
THE GEORGE WASHINGTON UNIVERSITY

GRADUATE SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

COUNSELING PRACTICUM HANDBOOK

2019-2020

For
CNSL 6269 Practicum I in Counseling
and
CNSL 6270 Practicum II in Counseling

Department of Counseling and Human Development
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THE GEORGE WASHINGTON UNIVERSITY

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**THE GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT
Community Counseling Services Center**

The practicum program is designed to provide George Washington University (GWU) counseling graduate students initial counseling experience. The practicum experience is a vital part of the GWU counseling programs. This experience provides opportunity for the student to put their didactic learning to use and apply it to practice. It serves as a catalyst for their personal and professional growth needed for entry into both their internship and the counseling profession. There are several prerequisites for practicum.

Practicum serves as the integrating component in master's degree programs, providing students both a structured and supportive environment in which to apply their cumulative learning, including counseling theories, techniques, and skills. On-campus students in the clinical mental health counseling and rehabilitation counseling Masters programs are required to complete *a 2-semester* practicum in the Community Counseling Services Center (CCSC). School counseling students and on-line rehabilitation students complete their practicum within one semester at a practicum site approved by their faculty advisor. Ideally, practicum provides students the opportunity to provide counseling to diverse clients with varying life situations. Students (also titled Counselor Interns[CI]) develop skills in observation, feedback, case preparation, interview analysis and reporting. They should also heighten awareness of professional resources, including technological resources and community referral agencies. **Students are required to log 100 hours during their practicum, of which 40 are direct hours (accrued through providing client counseling sessions, group facilitation, assessment, and guidance lessons) and 60 are indirect hours. Students who do not log the required hours for counseling sessions in the CCSC will receive a grade of *Incomplete* until this requirement is met. In such circumstances, students may be required to enroll in and complete additional sections of practicum.**

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

Insurance

Students must be covered by individual professional counseling liability insurance policies, presenting proof of insurance, while enrolled in practicum. Many students obtain insurance from the American Counseling Association (ACA), the American School Counseling Association (ASCA), or the American Rehabilitation Counseling Association (ARCA) when they become student members of those organizations. It is important to secure insurance well in advance of beginning practicum and internship. Without insurance, students will be unable to have any contact with the populations served by their sites. Procedures for applying for liability insurance are available on association websites. Prior to the first day of CNSL 6269 Practicum I, provide your course instructor with proof of insurance.

HIPAA training.

Prior to the beginning of your practicum, you will be required to complete the GWU online 2019 HIPAA information training (please see your Blackboard account for CNSL 6269). Upon completion, provide the certificate of completion to your course instructor.

Contract for Work in the CCSC (On-campus Rehabilitation students and Clinical Mental Health Students)

Prior to the beginning of your practicum, you will be required to complete the *Contract to Work in the CCSC* form. Upon completion, provide the form to your course instructor.

Clock Hours

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

Supervision

1. Practicum students have weekly interaction with supervisors, averaging one hour per week during an academic term, of individual and/or triadic supervision throughout the practicum by: (1) a doctoral student supervisor who is under the supervision of a counseling program faculty member *or* (2) a CCSC staff person *or* (3) site supervisor with a minimum of a Masters degree in a counseling-related field with certification or licensure.
2. Practicum students participate in an average of 1½ hours per week of group supervision in CNSL 6269 Practicum I and CNSL 6270 Practicum II in Counseling on a regular schedule throughout the two academic term practicums. Group supervision is provided by the counseling program faculty course instructor of CNSL 6269 Practicum 1 and CNSL 6270. Group supervision of practicum and internship students should not exceed a 1:12 faculty-to-student ratio.
3. Supervision of practicum students includes program-appropriate audio/video recordings and/or live consultation of students' interactions with clients.
4. Written supervision agreements define the roles and responsibilities of the faculty supervisor, doctoral supervisor, and student during practicum.

Evaluation

1. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.

Experiences

1. Students have the opportunity to become familiar with a variety of professional activities (e.g., intake, risk assessment, career counseling, outreach, etc.) and resources including technological resources, during their practicum.
2. School counseling students must lead or co-lead a counseling or psychoeducational group during practicum and/or internship.

Practicum Scheduling

Students are required to accommodate the practicum schedule in their placement. For on-campus students, CCSC-based practicum sections are scheduled in six-hour time blocks as 9am-3pm or 2pm-8pm during predetermined weekdays. Students are assigned to practicum sections based on CCSC need and availability, with consideration for student preference. School counseling practicum is held from 6:10-pm-8:10pm and on-line rehabilitation practicum times will vary by course instructor.

Community Counseling Services Center: Philosophy and Purpose (CMHC and On-campus Rehabilitation Students)

The CCSC serves as an experiential complement to theoretical classroom teaching in the professional preparation of counselors, offering students the opportunity for experiential learning that includes recorded supervision, role-playing, and the providing individual, family, and group counseling with community clients. The purpose of the supervised counseling in the CCSC is to provide direct faculty supervision of the interns using recorded sessions. The objectives are:

1. To provide an opportunity for students to implement counseling skills under the close supervision of faculty and peers.
2. To provide faculty with the opportunities for observing counselors in training/practice in order to give students feedback, monitor student progress, and substantiate mastery of the students' basic counseling skills.
3. To provide the community with a resource in the form of low-cost counseling services.

Clients are recruited and selected with the training needs of students in mind. During the intake screening, clients are informed that counseling sessions will be video/audio recorded for counselor education and training purposes. Clients have the right to opt whether they would prefer video with audio or audio-only recording. Video/audio recordings are securely stored and only accessed by students, clinical instructors and supervisors on-site. Confidentiality and informed consent are adhered to within the ethical guidelines of the ACA.

The CCSC employs a 'block' schedule whereby students attend group supervision, individual supervision, and provide therapy in a six-hour block, one day a week. When a CI has a full caseload, class, supervision and client sessions happen back-to-back during their block which leaves limited time for documentation, case conceptualization, treatment planning, watching client sessions, preparing for supervision and other client-related work. As a result, students complete this work outside of their assigned block period. Students should plan to complete this work at other times-come in before, or stay after their block to complete their work.

Detailed information on the CCSC experience is available from the CCSC Director, Dr. Monica Megivern, who can be reached by phone at (202) 994-8645 or email at mmmeg@gwu.edu.

School Counseling Experience: Philosophy and Purpose

It is vital that school counselors gain experience within the settings into which they will enter upon graduation. Therefore, during their practicum experience, school counseling students will provide counseling services within the school system as outlined by CACREP and the American School Counseling Association's National Model (2014). Students will engage, under supervision, in systemic support, individual planning, responsive services, and guidance programming in an elementary, middle, or high school. Video recordings are not required within the practicum. Confidentiality and informed consent are adhered to within the ethical guidelines of the ACA and ASCA. The student's schedule will be determined by their site placement.

Rehabilitation On-line Counseling Experience: Philosophy and Purpose

It is vital that rehabilitation counselors gain experience within the settings into which they will enter upon graduation. Therefore, during their practicum experience, rehabilitation counseling students will enter into an appropriate setting in which to provide counseling services to persons with disabilities as outlined by CACREP (2014). Video recordings are not required within the practicum. Confidentiality and informed consent are adhered to within the ethical guidelines of the ACA and CRCC. The student's schedule will be determined by their site placement.

2016 CACREP PROFESSIONAL PRACTICE STANDARDS

ENTRY-LEVEL PROFESSIONAL PRACTICE

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

PRACTICUM

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

regular schedule throughout the practicum. Group supervision must be provided by a Department of Counseling and Human Development faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Section 2: Practicum Agreement

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

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

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

SUPERVISION EXPECTATIONS & RESPONSIBILITIES

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

Faculty Instructor Qualifications

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

Faculty Instructors will provide:

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

CCSC Staff Supervisor Qualifications

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

CCSC Doctoral Supervisor Qualifications

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

CCSC Staff and Doctoral Supervisors will provide:

- Individual or triadic supervision and, in some cases, live supervision in which the supervisor listens to the CCSC client session while it is in progress.
- Collaboration with the faculty instructor in student evaluation.
- As the supervisor on site, primary responsibility for client care in consultation with the faculty instructor and/or clinic director for clients at risk of harm to self or others.
- Supervision appropriate for the developmental level of the student including:
 - Consultation with the student to develop individual learning goals;
 - Client screening and assignment according to student competency level and individual learning goals;
 - Monitoring client caseload for risk and reassigning clients if necessary;
 - Helping the student learn to manage caseloads;
 - Supervision and training in ethics and law as issues arise with clients;
 - Regular review of work samples (live supervision, recorded sessions, progress notes, and treatment plans);
 - Supervisory experiences to assist the student in applying basic counseling skills and developing new skills;

- Assistance in developing ability to apply theory to practice including case conceptualization and treatment planning;
- Ongoing evaluation and feedback to facilitate the student's professional growth;
- Formal written evaluation, using GWU forms and competency guidelines at the midpoint of the semester and at the end of the semester.

Supervisors will also provide general supervision to students around issues of ethics, standards of care, student counselor growth and development, development of case conceptualization, treatment planning, development of theoretical orientation and relevant counseling topics. This will be achieved through:

- Regularly scheduled group supervision.
- Periodic review of student work samples including recorded sessions and written case summaries.
- Mid-semester and final evaluation of student performance for purposes of meeting standards and requirements.

On-campus and On-line Rehabilitation Counseling Site Supervisor Qualifications

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

School Site Supervisor Qualifications

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

STUDENT RESPONSIBILITIES

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

- Adopting an attitude of attending to client welfare as a counselor's primary responsibility
- Adhering to the ethical standards of the American Counseling Association (ACA) and the Commission on Rehabilitation Counselor Certification (CCRC)
- Adhering to the legal mandates of the District of Columbia or location of their site
- Adhering to the provisions of the practicum agreement including:
 - Duties performed
 - Duration of contract
 - Hours

- Location
- Supervision
- Any significant changes to agreement
- Consistent and punctual participation in all work and training activities on site, including but not limited to tasks that might be necessary to ensure that the CCSC, Rehabilitation Counseling Program or School Counseling Program (as appropriate to the student's program) is able to support the needs of all programs
- Following their sites' policies and procedures (For on-campus students, CCSC policies can be found in the CCSC Policies & Procedures Manual in the CCSC.)
- Appropriate client termination or transfer
- Maintaining appropriate documentation in Titanium and Time2Track as outlined by the site and the college confidentiality guidelines. On-line Rehabilitation Counseling students only utilize Time2 Track for logging practicum hours.
- Completion of all documentation at end of practicum
- Maintaining personal malpractice/liability insurance (\$1 million per occurrence, \$3 million aggregate)
- Engaging in a working alliance with supervisors including:
 - Developing an understanding of the scope and purpose of supervision
 - Attending all supervision sessions
 - Accurately communicating content and scope of counseling sessions in supervision
 - Maintaining an openness to feedback in supervision, and following through on directives from supervisors
 - Willingness to record interactions with clients and receive feedback on recorded interactions
 - Seeking supervision in a timely manner about individuals who are at risk (making full disclosure to supervisors of risks to client welfare).

Section 3: Guidelines for Preparing for Practicum

The following guidelines apply to all GWU students enrolled in the practicum master's clinical mental health, school counseling, and rehabilitation counseling programs for the 2019-2020 academic year.

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

If state licensure is a goal after completion of the 60-hour program, discuss licensure with your faculty advisor and check the specific requirements of that state. The American Counseling Association (ACA) provides complete state-by-state requirements in the 2016 editions of their online publication, *Licensure Requirements for Professional Counselors*. You can access this publication by going to the ACA website at <https://www.counseling.org> and clicking the *Knowledge Center* tab at the top left. On the scroll down menu, choose "Licensing Requirements." Scroll down the licensure and certification page and see a blue box. Choose the first link titled,

“Licensure Requirements for Professional Counselors 2016 Edition” (PDF). You will need your member login; if you need assistance, call ACA at 800-347-6647 x222.

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

1. Practicum Course Prerequisites:

For CMH and on-campus Rehabilitation students, several courses are to be completed prior to practicum. Because all classes are not offered every semester; it is important to meet with your advisor to discuss course sequence before registering for classes your counseling program.

CNSL 6151 Professional and Ethical Orientation to Counseling

CNSL 6153 Counseling Interview Skills

CNSL 6154 Theories and Techniques of Counseling

CNSL 6163 Social and Cultural Dimensions of Counseling

CNSL 6173 Diagnosis and Treatment Planning

CNSL 6174 Trauma and Crisis Intervention

HDEV 6108 Lifespan Human Development

CNSL 6157 Individual Assessment

CNSL 6268 Foundations of Clinical Mental Health Counseling OR

CNSL 6376 Foundations of Rehabilitation Counseling

NOTE: Completion of CNSL 6171 Family Counseling is required as a co-requisite for eligibility to provide couples clients in the CCSC. Completion of CNSL 6155 Career Counseling is a co-requisite to see clients requesting career services.

2. Attend the Annual Orientation to Practicum (for CMH and On-campus Rehabilitation Counseling Students)

Orientation to the practicum experience is held biannually and is conducted by the staff of the CCSC. The cohort starting practicum in the Summer of 2020 will have orientation on May 13 and May 14, 2020, and the cohort starting practicum in the Fall of 2020 will have orientation on August 26-27, 2020 for clinical mental health counseling students and on August 25 and 27 for rehabilitation counseling students. Students are notified about the orientation to the practicum experience through the department listserv. It is the responsibility of each student to provide Thelma Myers, Executive Assistant (thelmy@gwu.edu; 202-994-8648), with their name and e-mail address to be added to the department listserv.

School Counseling students attend an in-class orientation prior to site placement.

Online Rehabilitation Counseling students attend a Webex internship orientation one semester prior to site placement.

3. Complete Pre-Practicum Portfolio

As part of the master’s degree program, students are required to develop a portfolio that documents their experience and growth as a helping professional. Students will receive guidance on how to

complete this requirement in meetings with their advisor. The core elements of the portfolio requirement are listed and described briefly here. All elements of the portfolio must be fully completed and uploaded to Taskstream by the deadline date in the semester prior to the student's first practicum. Students will meet with their faculty advisor to discuss the content of their Pre-Practicum Portfolio.

Portfolio due dates: April 1, 2020 for students who wish to start practicum in **Summer 2020** and May 1, 2020 for students who wish to start practicum in **Fall 2020**. Please note that all requirements, including 10 required counseling sessions, must be completed by the due date. Note: School counseling students will submit their portfolio to their faculty advisor by 12/01/2019 for a Spring 2020 start date.

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

A student portfolio includes the following items:

- a) **Current resume or vita (All students required).**
- b) **Statement of Professional Goals (All Students required).** Write a paragraph that states your professional goals and upload to Taskstream. Describe your professional aspirations after you complete your degree. Identify the populations and problems with which you want to work and the settings in which you wish to work.
- c) **Documentation of Personal Counseling (For CMH students only).** Document at least 10 hours of personal counseling (individual, couple, family, or group) with a licensed or license-eligible mental health professional. Documentation does not require you to reveal any personal material, but does require both you and your professional mental health provider to sign a statement indicating that you completed at least 10 hours of personal counseling. The 10 sessions should be completed by the portfolio due dates indicated previously. Documentation of appropriate personal counseling completed as an adult prior to admission to the program will also be accepted if it has been completed within 24 months prior to the start of practicum. Documentation should be included in your portfolio and uploaded to Taskstream. A simple one-sentence letter or email stating that you attended 10 sessions and signed by your therapist is sufficient.
- d) **Documentation of Collaboration Skills (For CMH students only).** Write a paragraph that lists your collaborative experiences as a professional or counselor-in-training. "Collaboration" means working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative problem-solving. Briefly describe your role and the contributions you made to the work of the group.
- e) **Description of 200 hours or more of experience in helping roles (For CMH**

students only). Write a short description/paragraph for each setting/task for which you will be counting helping hours, the number of hours gained from that task/setting, and upload the documentation to Taskstream. Helping hours may be gained from previous employment, volunteer work, or appropriate practicum placements within the past 24 months. If you have other kinds of experience that might apply, check with your advisor about including that experience.

- f) **12-Step Program Attendance (For CMH students only).** We strive to prepare students in a comprehensive and best practice-based course of study to work effectively with clients impacted by the full range of presenting problems. This preparation includes acknowledging the importance of both mental health issues as well as the substance use disorders that often co-occur with mental health problems. Of specific importance to effectively treating dual-diagnosis clients is developing a basic understanding of addiction and the role of community-based, 12-step groups that serve as vital supports to effective treatment effort.

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

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

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

- a) There are various types of meetings, including speaker meetings, small group meetings, and open and closed meetings. Open meetings are the type you should attend to fulfill this requirement; these are open to anyone. Closed meetings are for individuals who are attending for their own need (i.e., people with drug addiction attending NA meetings), and it is not appropriate for you to attend those meetings as a professional.
- b) When attending a meeting, you will be interacting with a number of people and may or may not be asked to introduce yourself to the group. Even if you

do not speak or participate in the meeting you attend, individuals before or after the meeting are likely to strike up conversations with you. Be honest. It is appropriate to say something like: “I’m a graduate student in a counseling program and I’m here to learn more about (AA, NA, etc.). I want to have the knowledge and experience I need to help my clients find the places they can get assistance with (alcohol problems, eating problems, etc.).”

- c) Don’t tell people you are only there as a requirement for school. It may be considered insulting to those in attendance. People attend these groups to help them survive and cope with tremendous difficulties and they deserve your respect.
- d) Yes, you will probably feel uncomfortable at your first meeting. This is part of the point of attending. If you accidentally get into a closed meeting, apologize politely, ask whom you can contact about an open meeting, and leave.
- e) All meetings have a different “flavor” to them, depending on who is in attendance and the norms of the group. Be open to a variety of experiences.

g) **Advocacy Participation Assignment (For CMH students only).** Students will attend a minimum of 8 hours of meetings/gatherings, either regular planning meetings or events, of grassroots groups or nonprofit organizations that facilitate/pursue systems/policy change (rather than work to improve the situation of a single person or family). These could represent organizing in sectors such as immigration, rural health, LGBTQ+, anti-racism, environmental justice, housing and homelessness, prison reform, labor rights, peace, economic inequality, etc. Students may attend groups in two or three different sectors, but the idea is to find one and stick with it to learn about how these groups move through time from month to month.

Note to students regarding their participation: Participate as a person who cares about the cause or issue. (In some cases, lots of people come and go from these groups, but be sure not to volunteer to do something and then fail to follow through.)

Students will document this participation by answering the following questions in about 250-300 words:

1. What were the main short-term goals of the meetings you attended?
2. How do these connect to the mission of the organization?
3. In what ways were these goals fulfilled or not?
4. What helped and what got in the way?
5. What do you notice about group dynamics?
6. What helped make the meetings/events effective and enjoyable?

7. What did you learn about yourself in the role of an activist or community organizer?

4. Practicum Readiness Form (For CMH and on-campus Rehabilitation Counseling students only).

Once the student has completed the pre-practicum portfolio requirements, they will need to have their advisor sign off on the portfolio, signaling the student's preparedness to begin the practicum. **The Practicum Readiness Form for the Summer 2020 cohort is due April 1, 2020 and for the Fall 2020 cohort May 1, 2020.**

5. Complete the Practicum Preference Form (For CMH and on-campus Rehabilitation Counseling students only).

If you are planning to enroll in CNSL 6269 beginning summer or fall semester 2020 complete the Practicum Preference Form and **submit it to your faculty advisor by March 13, 2020.**

6. Mentorship (For CMH and on-campus RC students only).

Participate in three separate sessions of mentoring with the practicum intern assigned to you by the CCSC staff during the spring semester. The first session will be two hours in length.

7. Orientation Activities

Attendance is required at all site practicum orientation activities, including but not limited to:

1. For School Counseling students and on-line Rehabilitation Counseling students, please contact your faculty advisor.
2. For CMHC and on-campus Rehabilitation Counseling students, the CCSC holds the following mandatory orientations:
 - a. Summer 2020 start: May 13-14, 2020.
 - b. Fall 2020 start: August 26-27, 2020 for clinical mental health counseling students; August 25 and 27, 2020 for rehabilitation counseling students.

Section 4: Practicum Requirements

The following are required of all students enrolled in practicum.

SERVICE HOURS

Successful completion of the practicum will be no less than 100 hours; 40 direct services hours and 60 indirect service hours. The following section outlines approved options for obtaining direct and indirect service hours.

NOTE: A minimum of 40 direct service hours must be obtained by performing approved *counseling* activities (see below). Alternative direct service options (e.g., assessment, consultation/screenings, and outreach) are permitted only as a means of supplementing hours obtained through counseling activities.

Direct Service Hours

- Counseling Activities:
 - Intake session(s)
 - Individual, couple, family sessions (e.g., 30-minute, 45-minute, 50-minute)
 - Either one-on-one or co-therapy
 - Group facilitation of therapy
 - Career counseling
 - Guidance programming
 - Systemic support
- Assessment:
 - Assessment administration not occurring during client sessions
 - Assessment feedback session with client
- Outreach Programming:
 - Students can earn up to 4 outreach hours per semester at 2 hours per event for total of 8 outreach hours across the practicum experience. Count only hours spent delivering the outreach program. Hours spent developing/researching program are not counted as direct service.

Indirect Service Hours

- Administrative Duties:
 - Scheduling, returning phone calls, communicating with clinic directors, staff, instructors, attending staff meetings
- Supervision:
 - Individual, triadic, group, and on campus
- Client Advocacy
- Recorded client session review
- Role Plays
- Mentorship
- Professional Development
 - Training/workshop/conference attendance
- Documentation
 - 1.5 hour maximum per intake
 - 30 minutes maximum per client session
 - 1 hour max per group session
- Assessment Scoring
- Related readings
 - These should be readings associated with preparing to serve your client
- Professional/peer consultations
 - These are conversations with a peer, other mental health professionals, and/or community resources about a client/presenting concern

Recording Counseling Sessions within the CCSC

All counseling sessions are recorded using the Video Audio Learning Tool (VALT) system. In the event of such technical difficulties, students are expected to alert a staff member before proceeding with the session. **At no time should a recording be viewed outside of the Graduate School for Education and Human Development at 2134 G Street NW.** Persons

authorized to view video recordings are limited to the counseling intern, supervisors, instructors and staff members of the CCSC. Contexts in which video recordings may be viewed are limited to the counseling intern's review, the staff or supervisor's review, use in supervision sessions, and presentations during practicum instruction. Consequences for viewing a video recording in another location, allowing an unauthorized person to view a video recording, including breach of HIPAA Privacy Rule, may include failing practicum or dismissal from the program as it is considered an alleged violation of the ethical standards.

Outreach within the CCSC

Outreach to the communities we serve is a cornerstone of the counseling profession. Additionally, many CCSC clients come to us as a result of our outreach efforts. Students are required to complete two 2-hour outreach events each semester for a total of 4 hours per semester and 8 hours per academic year. Students are to follow CCSC procedures for signing up for outreach hours. CIs may not participate in outreach during practicum block time unless approved by their internship instructor and clinical directors.

Documentation

Clinical documentation is an important component of the treatment process and helps with the facilitation of continuity of care for clients. Clinical documentation, progress notes, and files must be up-to-date at all times in accordance with ACA ethical standards and record-keeping guidelines and those outlined in this manual. Documentation is housed in the Department of Counseling and Human Development's Titanium electronic health record. Students are to document the specifics of any contact they have had with their client(s) (e.g., sessions, phone calls, crisis response, etc.) or on behalf of their client(s) (e.g., consultations, advocacy, etc.). Notes are to be completed within 48 hours of a session and submitted to the supervisor via Titanium for review and signing. **All client notes must be typed in Titanium; no handwritten note will be approved unless otherwise determined by CCSC staff or practicum faculty.** Client notes should not be written on any computer outside of the spaces designated or identified by your faculty or supervisors. Doing so may result in immediate consequence, including, but not limited to, immediate termination of your practicum and dismissal from the program. Additionally, part of the training experience is receiving constructive feedback, both about your clinical skills and your clinical documentation. You will *likely* receive feedback on your case notes that will require some revising. This is normal and to be expected. Please contact the CCSC to review the Titanium Manual for detailed guidelines on documentation in Titanium.

End-of-Semester Documentation

First-semester practicum students are evaluated by their supervisor (for Clinical Mental Health and Rehabilitation students those include CCSC doctoral supervisor or CCSC staff supervisor). A grade will not be submitted without the following end-of-semester documentation:

- Mid-semester and final evaluations from your supervisor
- Final hours summary report from Time2Track

Evaluation

Student clinical work is formally evaluated twice during each semester of the practicum experience at the midterm and end of the semester. Students are encouraged to read the evaluation prior to the evaluation period to understand the content on which they will be

assessed. This evaluation can be found in *Appendix D* of this handbook.

Supervision

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

- Group supervision will be the first two hours of each meeting in group supervision for CMHC and Rehabilitation Counseling students, and the identified class period for School Counseling and on-line Rehabilitation Counseling students. Within group supervision, students discuss assigned readings, clinical and training needs and issues, and client concerns.
- Individual or triadic supervision will be provided during a scheduled meeting time. Students will receive 60 minutes of individual or 1.5 hours of triadic supervision each class each week, either with their doctoral student or staff supervisor (for CMHC and Rehabilitation Counseling students) or their site supervisor (for School and online Rehabilitation Counseling students). Individual/triadic supervision will include review of observed sessions, audio/video recording review, case conceptualization, and discussion of pertinent issues.

Students are responsible for:

- Reviewing audio/video recordings of therapy sessions (for students at the CCSC)
- Preparing materials, thoughts, issues, and questions prior to supervision
- Being open to and utilizing supervision
- Having a willingness to discuss with the supervisor any problems encountered in the practicum, in group supervision, or with the supervisor
- Treating the supervisor with respect

Supervisors are responsible for:

- Providing clinical supervision, teaching, mentoring, and other support for the professional development and counseling identity of the CIs
- Consistent communication with their CI's internship instructors
- Checking student's documentation
- Ensuring case files adhere to ethical standards for clinical documentation
- Evaluating the CI at the mid-semester and end of semester
- Being accessible to, communicative with, and respectful of CIs

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

Because counseling is an immensely personal and emotional experience for both the client and counselor, the CI can expect to be challenged personally throughout the practicum experience, and to engage in critical self-reflection. The student may also find the process of professional development as a counselor impacts their personal relationships. These issues are normal and expected. As such, they are appropriate topics for discussion in supervision. While some

discussions may have secondary therapeutic benefits for the student, the goal is *not* personal counseling. While students may explore conflicts in supervision as they relate to work with clients, the ultimate goal is not to modify a student's personality. The goal is to help the student work through specific personal barriers that may impede their work with client, participation in individual or group supervision, or interactions and functioning as a therapist.

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

Taskstream

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

Required Assignments

Clinical notes, case presentations, and transcriptions are suggested requirements for CNSL 6269/CNSL 6270. Practicum instructors may include additional assignments at their discretion.

APPENDICES

APPENDIX A

The George Washington University
Graduate School of Education & Human Development
Department of Counseling and Human Development
STUDENT STATEMENT OF INFORMED CONSENT

I agree to abide by the rules and policies of the George Washington University (GWU), the Graduate School of Education and Human Development (GSEHD), the Department of Counseling and Human Development (CHD), in the CHD Student Handbook, the CHD Counseling Practicum/Internship Handbook, and the GW Graduate Bulletin. To successfully complete a program in any field of Counseling within the Graduate School of Education & Human Development, I will be expected to demonstrate academic competence, counseling skills, and personal –comportment appropriate for a counselor-in-training. This includes, but is not limited to: appropriate client interviews and sessions, practicing in a professional and ethical manner, and establishing appropriate relationships with clients to facilitate client progress.

I understand that my performance in the program will be reviewed and evaluated on a continual basis by department faculty members. I understand that the department faculty meet twice yearly, and at other times as may be needed, to conduct an executive (confidential) review of all students to discuss and identify any student who may be exhibiting academic, professional, or personal behavior that calls into question his or her suitability for being a professional counselor. Deficiencies in these areas may result in my being required to repeat course work, to seek and show evidence of personal counseling at my own expense, or dismissal from the program. The evaluation will be based on my academic knowledge, practitioner competencies, and personal comportment. In addition, my learning and professional activities will be characterized by my ability to achieve proficiency for the following skills:

- Demonstrate effective listening skills.
- Respect divergent points of view.
- Express thought/knowledge effectively.
- Demonstrate realistic expectations in regard to academic planning.
- Show developed sense of self-awareness regarding skills and talents.
- Demonstrate an ability to develop and sustain rapport with clients regardless of gender, race, ethnicity, sexual preference, religion, ability or class.
- Use personal power and authority appropriately.
- Work collaboratively with others.
- Demonstrate ability to articulate one's feelings.
- Demonstrate an awareness of cultural, gender, and spiritual issues.
- Demonstrate the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- Demonstrate appropriate boundaries: sexual, ethical, and professional.
- Exhibit ability to take responsibility for one's actions.
- Interact appropriately with authority.
- Contribute to a positive classroom environment.
- Exhibit dependable behaviors in regard to assignments, group activities, and attendance.

I understand that GW counseling faculty strongly encourages students to seek out opportunities for personal growth and enhanced self-awareness through a variety of means, including personal counseling, as a complement to my clinical training. Because I understand that the process of becoming a counselor places heavy personal and psychological demands on students and may cause me personal distress or challenge my personal adjustment, I understand that I may be encouraged or required to seek support or personal counseling to ensure that I am able to successfully complete my training.

I also understand that the program requires participation in experientially based courses. Self-disclosures will not be used as a basis for grading these courses. However, if I disclose an impairment, condition, or circumstance that compromises my ability to perform in a professional and ethical manner or creates the potential for harm to clients, I may be required to repeat course work, to seek and show evidence of personal counseling at my own expense, or I may be dismissed from the program.

I will be expected to successfully complete CNSL 6268 (Practicum I in Counseling) and CNSL 6269 Practicum II in Counseling with a letter grade of “B-” or better prior to enrolling in CNSL 6185 (Internship in Counseling). If I do not meet this requirement after two attempts, I will be dismissed from the program. I understand that in order to register for CNSL 6185 or CNSL 6186 (Advanced Internship in Counseling) a second time, it will require permission from the Senior Associate Dean. I will be expected to successfully complete both CNSL 6185 and CNSL 6186 with a letter grade of “B-” or better in order to complete the Program. If I do not meet this requirement I will be dismissed from the Program.

I am aware that I must complete an on-campus Practicum and an off-campus Internship. It is imperative that I make myself available for the hours required by Practicum and Internship sites on specific days and times, including meetings leading up to the beginning of practicum and internship such as open houses and orientation. I also realize that I am responsible for fulfilling all the procedures as outlined in the Practicum and Internship Handbooks. I am aware that I must successfully pass the comprehensive exam, the CPCE within two attempts. I understand that failure to do so may result in my termination from the program. Proficiency as a counseling intern is expected to successfully complete programs at the GWU. Regular student evaluations are provided during Interview Skills, Practicum, and Internship.

Finally, I understand that the completion of a degree or certificate in Counseling does not guarantee certification or licensure. I understand that these credentials are conferred by different agencies and may have requirements different from those of the Counseling Programs at the GWU. I understand that the requirements set forth in this document are not exhaustive or cumulative and that I may be dismissed from the program based on reasons other than those set forth herein or based on my failure to meet one or more of such requirements.

Student name printed	Student signature	Date
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Faculty Advisor name printed	Faculty Advisor signature	Date
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APPENDIX B

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

Practicum Agreement

The practicum program is designed to provide a beginning clinical counseling experience for George Washington University counseling graduate students, supervisors and clients of the Community Counseling and Services Center in a relationship of mutual support and accountability. Important aspects of these relationships are outlined below. Practicum students and George Washington University agree to the provisions detailed below. On the final page of this agreement all parties sign off on the particulars of the agreement; this document serves as a contract between all parties.

Faculty in the Clinical Mental Health Counseling program and the Rehabilitation Counseling Program have established the following requirements in keeping with the 2009 and 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). I understand that my enrollment in CNSL 6269, CNSL 6270, or independent study or research (at the discretion of program faculty) reflect my tacit understanding and agreement to abide by the expectations outlined in this practicum manual and the Policies & Procedures manual of the CCSC.

COMMUNITY COUNSELING AND SERVICES CENTER RESPONSIBILITIES

The Community Counseling and Services Center will provide:

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

SUPERVISION EXPECTATIONS & RESPONSIBILITIES

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

Faculty Supervision

Faculty Supervisor Qualifications

- Meets core faculty status under the 2009 CACREP Standards.
- Training and experience in supervision.
- A familiarity with, and adherence to, the ethical codes of the American Counseling Association

Faculty Supervisors will provide:

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

CCSC Supervisor

CCSC Supervisor Qualifications

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

CCSC Supervisors will provide:

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

- Assistance in developing ability to apply theory to practice including case conceptualization and treatment planning
- Ongoing evaluation and feedback to facilitate the student’s professional growth
- Formal written evaluation, using George Washington University forms and competency guidelines at the end of the semester

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

- Regularly scheduled group supervision.
- Periodic review of student work samples including videotape, audiotape, and written case summaries.
- Final evaluation of student performance for purposes of meeting standards and requirements.

STUDENT RESPONSIBILITIES

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

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

Student name printed	Student signature	Date
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Faculty Advisor name printed	Faculty Advisor signature	Date
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APPENDIX C

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

PRACTICUM READINESS FORM

Student Name: _____ GW ID _____

Cell Phone: _____ GWU email: _____

Anticipated Practicum Start: SUMMER FALL 20 _____

Program: CLINICAL MENTAL HEALTH COUNSELING
 REHABILITATION COUNSELING

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

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

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

Please print your unofficial transcript from DegreeMap and bring it with you to your advising appointment.

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

COMPLETED AND IN PROGRESS COURSEWORK

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

- CNSL 6173- Diagnosis & Treatment Planning

TO BE COMPLETED (SEMESTER PRIOR)

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

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

Professional Resume (CV)	_____
Statement of Professional Goals	_____
Personal Counseling (10 hours)*	_____
Documentation of Collaboration Skills*	_____
Helping Skills Hours (200 hours)*	_____
12-Step Meeting Attendance (4) *	_____
Advocacy Participation (8 hours)*	_____
HIPAA Completion Acknowledgement	_____

All Incompletes cleared? Yes No

Student name printed	Student signature	Date
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Faculty Advisor name printed	Faculty Advisor signature	Date
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*Rehabilitation counseling student meet with their faculty advisor.

APPENDIX D

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

PRACTICUM PREFERENCE FORM

SUMMER 2020 and FALL 2020

Student Name: _____ GW ID #: _____

GWU e-mail: _____ Cell Phone _____

Program:

CLINICAL MENTAL HEALTH COUNSELING

ON-CAMPUS REHABILITATION COUNSELING

Please mark your Top 3 (if applicable) choices in order of preference (e.g., 1st, 2nd, 3rd) from the options below. You will be expected to be in the CCSC for the full window of time you select. We will attempt to match your preferences as closely as possible.

DUE MARCH 1, 2020

Please return completed form to your FACULTY ADVISOR’S mailbox in GSEHD 314. Failure to submit a complete form by the deadline may result in assignment without your consideration.

School counseling students and **on-line Rehabilitation Counseling** students should check about due dates with their academic advisors.

CNSL 6269 (SUMMER 2020 start ONLY)

_____ Mon 2-8PM

CNSL 6269 (FALL 2020 start ONLY)

_____ Tuesday 9-3PM

_____ Wednesday 9-3PM

_____ Thursday 9-3PM

_____ Tuesday 2-8PM

_____ Thursday 2-8PM

FOR CCSC USE ONLY

Assigned Section: _____ Date: _____

Assigned By: _____

APPENDIX E

Department of Counseling and Human Development

FIELD SITE SUPERVISOR AGREEMENT FORM ONLINE REHABILITATION COUNSELING STUDENTS

I, (Supervisor name printed) _____ agree to provide weekly supervision to (Student name printed) _____ within their scope of counseling practice and counseling- related activities according to GWU's "Clinical Supervision Guidelines for Field Site Supervisors" and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) guidelines for the agreed duration of the required internship period/practicum period.

Name of Agency/School OR Institution: _____

Address: _____

City/State/Zip: _____

Start Date: (month)/ (day)/ (year)

End Date: (month)/ (day)/ (year)

*Student is expected begin no earlier than two weeks prior to the first day of classes and to stay at the site through the last week of online rehabilitation counseling student practicum class for 1 semester. Students attend the site weekly and may not leave the site prior to the agency agreed upon end date.

- As the supervisor of above referenced intern at the above referenced agency, I understand and agree to the following practicum requirements of the Department of Counseling and Human Development at The George Washington University:
- As a representative of the agency, we agree to ensure adequate client contact to support the accrual of hours for online rehabilitation counseling student practicum (i.e., a minimum of 40 direct client hours and 60 indirect client hours) over one academic semester.
- As supervisor, I understand that at least one (1) hour of individual supervision provided weekly is required.
- As supervisor, I agree to identify an appropriate credentialed supervisor who will assume responsibility of Intern and Intern's counseling work in my absence.
- The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings)
- As supervisor, I agree to be available for at least one (1) site visit and/or phone contact with faculty supervisor/program representative per semester
- Formal written evaluation of the student's professional and counseling performance at midterm and end of semester for each semester of the internship experience/practicum experience.

Supervisor Signature: _____ Date: _____

APPENDIX F

SUPERVISOR DATA FORM

Supervisor Name: _____

Phone _____ Email Address: _____

Name of Agency/School OR Institution: _____

Supervisor Title: _____

Supervisor Profession: _____

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

Number of years of professional counseling experience: _____

License/Certification State _____ Number: _____ Expiration date: _____

GWU requires two years of prior experience. Do you meet this requirement? Yes No

Number of years of counseling supervisory experience: _____

CACREP requires supervisors to have training in the provision of clinical supervision. Have you received training in the supervision of counselors? Yes No

If yes, when? (MM/DD/YYYY) _____

Location? _____

Name of Trainer? _____

CEs awarded? Yes No How many? _____ Clock hours? _____

If no, the Department of Counseling and Human Development at GWU provides training for supervision of counselors in person and online, would you be interested? Yes No

APPENDIX G

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

SUPERVISOR EVALUATION FORM

Supervisor: _____

Counselor Intern: _____

Semester: _____ Number of Supervision Sessions Provided _____

Please rate your doctoral supervisor on the following activities and characteristics. Use the space provided to further describe strengths and areas for improvement. Thank you.

1. Supervisor was available to meet weekly.

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

If not, explain frequency/circumstances of problems with supervisor availability:

2. Supervisor was on time for supervision sessions.

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

If not, explain frequency /circumstances of lateness:

3. Supervisor was knowledgeable about counseling techniques as they apply to supervision of your client(s).

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

If score is below 6, provide examples:

4. Supervisor was knowledgeable about counseling theory as it applied to supervision of client(s).

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

If score is below 6, provide examples:

5. Supervisor addressed the relationship dynamics between client and counselor intern as it applied the counseling process.

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

If score is below 6, provide examples:

6. Supervisor was able to offer guidance on ethical and legal issues when necessary.

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

If score is below 6, provide examples:

7. Supervisor addressed client's nonverbal communication and its relevance in my work with clients.

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

If score is below 6, provide examples:

8. Supervisor was knowledgeable about case conceptualization and was able to provide specific ideas about ways my client's cases could be conceptualized.

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

If score is below 6, provide examples:

9. Supervisor was knowledgeable about the Community Counseling Services Center policies and procedures.

Not at All Somewhat A Fair Amount Completely Not Applicable
1 **2** **3** **4** **5** **6** **7** **N/A**

If score is less than 6, provide examples:

10. Supervisor addressed the interpersonal aspects of the supervisory relationship. (e.g., was able to talk openly about our working relationship, issues of transference/counter transference, or difference in perspective between us, etc.)

Not at All Somewhat A Fair Amount Completely Not Applicable
1 **2** **3** **4** **5** **6** **7** **N/A**

Explain any situations in which this did not take place:

11. Supervisor was open to disagreement and able to negotiate areas of conflict or differences in the supervisory relationship.

Not at All Somewhat A Fair Amount Completely Not Applicable
1 **2** **3** **4** **5** **6** **7** **N/A**

Explain any situations in which this did not take place:

12. Supervisor seemed to value my input and sought out my ideas and perspectives about the counseling process.

Not at All Somewhat A Fair Amount Completely Not Applicable
1 **2** **3** **4** **5** **6** **7** **N/A**

Explain any situation in which this did not take place:

13. Supervisor was open to feedback about his/her performance and to specific suggestions or requests I had about supervision.

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

Explain any situation in which this did not take place:

14. Supervisor demonstrated a personal interest in my training and professional development.

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

Explain any situation in which this did not take place:

15. Supervisor made me feel respected as an individual.

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

Explain any situation in which this did not take place:

16. Supervisor made the overall supervisory relationship constructive and was able to give feedback in a balanced and helpful manner.

Not at All	Somewhat	A Fair Amount	Completely	Not Applicable			
1	2	3	4	5	6	7	N/A

If score is less than 6, explain:

Supervisor's Primary Strengths:

Supervisor's Primary Areas for Improvement:

Additional Comments

APPENDIX H

It is required that all master's and doctoral students read and sign this contract prior to beginning Practicum/Internship. By signing this contract, you agree to abide by the policies and procedures that have been established by the Community Counseling Services Center (CCSC).

The George Washington University

Contract for Work in the Community Counseling Services Center

I, _____, agree to abide by the policies and procedures that are indicated in the CCSC Manual. Those policies that are particularly of consequence include the following:

Please place your initials at the front of each statement.

_____ I agree to remain in the CCSC for the entire two-semester period that is Practicum/Internship I and II, as well as the weeks that the CCSC is OPEN that fall in-between the two semesters.

_____ I agree to keep up-to-date and accurate records and logs, as required by the ACA Code of Ethics, and HIPAA.

_____ I agree to stay in the CCSC the entire block of time to include attending/practicum class/conducting clinical coverage (supervisors only), conduct/participate in supervision, do role plays/see clients, complete my documentation and stay the remaining portion of the block (9am – 3 pm) or (2 pm – 8 pm) of time.

_____ I agree to write my progress notes within 48 hours after I see my client(s), conduct a role play or receive supervision.

_____ I agree to attend weekly supervision, whether or not I have a client, to ensure the quality of client care while working in the CCSC.

_____ I agree to a caseload of up to three clients at one time while working in the CCSC.

_____ I recognize that it is my responsibility to ensure that I have the designated amount of direct hours by the end of the semester.

_____ I agree to know and abide by the ACA Code of Ethics and the Ethical Guidelines for counselor interns and clinical supervisors.

I recognize that any breach of this contract may result in:

- (1) a verbal warning, which will be reflected in the CCSC portion of my practicum/internship grade;
- (2) a written warning, which will be reflected in my overall practicum/internship grade;
- (3) dismissal from practicum/internship class and the CCSC.

Counselor Intern

Date

APPENDIX I

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Counseling Practicum/Internship Evaluation

Practicum I Practicum II Internship I Internship II

Semester: FALL 20 SPRING 20 SUMMER 20

Student name:

Internship Site:

Supervisor:

Supervisee's Counseling Orientation:

Supervisor's Theoretical Orientation to Supervision:

Direct Hours summary (to date):

Indirect Hours summary (to date):

Practicum/Internship Instructor:

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

Student* Date

Supervisor Date

Practicum/Internship Instructor Date

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

For Clinical Mental Health Counseling student evaluations: Complete Sections I through X.
For Rehabilitation Counseling student evaluations: Complete Sections I through XI.
For School Counseling student evaluations: Complete Sections I through X and section XII.

Evaluation Directions

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

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

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

RATING SCALE

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

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

I. INTAKE APPOINTMENT SKILLS					
	0	1	2	3	N
5. CI addresses all questions on the intake forms to obtain a comprehensive client's case history.					
6. CI demonstrates basic interviewing skills (e.g., active listening, reflection, restatements, paraphrasing, summarizing, reinforcers).					
7. CI establishes rapport and facilitates client's disclosure.					
8. CI expresses genuine concern and empathy for the client while retaining perspective and objectivity.					
9. CI identifies collateral sources that need to be collaborated with for continuity of care of the client and accurately completes a Release of Information with the client for this purpose.					
10. CI contacts collateral sources in a timely fashion and releases/obtains important information for client's care and well-being.					
11. CI contacts collateral sources in a timely fashion and releases/obtains important information for client's care and well-being.					
12. The CI consults with the on-call supervisor at a minimum for situations involving risk.					

Comments:

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

Comments:

III. COUNSELING SKILLS					
	0	1	2	3	N
<i>Session Structure</i>					

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

Comments:

III. COUNSELING SKILLS					
	0	1	2	3	N

IV. CASE CONCEPTUALIZATION SKILLS					
	0	1	2	3	N
1. The CI is able to make and modify hypotheses about client s and their current functioning as sessions proceed.					
2. The CI is able to complete an accurate case conceptualization of the client’s case based on consumer services provided.					
3. The CI discusses with the client the priorities for treatment /service plans and reviews these with the supervisor.					
4. The CI uses the consumer’s priorities to formulate goals for treatment/service plans.					
5. The CI is able to articulate goals, short-term objectives, and interventions on a plan that will facilitate client progress in treatment/service plans.					
6. The CI demonstrates an understanding and competence in the use of the DSM-5 to create a diagnostic impression of the client(s).					

Comments:

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

Comments:

VI. FILE DOCUMENTATION					
	0	1	2	3	N

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

Comments:

VII. SUPERVISORY RELATIONSHIP					
	0	1	2	3	N
1. The CI participates actively in supervision sessions (e.g., contributes to supervision agenda, sends clips for review to supervisor, reads outside of supervision and prepares comments).					
2. The CI demonstrates professional behaviors in interactions with supervisor (e.g., appropriate tone and demeanor, treating others with dignity and respect).					
3. The CI is open during supervision to self-examination about how the client r and session content affect the CI (countertransference, feelings).					
4. The CI is open to discussion of the development of the supervisor-supervisee relationship.					
5. The CI shows openness to supervisor’s feedback and suggestions for client’s sessions and documentation.					
6. The CI demonstrates follow-through on topics, interventions, or recommendations of supervisor in subsequent counseling sessions.					
7. The CI displays a developmentally appropriate balance between dependence and independence in relationship with supervisor.					
8. The CI is able to expose and express own weaknesses and share strengths accurately.					

Comments:

VIII. ETHICAL DECISION-MAKING SKILLS					
	0	1	2	3	N
1. The CI demonstrates ethical decision-making and behaviors in counseling and case management (e.g., maintains confidentiality, avoids dual relationships, practices only within areas of competence).					
2. The CI only uses appropriate and approved assessments and interventions in counseling sessions (e.g., those discussed in supervision first).					

VIII. ETHICAL DECISION-MAKING SKILLS					
	0	1	2	3	N
3. The CI discusses with supervisor when issues of an ethical nature present in the counseling or supervision relationships.					
4. CI demonstrates personal commitment to developing professional competencies.					

Comments:

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

Comments:

X. PROFESSIONAL DISPOSITIONS					
	0	1	2	3	N
<i>Professional Responsibility</i>					
1. The CI conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.					
2. The CI relates to peers, professors, and others in a manner consistent with program mission and standards.					
3. CI demonstrates a capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to those in supervisory or instructional positions.					

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

X. PROFESSIONAL DISPOSITIONS					
	0	1	2	3	N

Comments:

XI. SPECIFIC TO REHABILITATION COUNSELING					
	0	1	2	3	N
1. The CI demonstrates informal and formal assessment of the needs and adaptive, functional, and transferable skills of PWDs.					
2. The CI demonstrates evaluation and application of assistive technology with an emphasis on individualized assessment and planning					
3. The CI utilizes resources for research and evidence-based practices applicable to rehabilitation counseling.					
4. The CI demonstrates the use of strategies to enhance coping and adjustment to disability.					
5. The CI uses techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment.					
6. The CI promotes the self-advocacy of decision-making of individuals with disabilities throughout the rehabilitation process.					
7. The CI demonstrates the use of strategies to facilitate successful rehabilitation goals across the lifespan.					
8. The CI utilizes career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place.					

X. PROFESSIONAL DISPOSITIONS					
	0	1	2	3	N
9. The CI uses strategies to analyze work activity and labor market data and trends in order to facilitate the match between an individual with a disability and targeted jobs.					
10. The CI advocates for the full integration and inclusion of individuals with disabilities to include strategies to reduce attitudinal and environmental barriers.					
11. The CI assists individuals with disabilities to obtain knowledge of and access to community and technology services and resources.					
12. The CI consults with medical/health professionals or other interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities.					
13. The CI consults and collaborates with employers regarding the legal rights and benefits of hiring individuals with disabilities to include accommodations, universal design, and workplace disability prevention.					
14. The CI demonstrates the ability to consult and collaborate with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention.					

Comments:

Primary Strengths:

Primary Areas for Improvement:

XII. SPECIFIC TO SCHOOL COUNSELING					
	0	1	2	3	N
1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.					
2. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs					
3. Applies relevant research findings to inform the practice of school counseling.					
4. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.					
5. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).					
6. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.					
7. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.					

8. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.					
9. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.					
10. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.					
11. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.					
12. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.					

Comments:

Primary Strengths:

Primary Areas for Improvement:

APPENDIX J

CNSL 6269 PRACTICUM I IN COUNSELING *Department of Counseling and Human Development* *The George Washington University*

Fall 2019

Kenneth C. Hergenrather, PhD, CRC

Office: 2134 G Street NW; Ste. 321

Office: 202.994.1334

Email: hergenkckc@gwu.edu

Office Hours: By Appointment Only

COURSE INFORMATION

Time: Wednesdays 2:00pm-8:00pm

Location: B-08

Credits: 3 credit hours

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

COURSE DESCRIPTION

This course is the first in a 2-course sequence designed to provide instruction and supervision to first semester practicum students working with clients at the Community Counseling and Services Center (CCSC). Students will receive individual/triadic by CCSC supervisor and group supervision by the CNSL 6269 instructor to support their emerging counseling skills in alignment with the training standards outlines by CACREP. The course focus is to provide ethical and competent client care while working within the parameters of time, student theoretical orientation, and client issues/goals. The practicum hour

requirements are a minimum of 100 hours that consist of 40 direct services hours and 60 indirect service hours accrued during enrollment in CNSL 6269 Practicum I and CNSL 6270 Practicum II.

LEARNING OUTCOMES

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

1. Explain and apply the role of the professional counselor as an advocate to the profession and to clients with barriers that impede access, equity and success. (2.F.1.c, 2.F.1.g)
2. Demonstrate awareness of their social locations and impact on their life experiences. (2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.5.f)
3. Demonstrate openness to supervision (2.F.1.m)
4. Describe the effect of power, privilege, and difference and how these shape their own cultural attitudes, and beliefs. (2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.3.g)
5. Demonstrate ability to explore how personal experiences, thoughts, and feelings impact counseling with clients. (2.F.2.d, 2.F.2.f, 2.F.2.e, 2.F.2.g, 2.F.3.g, 2.F.4.b)
6. Explain the essential concepts of the major theoretical schools in counseling and apply specific techniques associated with each of those approaches. (2.F.2.b, 2.F.3.a, 2.F.4.a, 2.F.5.a, 2.F.5.c, 2.F.5.g, 2.F.6.a, 2.F.8.b)
7. Evaluate the use of counseling theory and techniques within treatment, intervention, or prevention plans. (2.F.4.b, 2.F.4.j, 2.F.5.j, 2.F.5.l, 2.F.5.h, 2.F.5.i, 2.F.8.b)
8. Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan in any counseling modality (2.F.3.i, 2.F.4.j, 2.F.5.j, 2.F.5.d, 2.F.6.g)
9. Adopt and demonstrate an ethical decision-making model for use in the various counseling roles and responsibilities.
10. Describe the role of ethics and legal considerations in counseling and related professions that have developed historically. (2.F.1.i)
11. Describe and evaluate treatment plans and interventions grounded in theory and best practices for clients in crisis or with chronic issues using various modalities. (2.F.4.b, 2.F.4.h, 2.F.5.j, 2.F.5.h, 2.F.5.i, 2.F.7.m, 2.F.8.b)
12. Demonstrate ability to facilitate and manage the counseling process with individuals, groups, and families through direct client services and indirect client services. (2.F.5.k, 2.F.5.j, 2.F.6.b)
13. Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice. (2.F.4.c, 2.F.4.i, 2.F.7.j, 2.F.7.b, 2.F.7.c, 2.F.7.d, 2.F.7.i, 2.F.7.k, 2.F.7.l)
14. 2016 CACREP STANDARDS:

Practicum	CACREP Standard	Curriculum/Evaluation Outcomes
counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c.	CARES Notes, journal, in-class participation, Case Presentation
professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g.	CARES Notes, journal, in-class participation, Case Presentation

ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i.	CARES Notes
the role of counseling supervision in the profession	2.F.1.m.	Supervisor evaluation
theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b.	Transcription
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d.	CARES Notes, In-class participation, Case Presentation, Supervisor Evaluation
the effects of power and privilege for counselors and clients	2.F.2.e.	CARES Notes, In-class participation, Case Presentation, Supervisor Evaluation
help-seeking behaviors of diverse clients	2.F.2.f.	Supervisor Evaluation
the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g.	CARES Notes, journal, in-class participation, Case Presentation
theories of individual and family development across the lifespan	2.F.3.a	Transcription
effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g.	Case Presentation, Supervisor Evaluation
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i.	Supervisor Evaluation
theories and models of career development, counseling, and decision making	2.F.4.a	Transcription
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	2.F.4.b.	Supervisor Evaluation
processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	2.F.4.c.	Supervisor Evaluation
strategies for facilitating client skill development for career, educational, and life- work planning and management	2.F.4.h.	Supervisor Evaluation
methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i.	Supervisor Evaluation
ethical and culturally relevant strategies for addressing career development	2.F.4.j.	Supervisor Evaluation
theories and models of counseling	2.F.5.a.	Transcription
theories, models, and strategies for understanding and practicing consultation	2.F.5.c.	Transcription
ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Supervisor Evaluation

counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	CARES Notes, In-class participation
essential interviewing, counseling, and case conceptualization skills	2.F.5.g.	Transcription
developmentally relevant counseling treatment or intervention plans	2.F.5.h.	Supervisor Evaluation
development of measurable outcomes for clients	2.F.5.i.	Supervisor Evaluation
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j.	Supervisor Evaluation
strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k.	Supervisor Evaluation
suicide prevention models and strategies	2.F.5.l.	Supervisor Evaluation
theoretical foundations of group counseling and group work	2.F.6.a.	Transcription
dynamics associated with group process and development	2.F.6.b.	Supervisor Evaluation
ethical and culturally relevant strategies for designing and facilitating groups	2.F.6.g.	Supervisor Evaluation
methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b.	Supervisor Evaluation
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c.	Supervisor Evaluation
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d.	Supervisor Evaluation
use of assessments relevant to academic/educational, career, personal, and social development	2.F.7.i.	Supervisor Evaluation
use of environmental assessments and systematic behavioral observations	2.F.7.j.	Supervisor Evaluation
use of symptom checklists, and personality and psychological testing	2.F.7.k.	Supervisor Evaluation
use of assessment results to diagnose developmental, behavioral, and mental disorders	2.F.7.l.	Supervisor Evaluation
ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7.m.	Supervisor Evaluation
identification of evidence-based counseling practices	2.F.8.b.	Transcription, Supervisor Evaluation
Clinical Mental Health Counseling		
etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	5.C.2.b	Supervisor Evaluation
diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	5.C.2.d	Supervisor Evaluation

cultural factors relevant to clinical mental health counseling	5.C.2.j	Supervisor Evaluation
School Counseling		
history and development of school counseling	5.G.1.a	Time2Track
models of school counseling programs	5.G.1.b	Transcription
models of P-12 comprehensive career development	5.G.1.c.	Transcription
models of school-based collaboration and consultation	5.G.1.d	Transcription
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5.G.2.a	Case Presentation
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b	Supervisor Evaluation
competencies to advocate for school counseling roles	5.G.2.f	Time2Track
qualities and styles of effective leadership in schools	5.G.2.j	Supervisor Evaluation
legal and ethical considerations specific to school counseling	5.G.2.n	Cares Notes
development of school counseling program mission statements and objectives	5.G.3.a	Supervisor Evaluation
design and evaluation of school counseling programs	5.G.3.b	Supervisor Evaluation
use of developmentally appropriate career counseling interventions and assessments	5.G.3.e	Supervisor Evaluation
strategies for implementing and coordinating peer intervention programs	5.G.3.m	Supervisor Evaluation
use of accountability data to inform decision making	5.G.3.n	Supervisor Evaluation
use of data to advocate for programs and students	5.G.3.o	Supervisor Evaluation
Rehabilitation Counseling		
Individual need for assistive technology and rehabilitative services	5.H.2.m	CARES Notes, journal, in-class participation, Case Presentation
strategies to enhance coping and adjustment to disability	5.h.3.e	CARES Notes, journal, in-class participation, Case Presentation
techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process	5.h.3.f	CARES Notes, journal, in-class participation, Case Presentation
assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources	5.h.3.k	CARES Notes, journal, in-class participation, Case Presentation

Academic Preparation for Learning

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

Independent (out-of-class) learning expectations:

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

Required texts

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

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

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders 5* (5th ed.). Washington, DC: American Psychiatric Association: Author.

COURSE POLICIES

Attendance and submission of assignments 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 class 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, absences will only be approved in extreme circumstances. Assignments are deducted one letter grade for being received late.

Laptops and Cell Phones

The use of cellphones is not permitted in class. Laptops are permitted for student presentations.

Taskstream

The CHD department has moved to utilizing Taskstream (TS) to assess student progress across the curriculum. In this course, you will be required to submit your written assignments into TS. In this course you are required to submit assignments in Blackboard for grading and for program assessment in Taskstream. This includes your CARES notes, case presentation, supervisor evaluations and transcriptions

UNIVERSITY POLICIES

Religious Holiday Policy

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

- that students notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- that faculty continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- that faculty who intend to observe a religious holiday arrange at the beginning of the semester to re-schedule missed classes or to make other provisions for their course-related activities.

- that, prior to each semester, the administration circulate to faculty a schedule of religious holidays most frequently observed by GW students
- that student members of other religious groups are also entitled to the same courtesies and accommodations.
- that the administration conveys this policy to students by including it in the Schedule of Classes and other places deemed appropriate.

Disability Support Services

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

GW Academic Integrity Code

The Code of Academic Integrity is a part of the Guide to Student Rights & Responsibilities and:

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

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

Safety and Security

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class it is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined location. Please review the GW Division of Safety and Security web link

<https://safety.gwu.edu/emergency-response-handbook>

Sexual and Gender-Based Harassment and Interpersonal Violence Policy

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

METHODS OF COURSE INSTRUCTION

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lectures | <input checked="" type="checkbox"/> Required Readings |
| <input checked="" type="checkbox"/> Recommended/Supplemental Readings | <input checked="" type="checkbox"/> Class and Small Group Discussions |
| <input checked="" type="checkbox"/> Student Presentations | <input checked="" type="checkbox"/> Out of class activity |
| <input checked="" type="checkbox"/> Video/media | |
| <input checked="" type="checkbox"/> 8 hours of CCSC outreach (i.e., 4 hours for CNSL 6269, 4 hours for CNSL 6270) | |

COURSE REQUIREMENTS

Clinical Experience

All students will spend the two semesters in the GW Community Counseling Services Center during which students must complete a total of 100 hours as:

- a. A minimum of 40 hours of direct work with clients (20 for CNSL 6269 Practicum I and 20 for CNSL 6270 Practicum II).
- b. An additional 60 hours of indirect service activities (30 for CNSL 6269 Practicum I and 30 for CNSL 6270 Practicum II).
- c. A minimum of 1 ½ hours a week of individual supervision meetings.
- d. A minimum of 2 hours a week of group supervision in CNSL 6269 Practicum I and CNSL 6270 Practicum II.
 - *Students meeting < 80% of any required clinical experience 2 weeks prior to the last day of the current semester are required to enroll in an additional practicum course.*

Counting Your Hours: What Counts where and how much?

Direct Hours:

- Intake
- CCSC Sessions are 50-minute sessions
- Assessment outside CCSC client session
- Assessment feedback session with client
- Phone therapy/crisis triage with client only
- Outreach Programming
 - o Count only hours spent delivering the outreach program. Hours spent developing/researching program should be counted as indirect hours.
 - o ***Students are required to complete 4 hours of CCSC outreach for CNSL 6269 Practicum I and 4 hours of CCSC outreach when enrolled in CNSL 6270 Practicum II. CCSC staff communicates directly with students in regard to outreach opportunities.***

Indirect Hours

- Administrative duties
 - o Scheduling, returning phone calls, communicating with clinic directors, staff, instructors, attending staff meetings
- Supervision (Individual, triadic, group, and on campus/class)
- Client advocacy
- Client session reviews
- Role Plays
- Training/workshop/conference attendance
- Documentation
 - o 1.5hr max per intake/ 30 min max per client session/1 hr max per group session
- Assessment Scoring
- Related readings -readings associated with preparing to serve your client
- Consultations - Conversations with peer, mental health professionals, rehabilitation counseling professionals, or community resources about a client/ presenting concern.

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

CARES Notes

CARES notes facilitate communication between you, your practicum instructor and CCSC supervisor.

CARES notes are submitted as one document in Blackboard, by 6:00pm ET on the day of each of your four case presentations, for each client you serve in the CCSC, as stated on the schedules of classes. CARES notes document consists of a title page (i.e., document title, your name, The George Washington University); each CARES note will have a heading that states: (1) client initials, (2) date of CCSC intake, and (3) number of client sessions provided to date. The CARES notes for each client are single spaced and do not exceed two pages. The CARES format follows:

1. Clients
 - a. list all current clients/groups, presenting problems/dx; number of visits; possible risk factors
2. Analysis reflection
 - a. synopsis of cases/issues discussed this session, what I learned, was it helpful, etc.)
3. Recommendations from CCSC supervisor
4. Ethical Issues
 - a. list any relevant or possible ethical issues regarding clients
5. Style/Methods/Interventions
 - a. your counseling theory, methods for monitoring client change/progress and interventions
 - b. During this session were you more oriented to past, present, or future? Feelings, thoughts, behaviors?
 - c. What is your view of this person or people?
 - d. Who led the session, you or the client(s)?
 - e. What do you want the client(s) to learn?

Case Presentation.

Students present a comprehensive case for 45 minutes, including a 10-minute CCSC session segment. For each presentation, a formal case narrative (typed) will be prepared following in the following. Students choose at one theoretical orientation with which to conceptualize the case. This report differs from the writing tasks required by the clinic (e.g., intakes and closing summaries) in a number of ways; however, the most obvious difference is the focus on counseling theory as the rationale for the case conceptualization and the counseling plan goals, objectives, and intervention. Case presentations will be scheduled at the start of the semester. Students present at mid semester and end of semester meetings.

Case Presentation		
1.Presenting Concern	<ul style="list-style-type: none"> • State in the client’s own language as much as possible. • History of client counseling and attempts to address the concern. Describe the therapeutic alliance/relationship. 	10
2.Background Information	<ul style="list-style-type: none"> • Client demographics, developmental history (i.e., milestones, delays, family map/genogram, emotional patterns/intergenerational patterns) • Medical and psychological history (including substance usage, personal and familial) • State client and family diversity issues, broadly defined, as these might be implicated in the overall presenting concern. 	10
3.Personal Strengths	<ul style="list-style-type: none"> • Client stated strengths. • Your inferences 	5
4.Diagnostic impression	<ul style="list-style-type: none"> • Provide evidence for each aspect of your impression. • Present a DSM-5 diagnosis, or V-code, including criteria met 	20
5.CI Theory	<ul style="list-style-type: none"> • Briefly describe the applications of two counseling theories. 	10

	<ul style="list-style-type: none"> Present the clinical manifestations you're seeing in this case according to your theory framework. 	
6. Case Conceptualization	<ul style="list-style-type: none"> This is your clinical synthesis of what all the above information means to you as you generate hypotheses to inform your treatment. Present as conceptually as the dependent variable and two independent variables that will guide the development of your counseling plan 	15
7. Treatment Goals	<ul style="list-style-type: none"> State how the CI and client collaborated on setting these What are short-term and long-term aspects of these goals. How will progress be monitored and evaluated? Is this an evidenced-based practice? Implicit goals still to be determined? State three counseling skills that you demonstrated well and one counseling skill that you would like to enhance 	20
8. Questions for your Class	<ul style="list-style-type: none"> What aspects of the case do you want your class to assist you to enhance client counseling outcomes? Might there be transference/countertransference dynamics with this case for client and or counselor? Is/Are there diagnostic challenges that you want help with? Counselor inquiry areas (optional). 	10
Total points		100

Supervisor Evaluation

At mid-semester and end of the semester, the CCSC practicum supervisor will complete an evaluation of the student's counseling skills. This evaluation form will be sent to the student's CCSC supervisor through Time2Track. The mid-semester and end of semester evaluations and components of students' CNSL 6269 Practicum I course grade.

Time 2 Track Internship Hours Log

The log provides a dated record of all practicum activities and serves as the official record that the student has met the requirements of the practicum for two separate logs: direct hours and indirect hours. These logs present a running total of practicum activities and are approved by the CCSC supervisor at the end of CNSL 6269. A summary of hours is to be submitted for review/evaluation at the mid-point meeting with course instructor and end of the semester meeting with course instructor. Hours should be submitted to the CCSC supervisors at mid and end of semester for approval with each evaluation period.

For direct hour log entry the activity notes section is blank. For indirect hour logs students in the activity notes section students are required to write one to two sentences describing the activity. Phrases are not accepted entries in the notes section for indirect hours.

Reflective Journals.

The journal is submitted weekly. A total of 12 journals are due. Of these, six address specific topics and six address specific class readings. Each journal is a reflective narrative that is three full pages in length (excluding cover page). Present in APA format with a cover page. To receive full credit, the journal is submitted in Blackboard and includes a cover page and three full pages of narrative content. Each page is double-spaced. All 12 journals will be submitted in Taskstream at the end of the semester.

For the six Course Readings Journals addressing the class readings. The required section headings are (1) Description: the narrative describes two major concepts, of the class reading the date the journal assignment is due, that resonated with you; (2) Application: the narrative describes the utility of the class reading to your CCSC experience. The six Course Readings Journal topics include:

1. Teyber & Teyber: Chapter 3 Honoring the client’s resistance
2. Teyber & Teyber: Chapter 5 Helping clients with their feelings
3. Counselor role during crisis
4. Counselor self-care
5. Time management
6. Teyber & Teyber: Chapter 10 Working through and termination

For the six Topic Journals addressing the class readings, the required section headings are (1) Description: the narrative addresses the utility of the topic in the field of counseling and (2) Application: the narrative addresses the utility of the topic to your CCSC experience. The six Topic Journals reflect the Student Learning Outcome (SLO) criteria and include:

- Describe the effect of power, privilege, and difference and how these shape your cultural attitudes and beliefs (SLO Criteria 4).
- Explain the professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (SLO Criteria 1).
- Describe the awareness of your social location and impact on your life experiences (SLO Criteria 2.)
- Explain the major concepts of the major theoretical schools in counseling and apply specific techniques associated with each approach (SLO Criteria 6).
- Adopt and demonstrate an ethical decision-making model for use in the various counseling roles and responsibilities (SLO Criteria 9).
- Describe the role of ethics and legal considerations in counseling and related professions that have developed historically (SLO Criteria 10).

Student facilitation of assigned class reading

Each student will facilitate a 15-minute discussion of the assigned class readings. Facilitation include four items: (1) a 5-minute review of key topics, (2) an 8-minute facilitation (i.e., asking peers what resonated with them and how they would apply this in their work with clients in the CCSC or in their professional development of engagement of all peers, (3) a 2-minute summary of the discussion.

GRADES

Students will be assigned final course grades as follows:

Case presentations (4 presentation/25 points each)	100
CCSC Site Supervisor evaluations (mid-semester/final 50 points each)	100
Journals (12 journals/10 points each)	120
CARES notes (4 Cares notes documents/10 points each)	40

Time2Track Internship Hours log (40 mid semester/40 end of semester)	80
<u>Student facilitation of assigned class readings</u>	<u>10</u>
Total points	450

GRADES based on 400 total points

- A = 95-100%
- A- = 90-94%
- B+ = 87-89%
- B = 84-86%
- B- = 80-83%
- C+ = 77-79%
- C = 74-76%
- C- = 70-73%
- F = 69% or below

COURSE SCHEDULE

Date	CACREP Standards	Topic(s)	Agenda/ Readings	Due
Class 1 8/29	2.F.1.i, 2.F.6.g, 2.F.1.i, 2.F.4.j, 2.F.5.d, 5.G.2.n	Course overview Counselor development: The role of ethics in the counseling profession	<i>ACA Code of Ethics, ASCA Code of Ethics, CRCC Code of Ethics.</i>	Internship contract Liability insurance HIPAA training
Class 2 9/5	2.F.6.g, 2.F.1.i, 2.F.4.j, 2.F.5.d, 5.G.2.n	Counselor development: ethical decision-making	Check in. Clinical discussion.	Topic Journal: Ethical decision-making model
Class 3 9/12	2.F.2.b, 2.F.3.a, 2.F.4.a 2.F.5.a, 2.F.5.c, 2.F.5.g, 2.F.6.a, 2.F.8.b, 5.G.1.b, 5.G.1.c., 5.G.1.d	Counselor development: Application of counseling theories to enhance service outcomes	Check in. Clinical discussion.	Case presentation Topic Journal: Role of ethics legal considerations in counseling
Class 4 9/19	2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.3.g, 5.G.2.a	Counselor development: Exploring power, privilege, and difference	Check in. Clinical discussion. Teyber & Teyber: Chapter 3 Honoring the client's resistance	Case presentation Topic Journal: The effect of power, privilege, and difference Course Readings Journal
Class 5 9/26	2.F.4.b, 2.F.4.j, 2.F.5.j, 2.F.5.l, 2.F.5.h, 2.F.5.i, 2.F.8.b, 5.H.2.m	Counselor development: Application of Counseling theories in treatment, evaluation, and prevention	Check in. Clinical discussion.	Case presentation Topic Journal: <i>Concepts of theoretical schools in counseling</i>
Class 6 10/3	2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.5.f	Counselor development: Identification and impact of social locations	Check in. Clinical discussion.	Case presentation Topic Journal: <i>Awareness of your social location and impact</i>
Class 7 10/10	2.F.4.b, 2.F.4.j, 2.F.5.j, 2.F.5.l, 2.F.5.h, 2.F.5.i, 2.F.8.b, 5.H.2.m	Counselor development: Impact of feelings, personal experiences and thoughts	Check in. Clinical discussion. Teyber & Teyber: Chapter 5 Helping clients with their feelings	Case presentations Course Readings Journal
Class 8 10/17	2.F.3.i, 2.F.4.j, 2.F.5.j, 2.F.5.d, 2.F.6.g, 5.C.2.j	Counselor development: Ethical and culturally-based counseling services	Check in. Clinical discussion. Assigned readings: Counselor role during crisis readings	Case presentations

Date	CACREP Standards	Topic(s)	Agenda/ Readings	Due
Class 9 10/24	2.F.1.m	Counselor development: Facilitating professional identity development through supervision	Check in. Clinical discussion. Assigned readings; Counselor selfcare	Case presentations Course Readings Journal 4
Week of 10/21	Schedule a 1-hour self-evaluation with Faculty. We will review your CCSC supervisor Mid-semester evaluation, present your case presentation, CARES notes document, Time2Track, and Counselor Competencies Scale—Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015).			
Class 10 10/31	2.F.4.b, 2.F.4.h, 2.F.5.j, 2.F.5.h, 2.F.5.i, 2.F.7.m, 2.F.8.b, 5.C.2.d, 5.G.3.a, 5.G.3.b, 5.G.3.n., 5.G.3.o, 5.H.3.f, 5.H.3.k	Counselor development: Treatment plans and interventions	Check in. Clinical discussion. Assigned readings: Time management	Case presentation Course Readings Journal
Class 11 11/7	2.F.4.c, 2.F.4.i, 2.F.7.j, 2.F.7.b, 2.F.7.c, 2.F.7.d, 2.F.7.i, 2.F.7.k, 2.F.7.l	Counselor development: administration and of diagnostic and risk assessments	Check in. Clinical discussion.	Case presentation Course Readings Journal 5
Class 12 11/14	2.F.5.k, 2.F.5.j, 2.F.6.b, 5.C.2.b, 5.G.2.b, 5.G.2.j, 5.G.3.e., 5.G.3.m, 5.H.3.e	Counselor development: Facilitating the counseling session to enhance client outcomes	Teyber & Teyber: Chapter 10 Working through and termination	Case presentation Course Readings Journal 6
Class 13 11/21	2.F.1.c, 2.F.1.g, 5.G.1.a, 5.G.2.f,	Counselor development: counseling credentialing process and professional organizations	Check in. Clinical discussion. Assigned readings: Credentialing, licensure, certification, and professional organizations	Case presentation Topic Journal: Professional counseling credentialing
Week of 12/2	Schedule a 1-hour self-evaluation with Faculty. We will review your CCSC supervisor End of semester evaluation, present your case presentation, CARES notes document, Time2Track, and Counselor Competencies Scale—Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015).			

CNSL 6269: Practicum I				
Student Learning Outcome	Proficient (3)	Benchmark (2)	Emerging (1)	Inadequate (0)
Professional Counseling Identity				
<p>Criteria 1 Explain the professional counseling credentialing process, including certification, licensure, accreditation practices and standards, professional organizations and membership, and lastly the effects of public policy on these issues.</p> <p>Student reflective journal assignment/ CARES notes score >80% and in-class participation</p> <p>CACREP standards: 2.F.1.c, 2.F.1.g, 5.G.1.a, 5.G.2.f,</p>	<p>Student consistently and accurately documents all clinically relevant training activities, including direct and indirect hours in accordance with CACREP and licensure standards in DC; meets all program deadlines including evaluation and application deadlines.</p>	<p>Student consistently and accurately documents all clinically relevant training activities, including direct and indirect hours in accordance with CACREP and licensure standards in DC; meets most program deadlines including evaluation and application deadlines.</p>	<p>Student inconsistently documents clinically relevant training activities, confusing direct and indirect hours in accordance with CACREP and licensure standards in DC; meets all program deadlines including evaluation and application deadlines.</p>	<p>Student inconsistently documents clinically relevant training activities, including but not limited to misrepresenting direct and indirect hours; consistently fails to meet program deadlines including evaluation and application deadlines.</p>
Self as Counselor				
<p>Criteria 2 Demonstrate awareness of their social locations and impact on their life experiences.</p> <p>As evidenced by: Student reflective journal assignment/ CARES notes score >80% and in-class participation</p> <p>CACREP standards: 2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.5.f</p>	<p>Ability to demonstrate reflective and critical application of their social location and impact.</p>	<p>Ability to demonstrate reflective and critical application of their social location and impact.</p>	<p>Limited ability to demonstrate reflective and critical application of their social location and impact.</p>	<p>Limited ability to demonstrate reflective and critical application of their social location and impact.</p>

<p>Criteria 3</p> <p>Demonstrate openness to supervision.</p> <p>As evidenced by: Supervisor evaluation: Section VII. Supervisory Relationship . -</p> <p>CACREP standard: 2.F.1.m</p>	<p>Student takes seriously the supervisory relationship, is consistently prepared for supervision, and demonstrates advanced understanding of the central role supervision plays in counselor development</p>	<p>Student takes seriously the supervisory relationship and is usually prepared for supervision., Demonstrates working knowledge of the role supervision plays in counselor development</p>	<p>Student takes seriously the supervisory relationship, is often unprepared for supervision, and struggles to demonstrate an understanding of the role supervision plays in counselor development</p>	<p>Student does not take seriously the supervisory relationship, is consistently unprepared for supervision, and fails to understand the role supervision plays in counselor development</p>
<p>Multicultural Competence</p>				
<p>Criteria 4</p> <p>Describe the effect of power, privilege, and difference and how these shape their cultural attitudes, and beliefs.</p> <p>Student reflective journal assignment</p> <p>CACREP standards: 2.F.2.d, 2.F.2.e, 2.F.2.g, 2.F.3.g, 5.G.2.a</p>	<p>Student demonstrates strong and consistent ability to be reflective and explore influences on their counselor attitudes and beliefs and the role they play in their work with client(s). Well-written; in APA format.</p>	<p>Student demonstrates consistent ability to be reflective and explore influences on their counselor attitudes and beliefs and the role they play in their work with client(s). Well-written; in APA format.</p>	<p>Student inconsistently demonstrates the ability to be reflective of the influences on their counselor attitudes and beliefs and struggles to recognize their impact on their work with clients.</p>	<p>Student is unable, prompted or not, to explore influences on their counselor attitudes and belief, verbally or in writing.</p>
<p>Criteria 5</p> <p>Demonstrate ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.</p> <p>As evidenced by: site supervisor evaluation: Section X. Professional Dispositions- Social and Self Awareness</p> <p>CACREP standard: 2.F.2.d, 2.F.2.f, 2.F.2.e, 2.F.2.g, 2.F.3.g, 2.F.4.b</p>	<p>Ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>	<p>Ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>	<p>Ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>	<p>Limited ability to demonstrate reflective exploration of influences and their impact on counseling relationship.</p>

Theory to Practice

<p>Criteria 6 Explain the essential concepts of the major theoretical schools in counseling and apply specific techniques associated with each of those approaches.</p> <p>Student reflective journal assignment</p> <p>CACREP standards: 2.F.2.b, 2.F.3.a, 2.F.4.a, 2.F.5.a, 2.F.5.c, 2.F.5.g, 2.F.6.a, 2.F.8.b, 5.G.1.b, 5.G.1.c., 5.G.1.d</p>	<p>Student is able to clearly identify and articulate theoretically driven interventions, their rationale for use, and accurately evaluate the intervention effectiveness in the therapeutic relationship.</p>	<p>Student is able to identify interventions used and provide rationale for use, though may inconsistently connect them to theory. Students evaluation of effectiveness is generally accurate.</p>	<p>Student inconsistently identifies interventions used or demonstrates confusion about what constitutes an intervention; rationale for use is not consistent or not clinically appropriate, inconsistently connected them to theory. Students evaluation of effectiveness is generally accurate.</p>	<p>Student is unable to identify interventions used and provide rationale for use, though may inconsistently connect them to theory. Students evaluation of effectiveness is generally accurate.</p>
<p>Criteria 7</p> <p>Evaluate the use of counseling theory and techniques within treatment, intervention, or prevention plans.</p> <p>As evidenced by Supervisor evaluation Section V. Theory and Intervention Skills section</p> <p>CACREP standards: 2.F.4.b, 2.F.4.j, 2.F.5.j, 2.F.5.l, 2.F.5.h, 2.F.5.i, 2.F.8.b, 5.H.2.m</p>	<p>4 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>3 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>2 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>1 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>

Ethical Practice

<p>Criteria 8 Apply ethically and culturally relevant strategies for promoting optimal development across the lifespan in any counseling modality.</p> <p>As evidenced by Supervisor evaluation Section VIII. Ethical Decision-Making Skills section</p> <p>CACREP standards: 2.F.3.i, 2.F.4.j, 2.F.5.j, 2.F.5.d, 2.F.6.g, 5.C.2.j</p>	<p>4 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>3 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>2 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>	<p>1 of 4 component items rated as Expected Level (EL) or Slightly Above EL</p>
<p>Criteria 9 Adopt and demonstrate an ethical decision-making model for use in the various counseling roles and responsibilities.</p> <p>Student reflective journal assignment/ CARES notes score</p> <p>CACREP standard: 2.F.6.g, 2.F.1.i, 2.F.4.j, 2.F.5.d, 5.G.2.n</p>	<p>Student demonstrates advanced ethical decision-making processes, appropriate attention to potential ethical concerns, and awareness of own limitations navigating such situations.</p>	<p>Student demonstrates ethical decision-making processes expected at this stage of training, appropriate attention to potential ethical concerns, and awareness of own limitations navigating such situations.</p>	<p>Students' ethical decision-making process is emerging and/or slightly underdeveloped; student does not engage in unethical behavior but struggles to identify potential ethical concerns. Awareness of own limitations is inconsistent.</p>	<p>Student demonstrates inappropriate ethical decision-making processes and/or ethical behavior. Student lacks awareness of limitations navigating such situations.</p>
<p>Criteria 10 Describe the role of ethics and legal considerations in counseling and related professions that have developed historically.</p> <p>As evidenced by: Student reflective journal/CARES notes</p> <p>CACREP standard: 2.F.1.i, 2.F.6.g, 2.F.1.i, 2.F.4.j, 2.F.5.d, 5.G.2.n</p>	<p>Strong and consistent ability to present reflective and critical application of ethics and legal considerations in counseling, diagnosis and treatment.</p>	<p>Consistently able to present reflective and critical application of ethics and legal considerations in counseling, diagnosis and treatment.</p>	<p>Limited ability to present reflective and critical application of ethics and legal considerations in counseling, diagnosis and treatment.</p>	<p>Demonstrate limited or inappropriate ethical behavior with clients or the counseling process; reflecting poor understanding of and/or adherence to professional ethics.</p>

Clinical Skill				
<p>Criteria 11 Describe and evaluate treatment plans and interventions grounded in theory and best practices for clients using various modalities.</p> <p>As evidenced by: site supervisor evaluation: Section IV. Case Conceptualization Skills</p> <p>CACREP standards: 2.F.4.b, 2.F.4.h, 2.F.5.j, 2.F.5.h, 2.F.5.i, 2.F.7.m, 2.F.8.b, 5.C.2.d, 5.G.3.a, 5.G.3.b, 5.G.3.n., 5.G.3.o, 5.H.3.f, 5.H.3.k</p>	6 of 6 component items rated as Adequate or More than Adequate	4 of 6 component items rated as Adequate or More than Adequate	3 of 6 component items rated as Adequate or More than Adequate	1 of 6 component items rated as Adequate or More than Adequate
<p>Criteria 12 Demonstrate ability to facilitate and manage the counseling process with individuals, groups, and families through direct client services and indirect client services (D)</p> <p>As evidenced by: site supervisor evaluation: Section III. Counseling Skill</p> <p>CACREP standards: 2.F.5.k, 2.F.5.j, 2.F.6.b, 5.C.2.b, 5.G.2.b, 5.G.2.j, 5.G.3.e., 5.G.3.m, 5.H.3.e</p>	18 of 20 items rated as Adequate or More than Adequate	16 of 20 component items rated as Adequate or More than Adequate	14 of 20 component items rated as Adequate or More than Adequate	13 or fewer items rated as Adequate or More than Adequate

Research and Assessment				
<p>Criteria 13</p> <p>Demonstrate the ability to identify, select, and administer diagnostic and risk assessments to facilitate evidence-based counseling practice.</p> <p>As evidenced by: CCSC Supervisor evaluation Section II. Assessment Skills</p> <p>CACREP standards: 2.F.4.c, 2.F.4.i, 2.F.7.j, 2.F.7.b, 2.F.7.c, 2.F.7.d, 2.F.7.i, 2.F.7.k, 2.F.7.l</p>	<p>3 of 3 component items rated as Adequate or More than Adequate</p>	<p>2 of 3 component items rated as Adequate or More than Adequate</p>	<p>1 of 3 component items rated as Adequate or More than Adequate</p>	<p>0 of 3 component items rated as Adequate or More than Adequate</p>