
 - c. Inter-agency team conference
 - d. Managerial, consultation, and leadership activities
3. Criteria for Client/Student Case Selection
 - a. Cases typically representative of those served by the school are best for beginning students
 - b. Choose cases with a minimal number of reality limitations (transportation problems, limited time available for appointments, reluctance to come on the part of the client/student, etc.)
 - c. Balance new and old cases to give the student experience with the various stages of treatment
 - d. Assign case situations that present an opportunity for some collateral contacts
 - e. Cases selected should have some prospect for change or movement so that the student experiences some degree of success
 - f. Select cases such that the nature of the problem allows the student and clients/student to work through to the solution and develop a plan of action, without undue pressure
 - g. As the student gains self-confidence and skill, increasingly complex cases could be assigned
 - h. Cases elected might best be those that the school supervisor can use for instructive purposes
 - i. Best cases challenge the professional development of the intern

NOTE: The student will present the supervisor a similar outline of expected experiential activities at the beginning of the placement. Together the student and site supervisor will review the list, elaborate on anticipated experiences, sign, and submit to the Internship faculty. (The form is part of the student syllabus)

D. Intern Role

Interns should arrange their schedule to conform to school and CCSC requirements. All school policies apply to the intern (i.e., dress, time of arrival and departure, confidentiality of information, holidays, notification in case of illness, etc.). While interns are not generally required to work in the school during official University vacation periods (e.g., winter and spring recesses), these should be planned in advance with the agency/school supervisor.

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

E. School Role

The supervised clinical experience is most effective for the intern and the school when the intern works with a qualified and interested staff counselor or counselor/supervisor to oversee the student's work and provide general supervision. The site-based supervisor is in a position to understand the intern's challenges and can evaluate the student's work on the basis of practical experience. The supervisor helps the intern explore general reactions to the various roles of a counselor; to understand policies and procedures; discusses present and new cases, and advises in adjusting to developments at the site.

Determine a weekly schedule for supervisor-intern consultation and less formal assistance. The supervisor – as representative and advocate for the school and the field – assists the student to find a series of experiences that will be instructive to the role as a counselor. The intern’s performance in these activities will be considered in evaluating the intern at the end of the semester, when the supervisor will complete an evaluation form on internship activities.

F. University Role

In addition to the intern’s field site placement, the intern also spends several hours per week in the Community counseling Services Center (CCSC). The CCSC experience compliments but is also separate and distinct from the intern’s school site experience. The University delegates supervisory and administrative responsibility for field site activities to the field site supervisor. The University faculty instructor for the internship will be available for consultation with the field site supervisor as necessary and desirable.

Students present and discuss cases and any accompanying sessions. These University-based supervisory sessions address supervision cases that interns tape in the CCSC. The intern will also present school cases and issues for discussion. The school is asked (but in no way required) to authorize, with written student permission, the taping of occasional field site counseling sessions for Internship class. School supervisors are welcome to attend the class, especially when their interns are presenting school cases for discussion.

G. Special Problems

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

Conclusion

The practicum/internship experience is considered a vital part of the academic program in counseling at The George Washington University. It provides the opportunity to put theory into practice and serves as a catalyst for personal and professional growth necessary for the intern’s entry into the counseling profession. **The University is very grateful for the professional service that school site supervisors provide counselor interns in this critical phase of their professional education and training.**

Summary of Field Site Requirements for Prospective Counselor Interns

Prospective counselor interns may use this summary as a quick guide in their interview with a field site contact person. It represents only an excerpt of all requirements and guidelines.

1. Students should be involved in the full range of activities and services offered by the school site. The University recognizes that the service will vary depending on the philosophy and goals of the site and the clients served.

Typically, these services include:

- a. Individual counseling
- b. Group counseling
- c. Career development
- d. Appraisal and assessment
- e. Information dissemination
- f. Staff meetings
- g. Supervision
- h. In-service training
- i. Consulting
- j. Referral
- k. Program development and evaluation

- l. Record maintenance
 - m. Child study team meetings
2. Interns must spend a total of at least 600 (300/semester) hours in internship experiences. This includes time spent at the site (22 - 26 hours per week) and time spent in the classroom seminar, supervision sessions, and work in the CCSC. Interns are expected to see a minimum of three (3) clients per week at the field placement. At least one of these should be a “target” client that the intern will see for eight or more sessions. (It is expected that the intern will see a minimum of three (4) “target” clients each semester, conduct two (2) different groups for a minimum of six sessions, and conduct a series of two classroom guidance lessons)
- A. Direct Service Requirement
- Assessment/Intake
 - Individual Counseling
 - Group Counseling
 - Training or Classroom Guidance
 - Couple or Family Counseling
- B. Indirect Service Requirements
- Planning for Individual, Group and Classroom Counseling
 - Coordination and Evaluation
 - Individual or Group Supervision
 - Professional Meetings
 - Other appropriate activities as selected by the supervisor and intern
3. If school policy permits, and if a student gives written permission, interns may audio tape their field site counseling sessions. These may be used for supervision at the University and should be helpful for the on-site supervisor. Client/students’ anonymity is guaranteed. Written consent to record will be included in the client/student’s file at the internship.
4. Interns are to receive one hour per week of individual supervision from their school supervisor. The school supervisor should have at least a Master’s in Arts degree in counseling.
5. The school supervisor is asked to complete an evaluation form for the intern at the end of each semester.
6. The on-campus faculty member will be available for consultation with the school supervisor as necessary and desirable. The faculty member may visit the site during the semester to discuss the intern’s progress and to consider any problems that may arise.
7. Interns maintain a log that documents all internship activities. The school supervisor will review and sign the log each week to verify that the logs are accurate. The interns writes a weekly journal that is shared with the University Internship course instructor.
8. In addition to the on-site activities, interns meet weekly in class on campus. Under the direction of University faculty, cases are discussed and tapes are reviewed. Interns receive individual and small group supervision from the University faculty and contracted professionals. Interns spend up to four hours per week in the CCSC where they see clients, receive supervision, and complete laboratory projects. Specific requirements are outlined each semester in the course syllabus.
9. Interns are required to obtain professional liability insurance. Both the American Counseling Association (ACA) at www.counseling.org and the American School Counselor Association (ASCA) asca@schoolcounselor.org or an insurance of company of choice can be used.

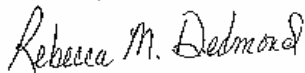
**The George Washington University
Department of Counseling/Human & Organizational Studies
Graduate Programs in Counseling**

Dear School Counselor,

Your willingness to work with an intern in our School Counseling Master's Degree program is sincerely appreciated. By getting off to a good start, and by working closely together, I know that this will be a most rewarding experience for the practicum/intern student and for you. I am aware that this will be an experience that your intern will value and remember as he/she pursues a career as a professional school counselor.

I look forward to a visit with you and your intern at your school in the near future. In the meantime, please contact me at any time that you have questions about this internship. And again, thank you for working with us in this very important part of the graduate degree program.

Sincerely,



Rebecca M. Dedmond, Ph.D., LPC
Director, School Counseling Program
The George Washington University, Alexandria Graduate Education Center
413 John Carlyle Street
Alexandria, VA 22314

School Supervisor Agreement Form

I, _____, agree to provide _____
(Supervisor) (Student Intern)

with ongoing supervision of his/her counseling and counseling-related activities according to the George Washington University's "Clinical Supervision Guidelines for School Site Supervisors" for the duration of the required internship period.

Supervisor Name: _____ Date: _____

Supervisor Signature: _____

Supervisor School Title: _____

Supervisor Profession and Degree: _____

Name of School: _____

School Address: _____

Supervisor Phone Number: _____ Fax: _____ Email: _____

Mail completed form to Dr. Dedmond at the above address



COUNSELING/HUMAN AND ORGANIZATIONAL STUDIES

INTERNSHIP STUDENT EVALUATION FORM (TO BE COMPLETED BY SCHOOL SITE SUPERVISOR AT THE END OF THE SEMESTER)

Student's Name _____

Supervisee's Name _____

Semester: FALL SPR SUM Year _____

SITE: _____

Dates of Placement: _____

Total Number of Hours at Site: _____

Date of Evaluation: _____

Staff Participating: _____

Has the evaluation been discussed with the supervisee? _____

Agency/School/Institution Supervisor: Signature: _____

Date: _____

Student: Signature: _____

Date: _____

University Faculty Signature: _____

Date: _____

SITE SUPERVISOR EVALUATION OF INTERN

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

Please rate the intern's performance using the following scale.

- X = DID NOT PERFORM THIS ACTIVITY**
- 0 = NOT ABLE TO DETERMINE**
- 1 = CONSISTENTLY DEFICIENT**
- 2 = NEEDS IMPROVEMENT**
- 3 = FAIR**
- 4 = GOOD**
- 5 = ABOVE AVERAGE**
- 6 = SUPERIOR**
- 7 = OUTSTANDING**

PROFESSIONALISM

The Intern:

- Behaves in an ethical and professionally appropriate manner in all practicum activities and interactions

X 0 1 2 3 4 5 6 7

- Is present and available during the arranged times at the practicum site.

X 0 1 2 3 4 5 6 7

- Accepts responsibilities and follows through on required tasks successfully

X 0 1 2 3 4 5 6 7

- Is respectful of clients and their well being.

X 0 1 2 3 4 5 6 7

- Is developing an appropriate professional identity including a professional style of interacting with clients.

X 0 1 2 3 4 5 6 7

SCHOOL FUNCTIONS

6. Performs ALL required administrative functions, including record keeping, in an appropriate manner.

X 0 1 2 3 4 5 6 7

7. Is professional when making phone calls, referrals, setting appointments, etc.

X 0 1 2 3 4 5 6 7

8. Delivers presentations in a clear and organized manner.

X 0 1 2 3 4 5 6 7

9. Actively participates in workshops and other training activities to enhance his/her clinical and professional skills.

X 0 1 2 3 4 5 6 7

COUNSELING SKILLS

10. Conducts effective intake interviews and gathers relevant client data in order to provide counseling services.

X 0 1 2 3 4 5 6 7

11. Demonstrates the ability to use accurate empathy in work with clients.

X 0 1 2 3 4 5 6 7

12. Builds rapport and establishes effective therapeutic relationships with clients.

X 0 1 2 3 4 5 6 7

13. Makes accurate assessments of client concerns, has basic understanding of diagnostic process, and is able to consider tentative diagnoses of clients.

X 0 1 2 3 4 5 6 7

14. Develops accurate conceptualizations of client cases and uses these to guide treatment planning and counseling activities.

X 0 1 2 3 4 5 6 7

15. Can develop useful treatment plans for different types of clients and begin to implement these effectively.

X 0 1 2 3 4 5 6 7

16. Has an accurate understanding of clients' emotions and their role in the counseling process.

X 0 1 2 3 4 5 6 7

17. Understands his/her own emotional experiences and the impact on the counseling process.

X 0 1 2 3 4 5 6 7

18. Therapeutically confronts clients appropriately and effectively.

X 0 1 2 3 4 5 6 7

19. Has demonstrated effectiveness in co-leading therapeutic groups.

X 0 1 2 3 4 5 6 7

20. Has demonstrated effectiveness in working with couples and/or families.

X 0 1 2 3 4 5 6 7

21. Has demonstrated effectiveness in working with children and/or adolescents.

X 0 1 2 3 4 5 6 7

SUPERVISION

22. Is open to supervision and able to integrate professional feedback into his/her work.

X 0 1 2 3 4 5 6 7

23. Is able to try new approaches to counseling and different techniques in his/her work with clients.

X 0 1 2 3 4 5 6 7

24. Engages appropriately in professional consultation activities (including medical, psychiatric, educational, and vocational consultation) where indicated.

X 0 1 2 3 4 5 6 7

25. **Other Activities:**

PRIMARY STRENGTHS:

PRIMARY AREAS FOR IMPROVEMENT:

ADDITIONAL COMMENTS:

Thank you for your work with us this semester! Please review this form with your intern, both parties sign, and return to Dr. Dedmond and Dr. Madison-Colmore.