
THE GEORGE WASHINGTON UNIVERSITY

GRADUATE SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

**COUNSELING PRACTICUM/INTERNSHIP
INFORMATION HANDBOOK**

2008-2009 Edition

Counseling/Human & Organizational Studies
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THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON DC

Table of Contents

Section 1: Checklist for Applying and Preparing for Practicum/Internship in Counseling	3
Section 2: Application Guidelines for Counseling Practicum/Internship	4
Section 3: Practicum/Internship Application Forms	7 and 9
Section 4: Guidelines for DVD Submission	11
Section 5: Field Site Guidelines for Counselor Interns.....	11
Section 6: The GW Community Counseling Services Center	13

Appendices

Appendix A: Clinical Supervision Guidelines for Field Site Supervisors.....	16
Appendix B: Summary of Field Site Requirements for Prospective Practicum/Intern Trainees.....	23
Appendix C: Counseling Practicum/Internship Supervisory Agreement & Evaluation.....	26
Practicum Evaluation	28
Internship Evaluation	38
Appendix D: Self-Evaluation for Practicum/Internship Site Selection-Prior to Practicum/Internship.....	50
Student Self-Evaluation of Internship Form	52
Rehabilitation Student Self-Evaluation of Internship Form.....	56
Appendix E: Course Syllabi (Master's & Doctoral)	61

Section 1: Checklist for Master's Students Applying and Preparing for Practicum/Internship in Counseling

Be sure you complete all the following steps:

- _____ 1. Thoroughly read all the materials in this package.
- _____ 2. Complete the Self-Inventory and keep it for your records.
- _____ 3. Meet with faculty advisor **at least two semesters** before beginning your practicum/internship (CNSL 285).
- _____ 4. Complete the Counseling Practicum/Internship Application Form (p. 7). Submit it along with a copy of your transcript to your advisor for signature. Return it to the Community Counseling Services Center (CCSC) Director. See due dates at bottom of the application form.
- _____ 5. Applicants to CNSL 285 must record a 30-minute counseling role play on a DVD (you may use DVD #3 from CNSL 253). The DVD should be submitted to the CCSC Director with the reservation form. (See section #4, page 12)
- _____ 6. Select a placement site. **Community and Rehabilitation Counseling Majors:** Review the "Field Site Directory," located in Room 314 of the Graduate School of Education. **School Counseling Majors:** Contact the Office of Laboratory Experiences (OLE) at 994-1542.
- _____ 7. Complete interviews with site supervisors.
(Note: Some sites require applications/interviews 6-9 months prior to placement.)
- _____ 8. Confirm appropriateness of site placement with a faculty advisor or practicum/internship faculty instructor.
- _____ 9. Obtain confirmation of site placement.
- _____ 10. *Complete paper registration for proper section of practicum/internship, (CNSL 285), and submit to CCSC Director.
- _____ 11. *Obtain malpractice insurance (four-six weeks in advance of the due date) and submit a copy of the Declarations page (page contains the name of student, amount of coverage, expiration date) to the CCSC Director.
- _____ 12. *Complete the HIPAA Review and the test posted on Blackboard. Print a copy of test results and submit to CCSC Director.
- _____ 13. Submit copy of "Clinical Supervision Guidelines" to practicum/internship site supervisor prior to beginning work at your placement site (Note: Site supervisors must complete the Field Site Supervisor Agreement form and return it to GW.)
- _____ 14. Attend orientation to practicum/internship usually scheduled prior to classes starting.

*Due date established after approval of DVD.

Section 2: Application Guidelines for Counseling Practicum/Internship

These guidelines apply to all GWU counseling majors in the master's programs in community, school, and rehabilitation counseling, and the doctoral program in counseling. Differences in guidelines among programs are noted as appropriate.

Counseling students should carefully read and follow the guidelines described herein. Failure to follow these guidelines may result in delays in enrolling for practicum/internship or a less than satisfactory internship experience.

Preparation Steps:

Students should begin to make preparations for their first practicum/internship approximately **two semesters** before the semester in which they plan to enroll. Preparations include the following:

- A. Obtain and review a copy of the **Counseling Practicum/Internship Information Handbook** from the department office (Room 314).
- B. Schedule an appointment to discuss your practicum/internship plans with your faculty advisor.
- C. Fill out the appropriate **Counseling Practicum/Internship Application Form** and submit it along with your transcript to be signed by your advisor. Return it with the thirty minute DVD counseling role play to the CCSC Director **one semester** before beginning your first practicum/internship. An application form is included with this handbook.
- D. Consult the **Internship Field Site Directory** (located in Room 314 of GSEHD). This directory contains information and evaluations of GWU approved internship field sites. Additional direction for obtaining an internship field site is given in the section on Field Site Guidelines for Counseling Interns.
- E. Complete the **Self-Inventory for Practicum/Internship**. This form, located in Appendix D of this handbook, is for each student's self-review. Students should complete the form before seeking a field site.
- F. Attend an orientation to practicum/internship held in all foundations classes prior to enrolling in internship.
- G. Obtain professional liability insurance. This type of insurance is available at a reasonable rate for members of the American Counseling Association (ACA) at www.counseling.org or the National Rehabilitation Association at www.nationalrehab.org. Membership in the American School Counselors Association (ASCA) will automatically entitle you to professional liability insurance. You may obtain liability insurance from the company of your choice.
You may not begin your practicum/internship without this insurance.
- J. Prerequisites:

First semester master's degree students must have taken;	CNSL 251 Ethics,
CNSL 268 (Community),	SPED 230 Vocational Assessment (Rehab students only)
CNSL 266 (School), or	CNSL 253 Interviewing Skills,
CNSL 276 (Rehabilitation), Foundations of Counseling.	CNSL 259 Theories and Techniques of Counseling,
	CNSL 255 Career Counseling,
	CNSL 257 Individual Assessment (School and Community students only).

Additional prerequisites include;

Students are then eligible to register for CNSL 285, Counseling Practicum/Internship I (3 semester hours). (This is a paper registration submitted to the Director of the CCSC. Second semester master's interns should register on-line for CNSL 286, Counseling Practicum/Internship II (3 semester hours). Doctoral interns should register for CNSL 359 in the fall semester and CNSL 360 in the spring semester.

Section 3: Practicum/Internship Application Form

Reservation forms for master's internship in counseling and the doctoral internship in counseling are on the following pages. Complete the appropriate reservation form signed by your advisor and return it to the CCSC Director **one semester** before beginning your first internship. Master's students must turn in the thirty minute recorded DVD to the CCSC Director at this time. You will be informed of specific dates by the CCSC Director.

CNSL 285 –PRACTICUM/INTERNSHIP IN COUNSELING**Master's Candidates in Counseling Practicum/Internship Application Form**

All Master's candidates in Counseling must complete and submit this form to the CCSC Director at least one semester before enrolling in CNSL 285. See deadlines below. Please indicate whether you plan to enroll in CNSL 285 during the next three semesters. **Completing this application does not ensure a place in the class.** You must use this reservation form in connection with all the guidelines in the **Counseling Practicum/Internship Information Handbook.**

Name _____ Program _____ Phone (H) _____
 (C) _____
 Address _____ E-mail _____ (W) _____

I plan to enroll in CNSL 285 in (indicate the year): Summer 20_____ Fall 20_____ Spring 20_____

The following courses are required to have been completed prior to enrolling in CNSL 285. Please indicate the semester each course was taken:

CNSL 251 Professional and Ethical Orientation to Counseling (School and Community students only) _____

SPED 230 Vocational Assessment (Rehabilitation students only) _____

CNSL 253 Counseling Interview Skills _____

CNSL 255 Career Counseling _____

CNSL 257 Individual Assessment in Counseling _____

(School and Community students only)

CNSL 259 Theories and Techniques of Counseling _____

CNSL 268 Foundations of: Community Counseling _____

CNSL 276 _____ or Rehabilitation Counseling _____

CNSL 266 _____ or School Counseling _____

List courses you plan to take concurrently with CNSL 285:

*Note: CNSL Diagnosis and Treatment Planning is strongly recommended.

Site(s) you are considering for your internship placement:

Return this form and the thirty minute video to the Community Counseling Services Center Director by the appropriate due date:

Semester enrolling in 285:

Summer & Fall

Spring

Reservation form must be submitted by:

March 15th (or the second Friday in March, whichever comes first)

July 15th (or the second Friday in July, whichever comes first)

 Advisor's Signature

 Date

DOCTORAL INTERNSHIP IN COUNSELING CNSL 359-360

Doctoral Candidates in Counseling Application Form

All doctoral candidates in counseling must complete and submit this form to the CCSC Director at least one semester before enrolling in CNSL 359-360. **Completing this form does not ensure a place in the class.** You must use this application form in connection with all the guidelines in the Counseling Practicum/Internship Information Handbook..

Name _____ Program _____ Phone (H) _____
(C) _____
Address _____ E-mail _____

I plan to enroll in CNSL 359 and CNSL 360 in (indicate the year): Fall 20____ Spring 20____

The following are prerequisite to CNSL 359. Please indicate the completion date of each requirement:

Master's degree requirements in counseling _____

Two semesters of master's level practicum/internship in counseling _____

CNSL 358 Advanced Theories of Counseling _____

Required attendance at an Orientation for Doctoral Students working in the Community Counseling Services Center (CCSC) and participation in the masters' students orientation.

List courses you plan to take concurrently with CNSL 359:

List any other doctoral-level courses you have already completed:

Sites you are considering for your internship placement. _____

Return this form to the CCSC Director by March 15th or the second Friday in March, whichever comes first.

Section 4: Guidelines for DVD Submission

All counseling students are required to submit a 30 minute counseling role play on a DVD that demonstrates a satisfactory level of counseling skills before being allowed to enroll in Counseling Practicum/Internship CNSL 285. While students may elect to submit their final video DVD from Counseling Interview Skills (CNSL 253), the skills evaluated for this requirement include more than just those covered in Counseling Interview Skills. **Thus, a passing final DVD in CNSL 253 may not be satisfactory for the purpose of enrollment in practicum/internship.** It is not uncommon for students to have to do additional skills improvement and resubmit a DVD role play in order to be able to achieve a satisfactory evaluation. For this reason, students are encouraged to submit a DVD recorded role play in advance of their intended enrollment in practicum/internship.

The most common issues that arise that necessitate a student rerecording the role play are:

- **failure to give the client the limits of confidentiality**
- **inability to execute an action plan with the client**
- **inability to establish rapport with the client**
- **client not being seen on camera**
- **inability to demonstrate empathy toward the client**
- **over identification with the client's problems**

Section 5: Field Site Guidelines for Counselor Practicum and Internship Sites

I. Obtaining a Field Site

Counseling faculty advisors assist prospective counseling trainees in obtaining potential internship sites by providing information about approved sites, discussing questions about potential sites, being available to provide guidance during the students' search for a site, and, if necessary, making follow-up contacts for students after a student initiated contact.

The faculty's policy regarding interns obtaining a field site is that this process is a joint responsibility of the faculty and the student. It is students' responsibility to use information provided in the Internship Field Site Directory, to select their sites, and to set up interviews for a potential internship. It is a student's responsibility to seek faculty for guidance as needed. After an interview with a potential internship site, a student may request a faculty member to make a follow-up contact, if this is necessary or would be helpful in obtaining the site for an internship placement.

Prior approval of the Internship Instructor's Committee would be necessary for a community or rehabilitation counseling student to seek an internship site placement that involves client home visits or placement in a private or group practice setting.

Prospective counselor trainees should take the following action steps in obtaining a field site:

- A. Identify about 10-12 sites where you wish to interview for a field site placement. (School counselor trainees must refer to special instructions in A2 on the next page.)

OR

- A1. If you have information about a potential field site, speak to your faculty advisor about the advisability of contacting the site. If the site is acceptable, you may then set up an interview at the site.

OR

- A2. If you are in the **school** counseling program or a doctoral student interested in school counseling placement, you must obtain a school field site through the GSEHD Office of Laboratory Experience (OLE), located in GSEHD Room 401; phone number (202) 994-1542, ole@gwu.edu.

B. Interviews

B1. Community, Rehabilitation, and Doctoral Counselor Practicum/Internship Students: Make interview appointments with the appropriate contact persons in the field sites you selected in step A. General instructions for the interview are:

- (1) Be prepared to talk about your preparation for participation in the internship. For example, take a list of courses that you have already completed or in the process of completing. Describe any counseling or related experiences you have had. It is advisable to prepare a resume listing this and other pertinent information about yourself. Remember that this is a professional interview; you want to present yourself accordingly.
- (2) **Before** attending the interview, read and be familiar with all of the material in this Handbook. Overall, be prepared to inform the field site contact that you want to participate, under supervision, in a variety of counseling (individual, group, family) and counseling-related experiences (staffing, in-service, workshops, intake interviews, assessments, etc.) as appropriate to your training and interest. Also let the supervisor know that you need to have at least eight hours a week of direct counseling experience, with at least one client continuing over several sessions. **Also, you need one hour per week of individual supervision by an independently licensed supervisor i.e. a licensed counselor, social worker, or psychologist.**
- (3) Be prepared to accommodate yourself to field site requirements as much as possible. For example, you may have to begin your site work before the semester begins and/or continue it after it ends.

B2. School Counselor Practicum/Internship Students: After you have received confirmation of your school site placement from OLE, call the contact counselor at your assigned school. (Do **not** call until the system has notified the school counselor about your placement; you can get this information through OLE). If acceptable to the school counselor, schedule a get-acquainted interview before beginning your practicum/internship. Follow the interview instructions given above in B1, (1), (2), (3). Be sure that you know from the field site counselor when you are expected to begin your internship; some schools require preliminary orientation.

C. All Practicum/Internship Students: Continue to seek guidance and assistance from your faculty advisor as needed.

D. Community, Rehabilitation, and Doctoral Counselor Practicum/Internship Students: You may receive and accept an internship appointment at the time of one of your interviews or the field site interviewer may give you a specific time when he or she will get back to you. Otherwise, you should wait about a week to hear from the sites, then give them a call and ask about their decision.

E. Community, Rehabilitation, and Doctoral Counselor Practicum/Internship Students: After you have received oral confirmation from the contact person, you should give this information to your internship instructor. Provide your site supervisor with a copy of the Field Supervisor Agreement Form to sign and return it to the CCSC Director. Be sure that you know from the field site contact person when you are expecting to begin your internship; some sites require preliminary training.

F. If you have questions, concerns, or difficulties anytime during the above process, be sure to contact your internship instructor.

G. During the internship at your field site, your field site supervisor has supervisory and administrative responsibility for field site activities. Your University faculty instructor for the internship will stay in phone contact with your field site supervisor as necessary and desirable. The faculty instructor generally will not visit

your site during your internship, unless this is necessary or desirable, or the field site supervisor or you request a visit. At the end of the semester, the field site supervisor will complete an evaluation form on your practicum/internship activities. A copy of this evaluation is contained in this document.

- H. If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during your field site practicum/internship, you should let your practicum/internship faculty instructor know in a timely fashion, depending on the nature of the problem. It is the responsibility of the University internship instructor to work with you and the field site supervisor to properly handle and resolve any special problems or concerns.

Section 6: The Community Counseling Services Center

Master's Interns

Interns are expected to work with assigned clients in the Community Counseling Services Center (CCSC), the training clinic of the GW counseling program. Clients are assigned throughout the two semesters of practicum/internship so it is possible that an intern may not be assigned a client until the end of the first semester. Ideally, every student will be able to maintain a caseload of two to four clients during the fall/spring semester and five-six during the summer semester. Hours spent in the CCSC will count toward your overall internship hours (600), not toward the 100 practicum hours.

In addition to direct hours spent seeing clients there is a requirement to document progress notes, write counseling plans, and participate in weekly individual supervision (one and one-half hours per week). The counseling-related activities completed in the CCSC complement but are separate and distinct from your field site activities.

You will receive on-campus weekly supervision for counseling done in the CCSC. This is in addition to the supervision received from your field site supervisor. Generally, supervision received on-campus is focused on the counseling done in the CCSC. However, some on-campus supervisory time may also be spent discussing clinical and other matters at your field site.

You will receive more detailed information about your CCSC activities during an orientation session held at the beginning of your practicum/internship semester. You are required to attend this orientation session.

Doctoral Interns

Doctoral students that have met eligibility to begin doctoral internship are required to provide approximately **six** hours a week of direct supervision to practicum/internship students in the CCSC. Additional time is spent documenting progress notes, reviewing supervisees progress notes, counseling plans, and DVD's. Clinical case audits and written evaluations are completed at mid-term and at the end of each semester by the doctoral supervisor. Weekly CCSC staff meetings are required of all doctoral supervisors. Staff meetings address the administrative/clinical issues that arise on a daily basis.

You will receive more detailed information about your CCSC activities during an orientation session held at the beginning of your internship semester. You are required to attend this orientation session and participate in the orientation for the master's interns.

Note: All students are responsible for reviewing and abiding by practicum/internship procedures outlined in the Clinical Supervision Guidelines for Field Site Supervisors (Appendix A). Students are also responsible for distributing a copy of these guidelines to their site supervisor.

Extending Internship

In some cases the master's student may need to extend work at the internship site and the CCSC because the 700 hour requirement has not been met. In this situation if the work can be completed within four weeks beyond the end of the semester the student **MAY BE CHARGED A FEE FOR CONTINUOUS REGISTRATION (IF NOT TAKING A CLASS THAT SEMESTER)**, is required to continue in on-campus supervision, and **WILL OFFICIALLY** graduate the following semester (**IF ALL CLASSES ARE COMPLETED, STUDENT MAY "WALK" IN CURRENT GRADUATION**). If the hours are unable to be completed in four weeks then the student is required to register for one hour of independent study, attend internship class, and continue to accrue hours in the CCSC and the internship site.

Internship Hours toward Licensure

Every student is encouraged to consult the licensure regulations of the state in which the student anticipates seeking licensure in which to practice counseling. Each state differs in requirements for licensure. Consult the specific state for the requirements by going to www.amhca.org and click on Practice Resources along the left side of the screen. This provides access to the web page for every state.

In the event that students wish to include internship hours toward hours for licensure in Virginia the internship must not have begun until the completion of 30 semester hours toward the graduate degree.

APPENDIX A: Clinical Supervision Guidelines for Field Site Supervisors

The information on the following pages is provided to familiarize counselor trainees with the guidelines used by their field site supervisors.

CLINICAL SUPERVISION GUIDELINES FOR FIELD SITE SUPERVISORS

Introduction

These guidelines are designed for field site supervisors who agree to provide clinical supervision to practicum/internship students in the master's and doctoral programs in counseling at The George Washington University. The guidelines briefly describe the training/educational objectives of the practicum/internship and the roles and responsibilities of field site supervisors in helping students achieve these objectives. (Note: In this document the term 'student' refers to the master's and doctoral level George Washington University student.)

General Structure of Practicum/Internship

The George Washington University's Department of Counseling/Human & Organizational Studies requires all candidates for the master's degree and doctoral degree in counseling to complete a supervised counseling practicum/internship experience. At the master's level the requirement is a supervised two-semester sequence of practicum/internship. The first semester begins with a 100-hour practicum (40 direct, 60 indirect) in which practicum 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 supervisor completes a Practicum Evaluation Form after the first 100 hours.

The remaining 300 hours of the first semester constitutes the beginning of the internship with 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. Because master's students fulfill some of their required hours on-campus, their usual time requirement for field site work is about 20-25 hours per week. The total time requirement for master's interns is 700 hours.

At the doctoral level, a supervised two-semester internship experience is required. Internship requirements include approximately 30 hours per week for doctoral students, of which approximately 20-25 hours per week are spent at the field site. The total time requirement for doctoral interns is 900 hours.

In addition to their field site work, both master's and doctoral interns have requirements at The George Washington University Community Counseling Services Center (CCSC). The clinical experiences in both the field site and the CCSC run concurrent with an on-campus classroom seminar dealing with professional roles, ethical considerations, case management, agency functions, community resources, philosophical approaches, and counseling process and strategies.

Minimum Counseling Supervisory Requirements

1. Master's level counselor trainees must have direct counseling or counseling related experience with individuals served by the field site for a minimum of eight hours per week.
2. Full-time doctoral students must have direct counseling or counseling related experience with individuals served by the field site for at least five hours per week.
3. Counselor trainees must have the opportunity to provide on-going counseling or counseling related services with at least one individual over at least several sessions. They should not be restricted to only intake interviews but should take the opportunity to engage in the full range of service activities that the field site offers to individuals served by them.
4. Beyond these minimums, the practicum/intern trainee should be given as much opportunity as possible for substantial counseling and counseling-related activities.

5. Practicum/intern trainees must receive at least one hour per week of individual supervision from a certified school counselor, licensed counselor, or other licensed mental health professional. Doctoral interns must receive supervision from a doctoral level licensed mental health professional.

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." These experiences introduce and engage the counselor practicum/intern trainee in activities and judgments fundamental to counselors' regular professional responsibilities.

At the master's level, GW offers counseling programs in community, school, and rehabilitation counseling. At the doctoral level the program is oriented to general advanced counseling, with students emphasizing a specific area of practice or theory. Practicum/intern trainees seek placements in community (mental health/human service) agencies, schools, or rehabilitation settings according to their programmatic concentration.

Goal

The goal of the practicum/internship is to provide the student a transitional clinical/counseling experience by engaging in a practical, day to day work schedule under the close supervision of a competent counselor who can assist the student in refining professional skills, according to their level of development while still in a learning situation. For master's practicum/internship students, this goal is understood in terms of entry-level professional competencies. For doctoral internship students, the learning is understood in terms of advanced professional competencies.

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

- 1) working with actual cases to provide better understanding of services and professional conduct; and
- 2) training that remains educational in purpose, but productive by agency, school or institutional standards.

Thus, through the joint efforts of the University faculty, the counselor trainee, and the agency, school, or institution personnel, the trainee is supported in becoming a knowledgeable, skilled, and disciplined professional counselor.

Objectives

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

The practicum/intern trainee will demonstrate, in accordance with to his or her level as a master's or doctoral intern:

1. counseling orientation and task assumption competencies in accordance with level (master's or doctoral);
2. essential professional identity and ethical code competencies;
3. interviewing and counseling (theory and practice) competencies in accordance with level;
4. assessment and appraisal skills in accordance with level and programmatic concentration;
5. counseling and guidance competencies for school counseling (school counseling practicum/intern trainees);
6. essential vocational evaluation adjustment, and placement competencies (rehabilitation counseling practicum/intern trainees);
7. essential case management competencies including knowledge of available references and resources;
8. consultation, administration, and leadership competencies according to the nature of the practicum trainee or intern's program emphasis and field site placement;
9. essential supervision skills (doctoral students only).

Roles and Responsibilities

As each practicum/intern trainee varies in personal and educational readiness, and so does each agency, school and institution in its purpose, scope, and function, a uniform program of activity applicable to all field settings and all students cannot be outlined. However, the agency, school, or institution supervisor should clarify clinical, counseling, consultation, managerial, and leadership responsibilities and expectations with the student. The agency, school, or institution supervisor is expected to provide at least weekly individual supervision. The content and process of the agency, school, or institution supervision is determined on an individual basis between the student and the supervisor.

University supervision will be provided on a group basis during the weekly seminar meetings and individually in relation to counseling and supervision in the on-campus Community Counseling Service Center.

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 agency, school, or institution 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 in training students may alter the procedures.

A. Orientation

1. Physical Facilities (Tour of physical plant)
 - a. Counseling, clinical, guidance facilities
 - b. Files: charts, case folders, records, etc.
 - c. Supply room: supplies, equipment, forms, etc.
 - d. Reference/material: library, manuals, technical dictionaries, occupational information, vocational testing materials, etc.
2. Agency/School/Institution Functions and Services
 - a. History of agency/school/institution
 - b. Support or income structure
 - c. Overview of services
 - d. Administrative organization
 - e. Acceptance or admission policy
 - f. Referral sources
 - g. Client/school population
 - h. Reporting and statistical procedures
 - i. Policy regarding confidentiality
3. Agency/School/Institution Routines and Office Regulations
 - a. Hours of work
 - b. Lunch times
 - c. “Breaks”
 - d. Holiday
 - e. Use of the telephone
 - f. Use of equipment and clerical personnel
 - g. Travel expenses
 - h. Signing in and out
 - i. Agency/School/Institution report schedules and their significance in agency administration
4. Staff (Introduction to)
 - a. Managerial
 - b. Professional
 - c. Clerical
 - d. Personal interviews with administrator and department heads.
5. Individuals Served by the Field Site

Site Supervisors are asked to select several typical cases, current or closed, for study or analysis to illustrate an example of the agency/school/institution function, the individuals 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 individuals served differing as to disability, background, etc.

2. Procedures Involving Assessment, Appraisal, and Diagnostic Work-ups

- a. Medical
- b. Psychological
- c. Educational
- d. Vocational
- e. Social

3. Inter- and Intra-agency/school/institution Case Conference

4. Staff/Faculty Meetings

- a. Administrative
- b. In-service training

5. Medical, Psychiatric, Psychological, and Social Work Consultations

6. Case Recording and Record-Keeping

7. Counselor "Field" Rounds (Provision of services)

- a. Classroom visits
- b. Home visits only with supervisor accompaniment
- c. Employer visits (job placement follow-up)
- d. Community resources
- e. State employment services
- f. Schools
- g. On-the-job training
- h. Hospitals
- I. Rehabilitation centers
- j. Workshops, etc.

8. Managerial and Consultation Activities as these are appropriate to the student's program emphasis and the nature of the field site.

C. Participation

1. With Individuals Served by the Field Site

- a. Interview: screening, intake, counseling, and planning.
- b. Counseling: individual and group; family
- c. Assessment and appraisal
- d. Follow-up on training or placement.

2. With Facilitating Personnel and Agencies/Schools/Institutions

- 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 Case Selection

- a. It is found that cases typically representative of those carried or served by the agency/school/institution are best for beginning students.
- b. It might be best to choose cases with a minimal number of reality limitations (transportation problems, limited time available for appointments, reluctance to keep appointments, etc.).
- c. Possibly a balance of new and old cases would give the student experience with the various stages of treatment.
- d. It would be best for case situations to present an opportunity for some collateral contacts whenever possible.
- e. The cases selected would have some prospect for change or movement so that the student experiences some degree of success.
- f. It would be best for the nature of the problem to be such as to allow the student and the individual being served 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. The cases selected might best be those that the agency/school supervisor can use for instructive purposes.
- i. The selection of cases is best based on whether they challenge the professional development of the student.

D. Practicum Trainee and Intern Role

Students should arrange their schedule to conform to agency requirements—precedence being given only to attendance at University classes in which they are enrolled or internship orientation days for work in the GW Community Counseling Services Center. Agency/school/institution policy regarding dress, time of arrival and departure, confidentiality of information, holiday and “coffee break” time, notification in case of illness, etc., should be followed. While students are not generally required to work in the agency/school/institution during official University vacation periods (e.g., Winter and Spring breaks), this should be planned in advance with the agency/school/institution supervisor.

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

E. Agency/School/Institution Role

It has been found that supervised clinical experience is most effective for the trainee and the agency/school/institution if the agency/school/institution appoints a qualified and interested staff counselor or counselor/supervisor to oversee the student's work and provide general supervision. Only a person in the agency/school/institution can really understand the problems encountered and can evaluate the student's work on the basis of practical experience. For example, a supervisor would be beneficial to the student in helping to explore general reactions to the various roles a counselor is asked to assume and to follow agency/student policies and procedures, in discussing present and new cases, and in adjusting to developments in the field. To this end, it has been found that students work best if a regular weekly schedule is set each week for supervisor-student consultation and if the supervisor could be available to the student at other times for less formal assistance. The supervisor, as a representative and advocate for the agency/school/institution and the field, could help the student find a series of experiences that would be instructive to the role as counselor. The supervisor could use the student's performance in these activities as an objective basis for which to evaluate the student at the end of the semester.

F. University Role

In addition to the field site placement, the student also spends several hours per week in the Community Counseling Services Center (CCSC). The CCSC experience complements but is also separate and distinct from the student's field site experience. The University delegates supervisory and administrative responsibility for field site activities to the field site supervisor. The University faculty instructor for practicum/internship will stay in phone contact with the field site supervisor as necessary and desirable. The faculty instructor will not generally

visit the field site, unless this is necessary or desirable, or the field site supervisor or trainee requests a visit.

At the end of the first 100 hours and again at the end of each semester, the field site supervisor will complete an evaluation form on practicum/internship activities. A Practicum Student Evaluation Form is completed at the end of the first 100 (40 direct, 60 indirect) hours and the Internship Student Evaluation Form is completed at the end of each semester. Copies of the forms are attached.

For the counselor trainees, the University will provide regular supervisory sessions. The University-based seminar supervisory sessions deal primarily with counseling supervision cases that students counsel in the on-campus training clinic, the Community Counseling Services Center (CCSC). The student will occasionally be asked to present agency/school/institution cases and issues for discussion. Weekly individual supervision is provided to students focusing on the CCSC cases. Supervision is usually provided by doctoral level interns working in the CCSC. The group supervision sessions are in the form of a two-hour-per week group supervision seminar that runs concurrently with other practicum/internship activities. Agency/school/institution supervisors of students are welcome to attend the on-campus group supervisory meetings, especially when their students are presenting agency/school/institution cases for discussion. While course guidelines may vary depending on the faculty member overseeing the course (or section of the course), the overall objectives are basically the same for all sections of practicum/internship.

G. Special Problems

If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during the practicum/internship, the field site supervisor should contact the University practicum/internship faculty instructor in a timely fashion, depending on the nature of the problem. It is the responsibility of the University faculty instructor to work with the field site supervisor and the student to resolve any special problems or concerns.

Conclusion

The practicum/internship experience is considered a vital part of the academic programs in counseling at The George Washington University. It offers the opportunity to put theory into practice and serves as a catalyst for personal and professional growth necessary for entry into the counseling profession.

The University is very grateful for the professional service that field site supervisors provide practicum/internship trainees in this critical phase of their professional education and training.

APPENDIX B: Summary of Field Site Requirements for Counselor Trainees

Prospective counselor trainees may use this summary as a quick information guide in their interview with a field site contact person. This summary represents only an excerpt of all requirements and guidelines, which students should be sure to read thoroughly. The specific requirements are as follows:

1. Students should be involved in the full range of activities and services offered by the site. The University

recognizes that the service will vary depending on the philosophy and goals of the site and the individuals served. But typically these services include:

- A. Individual counseling
 - B. Group counseling
 - C. Career development
 - D. Appraisal and assessment
 - E. Classroom guidance lessons
 - F. Information dissemination
 - G. Staff meetings
 - H. Supervision
 - I. In-service training
 - J. Consulting
 - K. Referral
 - L. Program development and evaluation
 - M. Maintaining records
 - N. Child study team meetings
2. School counseling practicum/internship trainees have specific guidelines regarding the division of their initial 100 practicum hours, as outlined below:
- A. Direct Service Requirement – Total of 50 Hours
 1. Observing counselor providing services to students and/or parents.
 2. Mentoring a few students.
 3. Assisting counselor in group counseling.
 4. Presenting a classroom (elementary or middle school) or small group (high school) guidance lesson.
 5. Talking with students seeking services.
 - B. School Indirect Service activity – 50 Hours
 1. Attend professional meetings such as faculty
 2. Assisting in scheduling.
 3. Assisting in general tasks such as setting up a room for a guidance lesson, duplicating activity sheets, writing out passes for students, putting data into the computer, organizing career materials, decorating the bulletin board, etc.
 4. Assisting with class trips.
 - C. Supervision
Supervision of the practicum/internship student should be one hour of individual supervision per week.
 - D. Interaction with GWU Faculty
Again, to allow for individual school systems and the unique style of supervisors and faculty, the extent and type of interaction may vary but the usual format would be for the supervisor to make a contact with the faculty member if there seems to be any concern or problem. Usually a phone call or e-mail would be sufficient to let the faculty member know that they needed to respond quickly. At the time of the contact, supervisors and faculty can discuss the best way to communicate more frequently if they need to do so. Site supervisors are the experts in practice and GW instructors rely on your judgments and professionalism as you join us in training our future school counselors.

During the **master's level practicum/internship**, students must spend a total of at least 700 hours in practicum/internship experiences. This includes time spent at the site (20-25 hours per week) and time spent in the classroom seminar, on-campus supervision sessions, and work in the CCSC. Students are also expected to see a minimum of three clients/students per week at the field placement. At least one of these should be an ongoing client/student.

During the **doctoral practicum**, students must spend a total of 300 hours in practicum experiences. Over the two semesters of the **doctoral level internship**, interns must spend a total of at least 600 hours in internship

experiences. This includes (a) time in various internship activities, (b) time spent at an internship site, time spent in the classroom seminar, supervision, and work in the CCSC. In clinical internship placements, students are also expected to see a minimum of three clients per week, at least one of which should be an ongoing client. Types of internship experiences should include counseling, as well as counseling-related activities in such areas as policy, leadership, research, teaching, supervision, and consultation.

3. Counselor trainees are to receive one hour per week of individual supervision from their on-site supervisor. For master's level interns, the on-site supervisor should have at least M.A. or M.S. degree in counseling, psychology, social work or related field, and be certified or licensed to practice independently in their respective field. Doctoral level interns must have doctoral level supervisors that are licensed in counseling, psychology, social work or related field.
4. The on-site supervisor is asked to complete an evaluation form for the student at the close of each semester.
5. The on-campus faculty member will stay in phone contact with the field site supervisor as necessary and desirable. The faculty member may visit the site during the semester to discuss the student's progress and consider any problems that may arise.
6. Students maintain a log that outlines all practicum/internship activities. The on-site supervisor should review and sign the log during the semester to verify that the logs are accurate.
7. In addition to the on-site activities, students meet weekly in class on-campus under the direction of University faculty where cases are discussed and tapes are reviewed. Students receive individual supervision from the University faculty and from an advanced doctoral student enrolled in the doctoral internship. Finally, trainees may spend up to six hours per week in the CCSC on-campus where they see clients, receive supervision, and complete clinical documentation. Specific requirements are outlined each semester in the course syllabus.

APPENDIX C: Counseling Practicum/Internship Supervisory Agreement

The following is the supervisory agreement that the student is responsible for providing to the site supervisor and returning to the Director, Community Counseling Services Center.



**Department of Counseling/Human & Organizational Studies
Graduate Programs in Counseling
FIELD SUPERVISOR AGREEMENT FORM**

I, _____, agree to provide _____
(Supervisor) (Student counselor trainee)

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

Supervisor Name: _____

Supervisor Signature: _____

Supervisor Agency/School/Institution Title: _____

Supervisor Profession and Degree: _____

License/Certification Number and State: _____

Expiration Date: _____

Name of Agency/School/Institution: _____

City/State/Zip: _____

Address: _____

Phone: _____

E-mail: _____

Supervisor/Student agreed upon internship beginning date _____ end date* _____ *Student is expected to stay at the site at a minimum through the last week of internship class, usually the first week in May.

Date: _____

The intern is responsible for returning the completed form to:

Director, Community Counseling Services Center

Department of Counseling/Human & Organizational Studies

Graduate School of Education and Human Development

The George Washington University

2134 G Street, NW, #314

Washington D.C. 20052

COUNSELING/HUMAN AND ORGANIZATIONAL STUDIES

PRACTICUM EVALUATION FORM-Completed by Site Supervisor
AFTER COMPLETION of FIRST 100 HOURS

Student's Name _____

Supervisor'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: _____

EVALUATION OF SUPERVISEE

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

The following are a number of statements regarding practicum related activities on which you are to rate the supervisee's performance. Consider each statement with reference to your knowledge and observations of the supervisee's performance *in relation to their level of training*. Practicum represents some of their first direct contact that the counselor trainee has with actual student/clients.

It is common for many supervisees not to have engaged in all of the listed activities and to have engaged in others that are not listed. Please use the space provided to evaluate your supervisee on activities not included in this form.

Use the following scale to rate the supervisee's performance on each activity:

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

1. Supervisee behaves in an ethical and professionally appropriate manner in all practicum activities and interactions.

X 0 1 2 3 4 5 6 7

2. Supervisee is present and available during the arranged times at the practicum site.

X 0 1 2 3 4 5 6 7

3. Supervisee accepts responsibilities and follows through on required tasks successfully.

X 0 1 2 3 4 5 6 7

4. Supervisee is respectful of clients/students and their well being.

X 0 1 2 3 4 5 6 7

5. Supervisee is developing an appropriate professional identity including a professional style of interacting with clients/students.

X 0 1 2 3 4 5 6 7

AGENCY SCHOOL/FUNCTIONS

6. Supervisee performs all required administrative functions including record keeping in an appropriate manner.

X 0 1 2 3 4 5 6 7

7. Supervisee's non-clinical client/student (e.g. phone calls, providing referrals, setting appointments, etc.) is professional and appropriate.

X 0 1 2 3 4 5 6 7

8. Supervisee delivers presentations in a clear and organized manner.

X 0 1 2 3 4 5 6 7

9. Supervisee actively participates in workshops and other training activities to enhance their clinical and professional skills.

X 0 1 2 3 4 5 6 7

COUNSELING SKILLS

10. Supervisee conducts effective intake interviews and gathers relevant client/student data in order to provide counseling services.

X 0 1 2 3 4 5 6 7

11. Supervisee demonstrates the ability to use accurate empathy in their work with clients/students.

X 0 1 2 3 4 5 6 7

12. Supervisee is able to build rapport and establish effective therapeutic relationships with clients/students.

X 0 1 2 3 4 5 6 7

13. Supervisee is able to make accurate assessments of client/student concerns, has an introductory understanding of the diagnostic process, and is able to consider tentative diagnoses of clients/students.

X 0 1 2 3 4 5 6 7

14. Supervisee develops accurate conceptualizations of client/student cases and used these to guide treatment planning and counseling activities.

X 0 1 2 3 4 5 6 7

15. Supervisee can develop useful treatment plans for different types of clients/students and begin to implement these effectively.

X 0 1 2 3 4 5 6 7

16. Supervisee has an accurate understanding of clients'/students' emotions and their role in the counseling process.

X 0 1 2 3 4 5 6 7

17. Supervisee understands his/her emotional experiences and their impact on the counseling process.

X 0 1 2 3 4 5 6 7

18. Supervisee is able to therapeutically confront clients/students appropriately and effectively.

X 0 1 2 3 4 5 6 7

19. Supervisee has demonstrated effectiveness in co-leading therapeutic groups.

X 0 1 2 3 4 5 6 7

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

X 0 1 2 3 4 5 6 7

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

X 0 1 2 3 4 5 6 7

SUPERVISION

22. Supervisee is open to supervision and able to integrate professional feedback into their work.

X 0 1 2 3 4 5 6 7

23. Supervisee is able to try new approaches to counseling and different techniques in their work with clients.

X 0 1 2 3 4 5 6 7

24. Supervisee 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:



COUNSELING/HUMAN AND ORGANIZATIONAL STUDIES

INTERNSHIP SITE SUPERVISOR EVALUATION FORM-Completed by Site Supervisor

Student's Name _____

Supervisor's Name _____

Semester: FALL SPR SUM Year _____

Internship I _____ **Internship II** _____ **Master's** _____ **Doctoral** _____

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: _____

EVALUATION OF SUPERVISEE

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

Below are listed a number of statements pertinent to counseling performance. Consider each statement with reference to your knowledge of the supervisee being rated. Rate the supervisee in terms of expected performance in relation to his/her level of training.

Use the following scale to rate each item:

- O = Outstanding
- MA= More than Adequate
- A = Adequate
- NI = Needs to Improve
- D = Deficient
- CE = Cannot Evaluate

Please circle you choice.

DIAGNOSTIC/CONCEPTUALIZING SKILLS

1. Awareness of the manner in which his/her own problems and feelings affect the relationship with the client/students.
O MA A NI D CE
2. Awareness of client/student dynamics at a level beyond that of the specific problem situation.
O MA A NI D CE
3. Competence in selecting appropriate counseling strategies and alternative solutions relative to specific clients/students.
O MA A NI D CE
4. Ability to modify hypotheses about the client/student as counseling proceeds.
O MA A NI D CE
5. Ability to follow client/student shifts in topic and ability to tie these into a common thread or theme.
O MA A NI D CE
6. Competence in the choice and use of interest inventories and other psychometric devices in counseling and assessment.
O MA A NI D CE
7. Understanding and competence in the use of DSM-IV.
O MA A NI D CE

Use the following scale to rate each item:

Department of Counseling/Human and Organizational Studies
The George Washington University

- O = Outstanding
MA = More than Adequate
A = Adequate
NI = Needs to Improve
D = Deficient
CE = Cannot Evaluate

Please circle your choice.

COUNSELING PROCESS

1. Does not allow the client/student to engage in prolonged tangential discussion.
O MA A NI D CE
2. Listens carefully to what the client/student is saying.
O MA A NI D CE
3. Responds appropriately to client/student's feelings.
O MA A NI D CE
4. Responds appropriately to the content of client/student statements.
O MA A NI D CE
5. Conveys to the client/student an empathetic understanding of the client/student's world.
O MA A NI D CE
6. Approaches clients/students in a therapeutically genuine manner.
O MA A NI D CE
7. Recognizes and responds appropriately to the client/student's cover messages.
O MA A NI D CE
8. Uses silence effectively in the session.
O MA A NI D CE
9. Recognizes and deals effectively with manipulation by the client/student.
O MA A NI D CE

Use the following scale to rate each item:

Department of Counseling/Human and Organizational Studies
The George Washington University

- O = Outstanding
MA = More than Adequate
A = Adequate
NI = Needs to Improve
D = Deficient
CE = Cannot Evaluate

Please circle your choice.

10. Is able to behave in a professional manner without hiding behind a professional front.

O MA A NI D CE

11. Responds appropriately to the client/student's cultural orientation.

O MA A NI D CE

12. Is able to deal constructively with own feelings (positive, negative, ambivalent) about the client/student when they occur.

O MA A NI D CE

13. Is able to convey feelings of warmth and acceptance to clients/students.

O MA A NI D CE

14. Deals appropriately with hostility and other negative emotions on the part of the client/student.

O MA A NI D CE

15. Is able to deal constructively with positive feelings the client/student expresses toward him/her (the counselor) and others.

O MA A NI D CE

16. Is able to think independently about clients/students and come up with insights.

O MA A NI D CE

17. Helps clients/students to formulate realistic goal congruent with the requirements and counseling modes of this setting.

O MA A NI D CE

18. Has a reasonable knowledge of community resources and is able to make appropriate referrals.

O MA A NI D CE

Use the following scale to rate each item:

Department of Counseling/Human and Organizational Studies
The George Washington University

- O = Outstanding
MA = More than Adequate
A = Adequate
NI = Needs to Improve
D = Deficient
CE = Cannot Evaluate

Please circle your choice.

19. Demonstrates a personal commitment to developing professional competencies.

O MA A NI D CE

20. Demonstrates ethical behavior in counseling and case management.

O MA A NI D CE

SUPERVISORY RELATIONSHIP

1. Is sensitive and open to discussion of the supervisory relationship.

O MA A NI D CE

2. Is able to deal with content and feeling during supervision.

O MA A NI D CE

3. Is open to self-examination during supervision.

O MA A NI D CE

4. Participates actively and non-defensively in supervisory sessions.

O MA A NI D CE

PRIMARY STRENGTHS:

PRIMARY AREAS FOR IMPROVEMENT:

Would you accept additional counseling students from The George Washington University Counseling Program?

ADDITIONAL COMMENTS:

**APPENDIX D: SELF EVALUATION-COMPLETED PRIOR TO BEGINNING
PRACTICUM/INTERNSHIP**

I. My long term career goal is:

II. My area of special interest is:

III. The client/student whom I would most like to work with is:

IV. The client/student whom I would least like to work with is:

V. I feel most qualified/skilled to work with:

VI. I feel least qualified/skilled to work with:

VII. An area of competence I would like to enhance or develop is:

VIII. My ideal site supervisor would have the following characteristics:

IX. I feel most comfortable in a working environment with the following characteristics:

X. I have had the following professional or volunteer experience and/or course work related to counseling:

XI. My personal areas of strength and weakness which should be considered in the site selection process include:

Strengths:

Areas for improvement:

XII. Describe your ideal counseling practicum/internship. Include what duties you would perform and with what type of population.

**THE GEORGE WASHINGTON UNIVERSITY
DEPARTMENT OF HUMAN SERVICES**

**COMMUNITY AND SCHOOL COUNSELING PROGRAM
SELF-EVALUATION OF INTERNSHIP**

Student: _____

Agency: _____

Department: _____

As an internship student, you are asked to complete this progress report to reflect your evaluation of your performance and growth at your internship site using the following criteria.

Definition of Rating Terms

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

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

Average: Usually meets minimum requirement in a satisfactory manner; performing as might be expected of an intern.

Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner; performing at a level somewhat below that expected of an intern.

Inadequate: Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of an intern.

No Basis: There is no basis on which to evaluate the intern for the item in the question.

Area of Competence	Superior	Above Average	Average	Below Average	Inade- quate	No Basis
I. SUCCESS IN FORMING EFFECTIVE RELATIONS						
A. With clients						
B. With other Professionals Staff						
Supervisors						
Outside Agencies						

Area of Competence	Superior	Above Average	Average	Below Average	Inadequate	No Basis
II. SKILLS IN COUNSELING TECHNIQUES						
A. Knowledge and Understanding						
1. Principles and Process						
2. Psychological Aspects						
3. Human Behavior						
4. Case Management Principles and Practices						
5. Professional Ethics						
6. Coordination with Community Agencies						
7. The World of Work						
8. Community Resources						
B. Case Work Skills and Abilities						
1. Skill in Developing a Treatment Plan/IEP						
2. Skill in Effectively Coordinating and Implementing a Treatment Plan/IEP						
III. PROFESIONALISM						
A. I completed assigned tasks with agency/school						
B. I was consistently prepared and punctual						
C. I demonstrated appropriate professional and ethical behavior throughout experience						
D. I maintained appropriate confidentiality throughout experience						
E. I demonstrated knowledge and abilities related to advocating for consumer/students						
IV. CLASSROOM AND LAB ACTIVITIES						
A. I was able to maintain client/student files as instructed						
B. My presentations were well prepared and clear						
C. I participated in receiving and giving feedback during supervision sessions						
D. I maintained quality internship journals						

V. NARRATIVE COMMENTS: STUDENT'S PROFESSIONAL GROWTH & POTENTIAL

Please provide a brief discussion of the areas for continued improvement:

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

Superior Above Average Average Below Average Inadequate

If inadequate, please explain: _____

Are there additional issues and/or concerns you would like to address? _____

Student's signature: _____ **Date:** _____

**THE GEORGE WASHINGTON UNIVERSITY
DEPARTMENT OF HUMAN SERVICES**

REHABILITATION COUNSELING PROGRAM
SELF-EVALUATION OF INTERNSHIP

Student: _____

Agency: _____ Department: _____

As a **rehabilitation counseling** internship student, you are asked to complete this progress report to reflect your evaluation of your performance and growth at your internship site using the following criteria.

Definitions of Rating terms

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

Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner; performing at a level somewhat below that expected of an intern

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

Inadequate: Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of an intern

Average: Usually meets minimum requirements in a satisfactory manner; performing as might be expected of an intern

No Basis: There is no basis on which to evaluate the intern for the item in the question

I. Success in Forming Effective Relationships

Area of Competence	Superior	Above Average	Average	Below Average	Inadequate	No Basis
A. With Clients						
B. With other Professionals and Staff						
C. Supervisors						
D. Outside Agencies						

II. Skills in Counseling Techniques

A. KNOWLEDGE AND UNDERSTANDING						
Area of Competence	Superior	Above Average	Average	Below Average	Inadequate	No Basis
1. Principles and Process						
a. Knowledge of history, philosophy, and legislation affecting rehabilitation						
b. Application of principles of disability-related legislation (i.e. rights of persons with disabilities, inclusion, access)						
c. Application of relevant professional literature and research into rehabilitation counseling						
d. Participation in agency or community research activities or projects						
2. Psychological Aspects						
3. Human Behavior						
4. Case Work Principles and Practices						
a. Application of cultural, social, economic, disability-related, and environmental factors in planning						
b. Ability to collaboratively develop a client-centered rehabilitation and/or independent living plan with the consumer						
5. Professional Ethics						
a. Application of ethical principles and standards						
b. Application of appropriate legal principles and utilization of ethical decision-making skills to resolve ethical dilemmas						
6. Medical Aspects of Rehabilitation						
7. The World of Work						
a. Ability to facilitate consumer involvement in determining vocational goals and capabilities						
b. Utilization of career/occupational materials and labor market information for vocational planning						
c. Exploration of occupational alternatives, develop career plans						
d. Knowledge of career development theories and the importance of work to individuals						
e. Ability to identify prerequisite experiences, relevant training, and functional capacities needed						

for selected consumer career goals						
f. Ability to determine and resolve job adjustment problems through the provision of post-employment services to the consumer						
8. Community Resources						
a. Knowledge of community resources for consumer and referral purposes						
b. Ability to identify community resources with the consumer to develop an appropriate rehabilitation plan						
c. Ability to establish working relationships and determine mutual responsibilities with other service providers, family, or client advocates involved with the consumer						
d. Consultation with professionals in other disciplines within the community						
e. Ability to serve as a consultant and market rehabilitation services to other community agencies for integration of individuals with disabilities into the community						
f. Ability to assist the consumer in identifying areas of personal responsibility including potential fiscal resources to obtain services						
g. Ability to identify and plan for the need and appropriate use of rehabilitation and assistive technology						
9. Assessment						
a. Knowledge of and capability to plan comprehensive and individual assessments to determine appropriate services						
b. Utilization of information regarding the existence, onset, severity, progression, and expected duration of an individual disability						
c. Ability to determine eligibility for rehabilitation services and/or programs including entering, engaging in, or retaining gainful employment						
d. Assessment of individual strengths, resources, experiences, career knowledge and interests, and individual capabilities to make decisions						
e. Evaluation of feasibility of individual rehabilitation or						

independent living objectives & determine vocational & independent living skills						
f. Ability to interpret assessment results with consumer or family						
10. Job Development and Placement						
a. Evaluation of work activities through job and task analyses						
b. Ability to restructure or modify jobs where appropriate						
c. Consultation with experts to increase individual level of functioning						
d. Education of perspective employers regarding benefits of hiring persons with disabilities						
e. Ability to assist employers to identify, modify, and/or eliminate architectural, procedural, and/or attitudinal barriers						
f. Ability to review data in order to determine potential person-job match						
g. Ability to provide support services for and teach job-seeking and retention skills						
h. Ability to establish follow-up or follow-along procedures to maximize independent functioning through post-employment services						
B. CASE WORK and ABILITIES						
11. Skill in developing a treatment plan						
12. Skill in effectively coordinating & implementing a treatment plan						
13. Ability to practice rehabilitation counseling						
a. Ability to practice with individuals						
b. Ability to practice with groups and/or families						
c. Ability to develop and maintain the counseling relationship, assist a client in crisis resolution, & facilitate individual decision-making						
d. Ability to conduct group counseling sessions on adjustment or vocational problems & recommend strategies to resolve problems impeding the rehabilitation process						

III. Professionalism

Area of Competence	Superior	Above Average	Average	Below Average	Inadequate	No Basis
A. I completed agreed upon assignments with agency						
B. I was consistently prepared and punctual						
C. I demonstrated appropriate professional and ethical behavior throughout experience						
D. I maintained appropriate confidentiality throughout experience						
E. . I demonstrated knowledge and abilities related to advocating for consumers						

IV. Classroom and Lab Activities

Area of Competence	Superior	Above Average	Average	Below Average	Inadequate	No Basis
A. I was able to maintain client files as instructed						
B. My presentations were well prepared and clear						
C. I participated in receiving and giving feedback during supervision sessions						
D. I maintained quality internship journals						

APPENDIX E: Course Syllabi

CNSL 285/286.....62

CNSL 357/359/360.....81

The George Washington University
Department of Counseling, Human, and Organizational Studies

This is a sample. Internship Instructors may personalize their course syllabus in accord with academic freedom.

CNSL 285: Counseling Practicum/Internship I
CNSL 286: Counseling Internship II
Fall 2008 – Spring 2009

Course Instructors

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Course Overview

This course provides field experience in school, rehabilitation, and community counseling performing all the activities of a professional counselor including training in the core counseling skills, process, models, and techniques as well as direct counseling experience with individuals and groups. Additionally, this course involves the assessment, case conceptualization, diagnosis, and treatment of clients in the Community Counseling Services Center (CCSC). Counseling theories, a systems perspective, and consultation skills will be examined as they apply to various training experiences. Students will receive supervision of all counseling activities including on observed, recorded, and reported experiences in the CCSC and field settings, and individual feedback will be provided. Instructors will use role play, lecture, and small group discussion to present course material. Students will be required to review recorded client sessions, deliver case presentations, and engage in peer feedback to meet course objectives.

Course Objectives

By the end of each semester, students should be able to demonstrate appropriate progress toward proficiency in:

1. Understanding their behavioral, cognitive, and emotional reactions in counseling and consulting.
2. Understanding counselor and consultant characteristics and behaviors that influence the helping processes including age, gender, sexual orientation, disability status, ethnic, cultural and linguistic differences, verbal and nonverbal behaviors as well as personal characteristics, orientations, and skills.
3. Developing a coherent, personalized approach to counseling and consultation that is adequately based in theory, research, and practice and describe and demonstrate its use in counseling.
4. Understanding a systems perspective including family and other systems theories, and related interventions and develop a rationale for selecting family or other systems theories as appropriate modalities for use in their practicum/internship site.

5. Understanding and exploring the development, stages, and models of consultation and counseling and applying relevant theory to case presentations. School counseling interns will be also demonstrate their knowledge and ability to apply: (a) theories, models, and processes of consultation and change with school personnel, parents, community groups, agencies, and students as appropriate; (b) consultation strategies to promote effective teamwork within the school and larger community; (c) strategies of working with parents, guardians, families, and communities to empower them to act on behalf of their children; (d) conducting programs designed to enhance students' academic, social, emotional, career, and other developmental needs, and (e) coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote counseling program objectives and facilitate successful student development and achievement of all students within a school placement setting.
6. Skillfully and appropriately using core counseling skills in their work with clients.
7. Understanding the professional identity of counselors and performing the major aspects of counseling services including: (a) conducting intake interviews and gathering detailed information necessary for decisions about the appropriateness of clients for services and directions for treatment, (b) accurately accessing and understanding the nature of clients' problems as well as their causes and consequences, (c) responding effectively to both cognitive and affective aspects of client concerns, (d) setting appropriate therapeutic goals in collaboration with clients, (e) developing, in collaboration with clients, realistic treatment plans including effective change strategies, (f) using a variety of counseling/consultation techniques, procedures, and resources appropriately, (g) conceptualizing the counseling process over time and maintaining therapeutic structure in their work with clients, (h) making appropriate referrals as appropriate for clients requiring additional services, and (i) appropriately using standardized and non-standardized assessment instruments and information.
8. Demonstrating the skills to record on DVD the counseling sessions in the CCSC and utilize the DVD recording and case presentation format to better understand students' strengths and areas for improvement.
9. Constructively seeking, receiving, and implementing supervisory feedback on work with clients, accurately assessing students' own strengths and limitations as counselors, and identifying specific areas for improvement.
10. Critiquing the counseling skills of peers and offering constructive suggestions for improved intervention strategies.
11. Maintaining up-to-date, accurate records of client concerns and progress throughout the counseling process.
12. Understanding and applying the ethical and legal standards of practice for school, community, and rehabilitation counseling and maintaining professional, ethical, and lawful conduct at all times in the Community Counseling Services Center and the field site including those responsibilities spelled out in the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

Required Texts

American Psychiatric Association, (2000). *Diagnostic and Statistical Manual of Mental Disorders IV-TR*

(4th ed.). Washington, DC: American Psychiatric Association: Author.

Jongsma, A. E. & Peterson, L. M. (2000). *The Complete Psychotherapy Treatment Planner*. (3rd ed.). New York: Wiley & Sons, Inc.

Teyber, E. (2006). *Interpersonal process in therapy: An integrative model*. Belmont, CA: Thomson/Brooks Cole.

Optional Resources

Cormier, S., & Nuris, P. S. (2003). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. (5th ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning.

Course Requirements

1. Clinical Experience*. All students will spend the equivalent of 4-6 hours a week in the Community Counseling Services Center (CCSC) and 20-25 hours a week in a field setting over the course of two semesters (30 weeks). Over two semesters, students must complete a total of 700 hours of practicum/internship experiences including:
 - a. 100 hours or practicum experience at an approved site. Practicum hours are a combination of 40 direct hours and 60 indirect hours, in compliance with the accreditation standards of the program of specialization (e.g., CORE, CACREP)
 - b. A minimum of 250 hours (125 for CNSL 285 Practicum/Internship I and 125 for CNSL 286 Internship II) of direct work with clients at a field site appropriate to students' program emphasis.
 - c. An additional 250 hours (125 for CNSL 285 Practicum/Internship I and 125 for CNSL 286 Internship II) of indirect activities at an appropriate field site.
 - d. A minimum of 120 hours (60 per semester) of work in the Community Counseling Services Center (CCSC). Half of these hours (30 per semester) should be working directly with clients.
 - e. A minimum of 1 ½ hours a week of individual supervision meetings.
 - f. A minimum of 2 hours a week of group supervision (for rehabilitation counseling students, this must be provided by a certified rehabilitation counselor).

*** Students not meeting 80% of any Clinical Experience requirement two weeks prior to the last day of the current semester are required to enroll in an additional internship course.**
2. CCSC Responsibilities. Students will work directly under the CCSC Director to conduct weekly counseling sessions under supervision and carry out various other counseling related activities including professional consultation, crisis management, referral services, case management, client advocacy, and administrative responsibilities as assigned.
3. Field Site Responsibilities. Students will perform the activities expected of regularly employed staff members at their field site. These activities will be carried out according to the nature and requirements of the setting and under the direct supervision of the field supervisor.

The University delegates supervisory and administrative responsibility for field site activities and training to the field site supervisor. The university internship instructor maintains telephone contact with the field site supervisor as necessary and desired. The faculty instructor does not generally visit the field site during the internship unless necessary or specifically required by the field site supervisor or intern. At the end of the semester, the field site supervisor will complete an evaluation of the intern's activities. This evaluation form is given to the field site supervisor by the Intern at the beginning of the semester and is used by the internship instructor in the calculation of students' final course grade.

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

4. Student Log and Journal. Students must maintain a written log of their practicum and internship activities and a weekly journal of their practicum/internship experiences.
 - a. The log provides a dated record of all internship activities and the time spent in each and serves as the official record that the student has met the requirements of the internship. The log should keep a running total of time spent in internship activities and is to be signed by the field site

supervisor and practicum/internship instructor at the completion of the 100 hour practicum, 300 hours of internship, and upon completion of 600 hours of internship. The log for practicum is submitted two weeks after the completion of the 100 hour practicum. Instructors may ask for logs to also be submitted at the mid-point and end of the semesters for evaluation by the instructor.

- b. The journal is a 1-2 page weekly analysis of students' practicum/internship activities that highlights (a) their major activities, (b) their accomplishments, and (c) their self-appraisal of their professional development progress. The journal provides students with an opportunity to reflect on and evaluate their professional and personal growth and their progress in integrating their course work with their clinical practice.

5. **CCSC Case Files.** Students must maintain a comprehensive case file for each client seen at the CCSC. Interns will use the intake form to prepare a complete initial description of each client. **Students must complete a diagnosis and counseling plan form PRIOR TO THE FOURTH SESSION WITH A CLIENT. Questions regarding the diagnoses or counseling plans should be directed to the student's supervisor or practicum/internship instructor.**

6. **CCSC Audio/DVD Recording.** All CCSC sessions are to be DVD recorded unless equipment is unavailable, in which case sessions should be audio taped. Recording of sessions at field sites is strongly encouraged but not required and is done only in accord with the regulations of the field site and the field site supervisor. **At no time should a DVD or audio tape recording leave the CCSC except for internship class presentation. Consequences for removing any recording from the CCSC may include a failing grade for internship or dismissal from the program as it is considered a violation of the ethical standard of confidentiality.**

7. **Student Presentations and Group Supervision.** Students are required to meet weekly in class with the practicum/internship instructor for group supervision and review of DVD recorded sessions. Students will be assigned to deliver Case Presentations throughout the course (specific presentation dates will be assigned) for review and discussion of relevant counseling, training, and professional development issues that arise. Case presentations will include a general description of the case as well as portion of a DVD recording of a session that illustrates an important issue to be addressed. Information provided in the Case Presentation should include: (a) **Client demographics:** age, gender, ethnicity, education, family of origin, relationship status, living arrangements and home environment, employment status, etc., (b) **Relevant Client History:** educational, occupational, health, mental health, substance abuse, child abuse, sexual abuse, suicide, etc., (c) **Presenting Concern:** reason for seeking services, motivation for counseling, BSI results, relevant screening information, etc., (d) **Provisional Diagnosis:** 5-Axis DSM diagnoses including the specific criteria met and additional information needed for confirmation, (e) **Case Conceptualization:** What are the main difficulties client faces, what are the client's main strengths or resources, what has led to his/her current difficulties and what would need to change for him/her to experience improved functioning or adjustment, etc., (f) **Plan for Counseling:** Main goals for counseling and relevant short-term objectives, specific interventions to be used, (g) **Challenges Faced:** Obstacles to change for the client, aspects of the case that are challenging to the counselor, factors that may affect likely outcome, etc., and (h) **Objectives for Presentation:** Things the counselor could use assistance with, questions for the group, specific feedback s/he are interested in, etc.

8. **Individual Supervision.** Students will receive weekly individual supervision from both their on-campus supervisor and their field site supervisor.

- a. Students will meet weekly with their on-campus supervisor for an hour and a half to review and supervise their work with clients in the Community Counseling Services Center (**even if they have not yet been assigned a client in the CCSC**). Students who have not met 80% of this requirement must enroll in an additional section of practicum/internship. Supervisors will review recorded sessions with interns in order to provide guidance and feedback on their counseling. Each supervision meeting will be documented on the Counseling Practicum/Internship

Supervision Form provided for that purpose. Supervisors will record each supervision session as well in order to receive feedback from faculty on their supervision.

- b. Interns must also meet each week for at least one hour of individual supervision of their work at the field site.

9. Ethical and Professional Conduct. Students are required to behave in accordance with the ACA Ethical Standards, Community Counseling Services Center, and field site policies, and other general standards of accepted professional conduct, including the strict maintenance of client confidentiality at all times and appropriately professional appearance, attire, and style of interaction AT ALL TIMES. **Because of concerns for clients' confidentiality, only client initials are to be used in a transmission to an instructor or supervisor via e-mail.**

10. Professional Liability Insurance. Students are **required** to provide proof of professional liability insurance coverage before they are permitted to see clients in the CCSC. Students are free to obtain this insurance through any insurance company. Professional liability insurance is available through professional associations including the American Counseling Association (accessible on-line at www.counseling.org).

11. Evaluation Sessions. Students are required to schedule individual evaluation sessions with their internship instructor during the course to discuss their progress. The number and dates of these sessions will be determined by the instructor. Students will schedule each session during the time periods provided by the course instructor. Additional sessions, dependent upon student progress, may be required.

12. Attendance. Students must be on-time and prepared for each scheduled session with a client. Students are also expected to attend and arrive on time to each group and individual supervision session. In the event that a student cannot make a scheduled meeting or supervision session, they must contact their supervisor as far in advance as possible. However, because students' contributions are an essential part of group supervision and feedback, absences will only be approved in extreme circumstances.

13. Course Evaluation

Students will be evaluated for Internship I and II based on the following criteria:

Internship I	Met Expectations	Needs Improvement
1. Maintain ethical and legal practice at all times in work at the CCSC and Field Sites and follow agency procedures in the provision of counseling services		
2. Establish and maintain a therapeutic working alliance with clients		
3. Conduct a comprehensive intake interview properly taking into account client screening and assessment information		
4. Make productive use of counseling sessions, using appropriate structure, keeping clients on track and managing time effectively		
5. Accurately identify client issues of concern		
6. Develop provisional 5-Axis diagnoses including a justification for its appropriateness and identification of alternatives to be considered		
7. Develop, in collaboration with clients, an appropriate counseling plan		
8. Demonstrate the ability to apply theories of human change processes as appropriate including those for behavioral, affective, and cognitive change		
9. Develop an introductory case conceptualization as reflected in the counseling plan		
10. Work effectively with clients' emotions reflecting feelings accurately and deepening clients' level of emotional experiencing		
11. Use immediacy effectively to enhance clients' self-awareness		
12. Understand the procedures for responding to client crises including dangerousness to self and reporting suspected abuse of a minor		
13. Reflect on and use counselor's own emotional reactions as they arise in counseling sessions		
14. Identify and manage counselors' own anxiety regarding their emerging professional role		
15. Meet all expectations for managing case load and client documentation at CCSC and Field Site		
16. Identify counselor's theoretical orientation to counseling		
17. Accurately evaluate counselors' own performance in various counseling activities		
18. Understand and follow supervisory feedback incorporating needed changes into counseling		
19. Identify strengths and areas for growth among peers and provide constructive feedback in group supervision settings		

Internship II	Meets Expectations	Needs Improvement
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1. Maintain ethical and legal practice at all times in work at the CCSC and Field Sites and follow agency procedures in the provision of counseling services.		
2. Demonstrate continued proficiency in all skills required for Internship I		
3. Demonstrate a working knowledge of effective change strategies for use in counseling		
4. Develop comprehensive case conceptualizations including assessment of clients' past experiences, factors affecting treatment, and likely prognosis		
5. Demonstrate counselors' theoretical orientation in conceptualization of and treatment planning for clients		
6. Demonstrate proficiency in determining 5-Axis DSM diagnoses including knowledge of criteria met		
7. Demonstrate understanding of when and how to appropriately use confrontation in counseling		
8. Demonstrate proficiency in helping clients identify and overcome obstacles to change		
9. Demonstrate ability to identify client defense mechanisms and use this knowledge appropriately in delivering counseling interventions		
10. Identify issues around, prepare for, and successfully manage termination sessions with clients		
11. Engage in professional consultation with other professionals in the provision of services to clients		
12. Demonstrate proficiency in responding to client emergencies including dangerousness to self or suspected abuse of a minor		
13. Demonstrate advanced awareness of counselor's own emotional reactions to work with clients		
14. Demonstrate increased comfort with the professional role of counselor		
15. Take increased responsibility for supervision including identifying counselor's own skills in need of improvement		
16. Provide accurate assessments of peers' abilities including specific suggestions for improvement and possible underlying issues to be considered		
17. Ability to write a comprehensive case conceptualization		
18. Identify professional development objectives for achieving long-term career goals and identify a plan for their achievement		

To successfully complete Internship I and II, students must be able to demonstrate satisfactory proficiency in each of the activities specified above. Student grades will be determined in consultation with and based in part on written and verbal evaluations from:

- 1. The CCSC Director 2. CCSC Supervisor 3. Field Site Supervisor**

Students will be assigned final course grades as follows:

A or A- = Student successfully demonstrated the required proficiencies as well as an understanding of the

underlying concepts; student was able to interpret and utilize supervisory feedback and make the needed adjustments to enhance their skills over time; student met all expectations for managing his/her case load and case documentation both in the CCSC and at his/her field site.

B+, B, or B- = Student was able to demonstrate required proficiencies and his/her understanding of the underlying concepts, *however did so inconsistently*; student demonstrated an ability to interpret and utilize supervisory feedback and make the needed adjustments in their skills over time *but did so inconsistently or needed prompting*; student *partially* met expectations for managing his/her case load and case documentation both in the CCSC or at his/her field site.

Students who do not have the skills necessary to complete Internship I or Internship II will be required to register and complete additional sections of Internship until their skills are at an acceptable level. **Students must obtain permission from the Dean of Academic Affairs before enrolling in an additional section of Internship I or II. Students unable to complete Internship I and II with a grade of B- or above within two attempts will be dismissed from the program.**

**Note: Because of the nature of counseling practice and training, the Counseling Program recognizes the inherent subjective nature in evaluating counseling performance. Regardless, faculty have an ethical obligation to ensure that only properly trained and qualified students are allowed to successfully complete internship training. It is not uncommon for internship students, even those with exemplary academic records, to experience significant difficulties in completing this course. In these cases faculty will work closely with students to develop a plan for skills remediation, however this may require additional professional and personal development experiences including requiring students to attend to their own personal or emotional issues as they relate to the student's counseling effectiveness and to register for additional internship classes. In cases in which remediation is not regarded as successful by the majority of the faculty in the Department of Counseling, the student will be required to withdraw from the graduate program.*

All client services provided in the CCSC must be conducted within the ethical guidelines of the American Counseling Association (ACA), including the careful protection of confidential client information. Client files and DVD's MUST REMAIN in the CCSC at all times. Students providing services not within the ACA guidelines may be required to take a leave of absence or withdraw from the program.

Integrity: Coursework will be completed in accordance with The George Washington University Code of Academic Integrity www.gwu.edu/~ntegrity/code.html .

Accommodations for Students with Disabilities: A student with a disability who needs accommodation should arrange a meeting with the professor and present his or her Accommodation Letter. Students with disabilities may be eligible for services through the GW Disability Support Services (Marvin Center, Suite 201C; 994-8250) web site <http://gwired.gwu.edu/dss/>.

Attendance: Regular attendance and participation is required. A student must attend all classes to qualify for letter grade of A. If a student is absent from a class, it is the student's responsibility to obtain the information from his or her class peers. GW has accepted a resolution of the Faculty Senate regarding the accommodation of the obligations of religiously observant students and faculty which recommends that: (a) *students notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance* and (b) faculty extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

Note: While Practicum/Internship Instructors are unaware of any potential physical, psychological or social risks that would be anticipated through enrolling in this course, it is possible that class activities may result in some anxiety or discomfort among students. If this occurs, students are encouraged to discuss this with their Instructor. There may be times when a student is encouraged to seek additional information or assistance related to their personal adjustment in order to enhance his or her counseling skills.

Course Overview

	Course Content	Readings	Case Presentations (DVD)*
Class 1	Review of Syllabus Clinical Documentation/ Audit Process	<i>GW Counseling Practicum and Internship Handbook</i>	1. _____ 2. _____
Class 2	Review of Emergency and Crisis Management Procedures	<i>GW Counseling Practicum and Internship Handbook</i> Russell-Chapin & Ivey (2004). <i>Your supervised practicum and internship</i> , Chapter 9: Staying Well Providing Feedback: Ende (1983); Hewson & Little (1998)	1. _____ 2. _____
Class 3	Human Change Processes	TBA	1. _____ 2. _____
Class 4	Documenting Progress in Counseling	Cameron & Turtle-song (2002)	1. _____ 2. _____
Class 5	History Taking and Diagnosis	<i>DSM IV-TR</i> , pp.27-36	1. _____ 2. _____
Class 6	Case Conceptualization Treatment Planning	Jongsma & Peterson (1995). <i>The Complete Psychotherapy Treatment Planner</i> , pp. 1-9	1. _____ 2. _____
Class 7	Case Conceptualization Treatment Planning	Jongsma & Peterson (1995). <i>The Complete Psychotherapy Treatment Planner</i> , pp. 1-9	1. _____ 2. _____
Class 8	Treatment Interventions for Client Resistance	Teyber (2006) <i>Interpersonal process in therapy, Chapter 3: Honoring the Client's Resistance</i> Cormier & Hackney (2005) Chapter 9	1. _____ 2. _____
Class 9	Processing Complex Emotions in Counseling	Teyber (2006) <i>Interpersonal process in therapy, Chapter 5: Responding to painful feelings</i>	1. _____ 2. _____
Class 10	Discharge/Termination Planning	Teyber (2006) <i>Interpersonal process in therapy, Chapter 10: Working through and termination</i>	1. _____ 2. _____
Class 11	Family Dynamics	Teyber (2006) <i>Interpersonal Process in Therapy, Chapter 6: Familial & Developmental Factors</i>	
Class 12	TBA		
Class 13	TBA		
Class 14	TBA		

****Instructors assign each student dates on which they will present 2-3 DVD case presentations of their counseling sessions with clients seen in the CCSC. .***

CNSL 285 Counseling Practicum Portfolio Requirements			
Item*	Component(s)	Included	
		Yes	No
1. Cover page			
2. Table of contents			
3. Practicum site description	Narrative		
4. Practicum site duties	Narrative		
5. Emergency Procedure Info	Narrative and phone numbers		
6. Practicum site log	Column headings on each page		
	40 hours direct		
	60 hours indirect		
7. Practicum site evaluation	Signed original form		

* Items must be stapled together and provided to CNSL 285 Instructor at the completion of 100 hour practicum.

<i>CNSL 285/286 Counseling Internship Portfolio Requirements</i>			
Item*	Component(s)	Included	
		Yes	No
Cover page			
Table of contents			
Internship site description	Narrative		
Internship site duties	Narrative		
Philosophy of counseling			
Site emergency procedure info	Narrative and phone numbers		
Internship site log	Column headings on each page		
	120 hours direct		
	120 hours indirect		
Internship site evaluation	Signed original form		
CCSC- internship log	Column headings on each page		
	30 hours direct		
	30 hours indirect		
SOAP notes (non-identifiable sample)**	Example(s) of progress notes		
Counseling Plan (non-identifiable sample)***	Counseling plan		
GW supervisor eval form	Evaluation of supervisor		
Journal entries	Weeks 1-14		
Case presentations			
Weekly supervision forms	Weeks 1-14		
Student self-evaluation	Student Self-Assessment		
	Evaluation Narrative		
Comprehensive Case Conceptualization****	Narrative		
Career Goals & Job Search Plan****	Career Goals Narrative and Job Search Plan		
	Sample Resume		
	Sample Cover Letter		

*Place all information in white one-inch binder. Label spine with insert: last name, first initial, course number, and semester.

** One sample set per client.

*** One counseling plan per client who has completed a third session. **This MAY NOT be copied from client file.**

**** Internship II students only.

Counseling Practicum/Internship Supervision

Meeting Number _____

Meeting Date/Time: _____ Length of meeting with student: _____

Doctoral Student Supervisor: _____

Length of DVD reviewed: _____

According to CCSC files, the client has agreed to be: ___ audiotaped OR ___ DVD

Items for Doctoral Supervisor to evaluate:

- 1. Within the first ten minutes, the structure of the session was described. ___ Yes ___ No
- 2. The student facilitated an interactive session. ___ Yes ___ No
- 3. The termination component utilized summarization. ___ Yes ___ No
- 4. The session termination identified a plan for the next session. ___ Yes ___ No
- 5. The session was conducted within the ACA ethical standards. ___ Yes ___ No

Theme of client session reviewed:

_____.

Issues addressed in supervision:

Current Caseload Date of Previous Week Monday, _____ to Friday, _____

Report in Numbers Only---Clients seen in past week _____ Cancellations (by counselor or client) in past week _____

Report in Numbers Only----New clients assigned in past week _____ No shows in past week _____

 Student signature

 Date

 Supervisor signature

 Date

Due to instructor 24 hours after supervision.

Department of Counseling/Human & Organizational Studies

SAMPLE

Doctoral Practicum and Internship in Counseling and Counselor Supervision

CNSL (357) 359/360

Fall 2008

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Office hours by appointment

I. Course Description

The doctoral practicum and internship in counseling are comprised of a sequence of distinctly defined supervised clinical experiences designed to enable interns (a) to continue development of basic counseling and human development skills, (b) to develop and refine advanced counseling and human development knowledge and skills, and (c) to facilitate continuing integration of professional knowledge and skills appropriate to doctoral level education in counseling.

The sequence of doctoral practicum and internship experiences is divided into three major components, each of which comprises a set of distinct supervised clinical experiences. The three major components are CNSL 357 - Doctoral Practicum (2 semester hours), CNSL 359 - Doctoral Internship I (2 semester hours), and CNSL 360 - Doctoral Internship II (2 semester hours). Each of these components has a 300 clock hour requirement and is composed of subcomponents as described below.

II. Required Texts

Bernard, J.M. & Goodyear, R.K. (1998). Fundamentals of Clinical Supervision. Boston, MA: Allyn & Bacon.

Selected Readings

III. Planning and Record Requirements

A. Student Record

The Student Record Planning form is attached as a separate form to this outline. It is used for planning the doctoral practicum and internship activities as follows:

1. Students are required to keep a portfolio record of their practicum and internship activities. The student must first plan their sequence of practicum internship activities with their faculty advisor and cooperating faculty supervisors for each activity, and record their plan on the Student Record form.
2. Doctoral students should enroll in the Doctoral Practicum (CNSL 357) soon after being accepted into full doctoral candidacy and prior to or at least at the same time that they enroll in Doctoral Internship I (CNSL 359).
3. Prior to enrolling for the Doctoral Practicum (CNSL 357), students must confer with the faculty member selected to supervise the practicum.
4. When enrolling for Doctoral Internship I (CNSL 359), students must confer with the faculty member assigned to supervise the internship in the semester in which they are enrolling (faculty member whose name is listed with the course in the schedule of classes for each semester).
5. Students must obtain faculty supervisors' signatures upon completion of each practicum activity

components. Students receive a grade of IP (In Progress) until they complete all requirements for the practicum and submit their completed log and journal to the faculty coordinator.

B. Student Record (Log) and Journal

Students must keep a written record (log) and a journal of their practicum internship experiences. These are to be kept as follows:

1. Student Record (Log). The purpose of the log (see attached) is to provide an outline dated record of all practicum and internship activities and the time spent in each. The log serves as an official record of the student's meeting the content and time requirements of the practicum and internship (see B, 1 above and the Student Record form). The student should keep a running total of time spent in each of the practicum and internship activities as outlined in the Student Record form. The log is to be signed by the appropriate activity supervisor and the campus instructor at the completion of each activity. The log, with an outline record of all required hours of practicum and internship must be handed into the faculty instructor at the end of the practicum and each of the internships (I and II) to receive a grade.
2. Weekly Journal. The purpose of the journal is for students to write regular analytical reports of their practicum and internship activities. These reports must be written weekly while the student is engaged in each of the activities. In these weekly reports students will (a) highlight the major activities and accomplishments of the week and (b) provide a self-appraisal of their performance. Each journal entry should be about one page in length.

IV. Doctoral Practicum

A. Content Requirements

The Doctoral Practicum (CNSL 357) (2 semester hours) includes 300 clock hours of supervised experiential activities (e.g. leading groups, assisting with a course, etc.) and didactic activities (e.g. preparatory study, parallel research, etc.) in one or more of the following content areas:

1. Group Work. This content area includes supervised experience in acting as a group counselor or group leader. This requirement is fulfilled by serving as a group leader of master's degree counseling students for a one semester period under the supervision and mentorship of a counseling faculty member. An advanced course in group work as approved by the student's advisor may be used as a substitute to fulfill the group work requirement.
2. Counselor Education. This content area includes acting as an associate instructor with a counseling faculty member in teaching a one semester course in counseling. Courses can be in traditional face-to-face format, on-line format only, or blended format. During this experience, the faculty member serves as the doctoral student's supervisor and mentor. Doctoral students fulfilling this practicum requirement begin a sequential learning process by delivering a lecture in the presence of the faculty instructor, and progressively assuming more responsibility for instruction and evaluation of students. Doctoral students also may visit the university teaching center, where they can receive videotape critiques of their teaching performance.
3. Consultation. This content area includes didactic and experiential learning activities in consultation theory and practice in supervised collaboration with a faculty member. An advanced course in consultation as approved by the student's advisor may be used as a substitute to fulfill the consultation requirement.
4. Research. This content area includes supervised participation in a faculty research project.
5. Leadership. This content area includes supervised participation in professional leadership activities (e.g., professional association leadership position, professional association committee work, professional advocacy).

B. Format

Doctoral Practicum content requirements are completed on an individualized basis in collaboration with

appropriate faculty. Students use and follow the plan described in the attached Student Portfolio Record form.

V. Internship I and Internship II

A. Goals and Content

The Doctoral Internship in Counseling and Counselor Supervision is a two-semester course with two major goals:

- (1) Continuing experientially based development of advanced competencies in counseling and counseling related activities (consultation, leadership, and management competencies related to counseling) and
- (2) Development of counselor supervision competencies.

Doctoral candidates in the first semester of internship are assumed to be functioning with at least the entry level competencies of professional counselors; these competencies should be enhanced by the second semester of internship. The emphasis in the doctoral internship is on continuing to build counseling and counseling related skills through closely supervised counseling and counseling related activities.

The second major goal of the doctoral internship, namely the development of counselor supervision competencies, is achieved through a study of relevant literature on counselor education and supervision, modeling and role playing, supervised supervision of the counseling of master's degree counseling interns, and the integration of supervision theory and practice in a formal paper expressing one's philosophy/approach to counselor supervision.

B. Objectives

Each intern is required to develop specific objectives for her or his internship experience. These objectives must be included in written Doctoral Internship Agreement that is to be completed and at the beginning of the semester in which the intern enrolls in CNSL 359. Specific objectives are to be developed in such areas as counseling, assessment, consultation, leadership, and management.

C. Doctoral Internship Agreement

Each intern must prepare a written Doctoral Internship Agreement. This agreement includes the name, address (es), and phone/fax/e-mail number(s) of the intern, field site information (name, address, supervisor[s]), goal(s), learning objectives (specific as possible), proposed activities, expected learning outcomes, and signature lines for the intern, faculty supervisor, and field supervisor. This should be completed at the beginning of CNSL 359. (See attachment).

D. Format

The doctoral internship is comprised of a minimum of 600 hours of supervised experiences in professional counseling activities. Internship activities are carried out during a sequential two-semester experience as follows.

Note: A doctoral intern may be required to complete more hours in internship I and II, depending in how many hours have been completed in doctoral practicum activities. In any case, every doctoral intern must complete a total of 900 hours in some appropriate combination of doctoral practicum and doctoral internship activities.

1. CNSL 359 - Doctoral Internship I (2 semester hours). The first semester of the doctoral internship requires 300 clock hours, distributed as approximately 250 clock hours of supervised field work and approximately 50 hours of on-campus didactic and experiential work in counselor supervision. Interns receive one hour per week of individual supervision by a field supervisor and two hours per week of small group supervision by an on-campus faculty supervisor.
2. CNSL 360 - Doctoral Internship II (2 semester hours). The second semester of the doctoral internship

requires 300 clock hours, distributed as approximately 250 clock hours of supervised field work and approximately 50 hours of on-campus didactic and experiential work in counselor supervision. Interns receive one hour per week of individual supervision by a field supervisor and two hours per week of small group supervision by an on-campus faculty supervisor.

E. Process Requirements

1. Insurance. All interns must provide proof of professional liability insurance coverage before they will be permitted to see clients in the Counseling Laboratory or provide supervision to master's degree counseling interns or clients being seen in the Counseling Laboratory. Interns are free to obtain this insurance through any insurance company. Professional liability insurance is available through professional associations, including ACA.
2. Field Site. The internship field site provides an opportunity for the intern to perform all the professional activities of a professional counselor pertinent to the intern's professional needs as an advanced graduate intern. This includes substantial direct service work with field site clientele, participation in a variety of professional activities other than direct service, and a minimum of one hour per week of individual supervision by the field site supervisor.
3. GWU Community Counseling Services Center (CCSC). Each intern will be expected to be familiar with the operations and materials of the CCSC. Doctoral interns will work in the CCSC supervising master's interns. Doctoral interns may also spend some of their internship in direct counseling in the CCSC. If this option is chosen, the intern is expected to videotape their counseling for on-campus supervision (individual and/or group).
4. Counseling and Related Activities. Each intern will have direct field-based experience in counseling and counseling related activities on a regular weekly basis for approximately 15-20 hours per week. Interns in primarily clinical settings are expected to conduct three to six counseling sessions per week and should have long-term contact with three to six clients. Interns in settings offering primarily ancillary counseling services (e.g., consultation, research, leadership, training, management/administration and organization) related to professional counseling are required to have direct, supervised, experience in these activities. Some settings may combine clinical and related counseling activities; the intern in these combined settings should have direct experience in the full range of setting activities in approximate proportion to which they occur in the setting.
5. Supervision. Counselor supervision competencies are acquired through a combination of didactic and supervised experiential activities, with the former concentrated in the first several weeks of CNSL 359 and the latter occurring throughout both semesters. Each intern will be assigned one or more master's degree counseling interns from CNSL 285/286 (Internship in Counseling) during each semester. Interns are expected to provide regular supervision to each master's intern as needed (approximately once a week). These supervision sessions begin about the third week of CNSL 359. It is expected that doctoral interns will devote approximately 25-50 hours each semester to this supervisory responsibility. All supervision sessions are to be videotaped in the Counseling Laboratory for the purposes of group and individual supervision (audiotape should be used if circumstances make videotaping impossible).
6. Consultation. Interns will be expected to engage in professional consultation as appropriate to the accomplishment of their counseling, supervisory, and leadership tasks.
7. Group Supervision and Intern Presentations. All interns will meet weekly in an on-campus class with the course professor for group supervision of their counselor supervision activities. Interns will present supervision tapes to the class during these weekly group supervision sessions. Specific presentation dates will be assigned during the first group meeting.
8. Individual Supervision. Each intern will meet with the course instructor as needed for individual supervision and will meet weekly with their field supervisor for individual supervision.

9. Peer Supervision. Interns are to form themselves into two person teams for regular peer supervision sessions of approximately 1.5 hours every other week (6 sessions total). In peer supervision, interns will present to one another tapes and cases of their current supervision (and counseling if available) sessions and discuss ideas and methods for the continuing improvement of their counseling and supervision. In each peer supervision session, both interns should have an opportunity to present at least one counseling case, preferably in the form of a videotape. Each intern must keep a brief log of peer supervision sessions.
10. Peer Supervision Reports. Note that a log of peer supervision sessions (during Internships I and II) is to be kept in addition to the overall internship log and journal. Descriptions of peer supervision activities should be included in students' supervision journals.
11. Paper. Each intern will prepare an 8-10 page paper on supervision consisting of three parts:
 - a. The first part will include a statement of counselor supervision philosophy/approach.
 - b. The second section will present an overview of the student's primary areas for improvement in supervision with detailed examples of the specific skills in need of improvement.
 - c. The third section of the paper will detail a professional development plan for improving the student's supervisory skills as needed. This plan must be specific, including concrete, behavioral recommendations. Proposed professional development activities should be supported by supervision training literature as relevant.
 - d. The paper is due in the fall semester only.
12. Attendance. Interns are expected to attend on time and participate actively in all group, individual, and peer meetings. If circumstances are such that you cannot attend a meeting or you will be late, you should contact the course professor or the individual with whom you are scheduled to meet before the time of the meeting.
13. Evaluation Sessions. Interns are required to schedule midterm and end-of-term evaluation sessions with the course instructor during each semester. The end-of-term session is to be scheduled for a time during exam week.

F. Internship Methodology (On-Campus Only)

1. For the counselor supervision and education component, the class will consist of discussion-presentations and demonstrations by the professor and of supervision of intern presentations of video/audiotapes of their supervisory sessions with master's degree counseling interns. When presenting supervisory tapes in group meetings, each intern is to be prepared to state how he/she views the process of supervision and, specifically, how he/she has attempted to implement her/his approach to supervision. This statement should focus on the intern-supervisor and her/his supervision and engage in peer supervision.
2. The focus of on-campus supervision is supervision of counselor supervision. However, if an intern presents a videotaped counseling case for supervision, for group or individual supervision, he/she should be prepared to make an oral summary of pertinent **background** or **intake** information about the client (**not** a summary of information obtained in the session being presented). This could include, but is not limited to, a statement of the presenting problem, session number, demographic and family information, employment and education information, information about significant others, test data, relevant health data, history of previous counseling/therapy, and brief summary of counseling to date (e.g., client themes, counselor approaches and techniques used, progress, directions). See Appendix 1 for a summary form that is completed by doctoral student interns following each master's intern supervision session.

G. Field Site Component

The University delegates supervisory and administrative responsibility for field site activities to the field site supervisor. The University faculty instructor for the internship will stay in phone contact with the field site supervisor as necessary and desirable. The faculty instructor will not generally visit the field site during the internship, unless this is necessary or desirable, or the field site supervisor or intern requests a visit. At the end of the semester, the field site supervisor will complete an evaluation form on the internship activities. (Copies of this form will be mailed to the field site supervisor at the beginning and end of the semester.)

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

VI. Evaluation

NOTE: EVALUATION CRITERIA ARE ADAPTED ACCORDING TO EACH STUDENT'S DOCTORAL INTERNSHIP AGREEMENT. THE FOLLOWING REPRESENT THE GENERAL CATEGORIES OF EVALUATION AND WEIGHTINGS FOR EACH.

Students will be evaluated and given a final grade based on the basis of the following:

A. Doctoral Practicum (CNSL 357)

Students will be assigned a grade based on the evaluations given by faculty supervisors for each of the activities and a review of the Log and Journal.

B. Internship II (CNSL 360)

1. Level of supervision skills as demonstrated in videotaped supervision sessions including constructively giving feedback to, receiving feedback from, and discussing feedback with the course professor and other students during all supervision sessions	300 points
2. Demonstration of knowledge of supervision theory and practice	100 points
3. Intern evaluation form completed by field supervisor	200 points
4. Paper on supervision	150 points
5. CCSC Director evaluation of supervision activities	150 points
6. Journal of supervisory work	100 points
Total Possible	1000 points

Grading Assignments:

- A** = 95-100% (950-1000 points)
- A-** = 90-94% (900-949 points)
- B+** = 86-89% (860-899 points)
- B** = 83-85% (830-859 points)
- B-** = 80-82% (800-829 points)
- C** = 75-79% (750-799 points)
- F** = <75% (<750 points)

Accommodations

Accommodations for students with disabilities will be made, as needed, in keeping with the Americans with Disabilities Act. Students are asked to contact the professor immediately regarding such accommodations; students will register with the Disability Support Services office.

Academic Integrity

All work is to be completed by the student in accordance with the George Washington University Code of Academic Integrity. This code can be accessed on-line at <http://www.gwu.edu/~integrity/code.html>

