

## **APPENDIX B**

### **Supervision Guidelines for Site Supervisors**

#### **Clinical Supervision Guidelines for Practicum/Internship Site Supervisors**

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

#### **Introduction**

These guidelines are designed for field site supervisors who agree to provide clinical supervision to practicum/internship students in the master's program in counseling at The George Washington University.

The guidelines briefly describe the training/educational objectives of the practicum/internship and the roles and responsibilities of field site supervisors in helping students achieve these objectives. (Note: In this document, the term 'student' refers to The George Washington University master's student.)

#### **General Structure of Internship**

The George Washington University's Department of Counseling and Human Development requires all candidates for the master's degree in counseling complete a supervised counseling practicum and internship experience.

The supervisor completes an Internship Evaluation Form mid-way through the first semester and again after the first 300 hours at the end of the semester. If the performance of skills is less than satisfactory, the instructor and the field site supervisor communicate to identify the issues/problems and decide on a course of action for improvement that would include communication with the student to seek input. The faculty instructor and field site supervisor collaborate with the student and create a plan of action for improvement and further incremental evaluation.

The second semester is a continuation of the counseling internship and involves 300 hours of supervised counseling and related activities. The usual time commitment is 15-20 hours at the field site, over two semesters.

The clinical experiences at the field site run concurrent with an on-campus classroom seminar/supervision dealing with professional roles, ethical considerations, case management, agency functions, community resources, philosophical approaches, and other experiences designed to create an identity as a professional counselor.

The student receives weekly individual clinical supervision on the cases that are assigned to the student working at the field site. The field site supervisor is asked to regularly log on to a Time2Track website, to sign off on the intern's hours that show all activities performed by that intern to date. Interns are asked to submit their hours into Time2Track on a weekly basis. Log in information is sent to the field site supervisor via email.

### Minimum Counseling Supervisory Requirements

1. Master's level counselor trainees must have counseling or counseling related experience with individuals, families, or groups served by the field site for a minimum of ten direct hours per week.
2. 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.
3. Beyond these minimums, the intern trainee should be given as much opportunity as possible for substantial counseling and counseling-related activities.

**NOTE: School supervisors will assist school counselors to secure and counsel three (3) target students in Internship I and (4) target students in Internship II for four to six sessions each. Six to eight sessions with two (2) groups is required in each Internship I and II. See syllabus for detailed requirements.**

4. Intern students must receive at least one hour per week of individual supervision from a licensed counselor, certified rehabilitation counselor, **approved school counselor**, or other licensed mental health professional.

#### Client-Related Interactions:

Below are examples of client-related interactions counted as direct and indirect hours:

- Direct: Client sessions, community outreach, group therapy sessions, mentoring, phone calls with other clinicians related to your cases (e.g., psychiatrists, case managers, physicians), IEP meetings about students, guidance lessons, and family meetings at schools. In addition, there may be opportunities for community outreach.
- Indirect: Internship classes, supervision sessions, reading charts, writing progress and process notes, preparing for client sessions, grand rounds, meetings with teachers, and research/ preparation time for guidance lessons or psycho-educational lessons.

### Goals and Objectives of the Supervised Clinical Practice in Counseling

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

At the master's level, GW offers counseling programs in clinical mental health, school, and rehabilitation counseling. Intern trainees seek placements in the community (mental health/human service) agencies, k-12 schools, or rehabilitation settings according to their programmatic concentration.

#### Goals

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

A very significant factor in the success or failure of an intern's clinical experience is the quality of

supervision. Sensitivity to the professional needs and the particular personality of the trainee is recommended to create and foster an atmosphere facilitating professional growth. The clinical experience emphasizes the importance of two additional goals:

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

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

The internship activities may include the following:

1. Orientation to program components, policies, and procedures; introduction to staff and their role and function, identification of the expectations for interns, confidentiality procedures, and Code of Ethics for professional counselors.
2. One hour of documented weekly face-to-face supervision by mental health professional who has earned a master's degree and has at least two years' experience as a counselor/mental health professional.
3. Observation of all aspects of the delivery of counseling services.
4. Work assignments, performing the tasks required of an employed counselor in an agency setting from intake to discharge.
5. Reporting an activity log of 240 direct hours over two semesters. Total hours over the two semesters will be 600.

**The internship evaluation component includes:**

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

### **Roles and Responsibilities**

A uniform program of activity applicable to all field settings and students cannot be outlined since each student varies in personal and educational readiness, and each agency, school, and institution has a different purpose, scope, and function. The agency or institution supervisor should clarify clinical, counseling, consultation, administrative, managerial, and leadership responsibilities and expectations with the student.

The agency, school, or institution supervisor is expected to provide at minimum one hour of weekly individual supervision.

The content and process of the agency, school, or institution supervision is determined on an individual basis

between the student and the supervisor. University supervision will be provided on a group basis during the weekly seminar meetings and individually twice a semester.

### **Individuals/Clients Served by the Field Site**

Site supervisors are asked to select several typical cases, current or closed, for study or analysis to illustrate an example of the agency/institution function, the individuals served, and the counselor role.

1. Interviewing
  - a. Intake or screening interviews
  - b. Counseling/therapy interviews
  - c. Social history interviews
  - d. Interviewing involving individuals served differing as to disability, background, etc.
2. Procedures Involving Assessment, Appraisal, and Diagnostic Work-ups
  - a. Medical/psychiatric assessment
  - b. Psychological testing for learning disability (one-on-one testing)
  - c. Educational diagnostic testing
  - d. Vocational assessments
  - e. Social/family assessments
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. Home visits only with supervisor accompaniment and faculty advisor approval.
  - b. Employer visits (job placement follow-up)
  - c. Community resources

- d. State employment services
- e. On-the-job training
- f. Hospitals
- g. Rehabilitation centers
- h. Workshops, conferences, in-services

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

The cases selected for an intern might best be those that the agency/school supervisor can use for instructive purposes. The selection of cases is best based on whether they challenge the professional development of the student.

### **Intern Role**

Students should arrange their schedule to conform to agency requirements—precedence being given only to attendance at University classes in which they are enrolled or internship orientation days for work. Agency/institution policy (e.g., dress code, time of arrival and departure, confidentiality of information, holiday hours, breaks during assigned hours, notification in case of illness, etc.), should be followed. While students are not generally required to work in the agency/institution during official University vacation periods (e.g., winter and spring breaks), this should be addressed with the internship site when the field site supervisor agreement form is signed and discussed with the student's faculty advisor.

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

### **Agency/Institution Role**

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

### **University Role**

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

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

For counselor trainees, the University will provide regular supervisory sessions covering their professional development as counselors. The student will be asked to present agency/institution cases and issues for discussion. Group supervision sessions are in the form of a two-hour-per week group supervision seminar that runs concurrent with other internship activities. Agency/institution supervisors of students are welcome to attend the on-campus group supervisory meetings, especially when their students are presenting agency/institution cases for discussion. While course guidelines vary depending on the faculty member overseeing the section of the course as a consequence of academic freedom, the overall objectives and standards set by CACREP are the same for all sections internship.

### **Special Problems**

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

### **Conclusion**

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

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