

## PreK-12 Practicum and Internship

### School Counseling

#### Overview

#### **Counseling and Development Program Mission Statement**

*The Counseling and Development program is committed to prepare counselors who promote the social, psychological, physical and spiritual health of individuals, families, communities and organizations in order to contribute to the advancement of global well being. The program strives for national and international excellence in implementing a counseling perspective that provides a foundation in basic counseling skills, and focuses on social justice, multiculturalism, international, advocacy, and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice and integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents, and become advocates for social, economic, and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promoting the interconnectedness of teaching, research, service and professional practice. Through this mission, faculty will facilitate a continued tradition of international, national, and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training. (See C&D's webpage: <http://gse.gmu.edu/programs/descriptions/counseling.htm>)*

#### **Introduction**

Practicum and internship are the culminating clinical field experiences for Student Counselors in the Counseling and Development (C&D) master's program. These experiences are designed to provide specific on-site opportunities and help the Student Counselor use the counseling, social justice, advocacy and leadership knowledge and skills they have acquired throughout their program. Practicum and internship experience takes place in approved PreK-12 school settings under the supervision of the University Supervisor and a qualified On-site Supervisor. The practicum and internship experiences are based on current research, practice, and ethical guidelines.

#### **Goals and Objectives**

The Practicum/Internship (P-I) courses (EDCD 755 EDCE 791) and related field experiences are designed to provide practical counseling experience for Student Counselors in supervise educational PreK-12 settings. It is anticipated that degree course work and program proficiencies will enable students to engage in specific site experiences, under close supervision of the On-Site and University Supervisors. The goals and objectives of P-I will enable the Student Counselor to:

1. Select and apply appropriate counseling theories and interventions with a diverse student population;

2. Demonstrate basic knowledge and skill competencies per Practicum/Internship contract agreement and criteria for mid-semester and final evaluations;
3. Demonstrate multicultural counseling competencies;
4. Respond appropriately to GMU and C&D's professional dispositions, C&D's dress code guidelines, and ethical/legal issues;
5. Implement practices conducive to social justice and human rights;
6. More effectively understand the nature of the changing role of the professional counselor that includes advocacy and leadership;
7. Develop a professional school counselor portfolio.

### **Program Accreditation**

Degree programs are accredited by the National Commission of Accreditation and Teacher Education (NCATE). They are also approved by the Virginia Department of Education for the preparation of school counselors.

### **Grading Policy – Eligibility Requirements for Practicum and Internship**

Students in the C&D master's program must maintain a 3.0 GPA (B average). Only 6 credits of C's are allowed for graduation. Grades of C are not acceptable in the following courses: EDCD 603, EDCD 606, EDCD 608, EDCD 628, EDCD 660 and EDCD 755, or in any courses in the school counseling program for state licensure (i.e., EDCD 611 and EDCD 626). Students are permitted to repeat a course only once.

### **GMU's Professional Dispositions**

GMU students are expected to exhibit professional behavior and dispositions as stated:

*The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:*

- *Commitment to the profession;*
- *Commitment to honoring profession ethical standards;*
- *Commitment to key elements of professional practice;*
- *Commitment to being a member of a learning community;*
- *Commitment to democratic values and social justice.*

(See GMU's website for the dispositions: <http://gse.gmu.edu/facultystaffres/profdisp.htm>).

## **C & D's Professional Performance Criteria**

As counselor trainees, Student Counselors have additional professional performance standards. The codes of conduct for the American Counseling Association and the American School Counselors Association require counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to GMU University and C&D's Professional Dispositions while in the C&D program, to include their conduct and behavior while doing their field experiences.

## **Ethical Considerations**

All counselors, to include University Supervisors, Student Counselors, and On-Site Supervisors, are bound by the professional ethical standards and practices of the American Counseling Association and the American School Counselors Association. University and On-Site Supervisors must also adhere to *ACA's Code of Ethics, Section F: Supervision, Training and Teaching*.

## **Professional liability Insurance**

Student Counselors *must* purchase their own professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates. Student Counselors who are employees of the school system in which they are doing their field experience should check their existing professional liability policies to determine if "school counselors" are specifically covered under the policy. Most school systems insure teachers and school personnel, but do not specifically name counselors. On-Site Supervisors should also purchase their own professional counseling liability insurance.

## **Site Placement Procedures**

All skills courses and courses in the school counseling programs for state licensure must be completed before the Student Counselor may participate in the practicum and internship course.

1. Students must complete an application for each field experience. Application forms are on the Counseling & Development website and the Community Blackboard (<http://gse.gmu.edu/programs/counseling/internship/index.htm>).  
Application deadlines for the practicum and internship are strictly followed:  
Spring: The last business day on or before September 15.  
Fall: The last business day on or before February 15.  
There are NO summer P/I placements  
NOTE: Student Counselors must obtain a TB test for each field placement [Practicum and Internship].
2. Students must schedule an appointment to meet with their advisors prior to handing in the completed practicum application packet. There is no signature required for the internship application. Advisors will review course work and application packet before signing. The Placement Specialist in the Office of Student and Faculty Services (OSFS) processes all

applications for clinical field experiences. **Student Counselors are not to contact school systems, individual schools, or make personal arrangements with individual counselors for placements.**

3. Attend a MANDATORY Practicum meeting the semester prior to the practicum experience. The location, date, and time of meeting will be sent to your GMU email address. If placements are not known by the time of this meeting, then written confirmation of placements will be sent to your GMU email address.
4. Register for the Practicum/Internship after the P& I meeting or after receiving communication from the C&D faculty/staff to identify which section you should register for.
5. Students should provide the following documents for the site supervisors (items are located on the P & I BlackBoard Site) :
  - Three copies of the contract
  - Overview
  - Mid-semester Evaluation form
  - Final Evaluation form.

### **Primary Role of the Professional School Counselor**

The American School Counselor Association (ASCA) provides a detailed description of the role of the Professional School Counselor. It incorporates components of ASCA's *National Model: A Framework for School Counseling Programs* (2005), which emphasizes professional school counselors' work toward student achievement and success. Student counselors are specifically trained to focus their attention on multi-cultural and social justice issues through their professional roles. The emphasis from service-centered for some students to program-centered for all students, as outlined in the ASCA National Model supports the mission of GMU to ensure that all students have access to a rigorous course of study in their educational programs. The National Model reflects a structured foundation, delivery, management, and accountability (i.e., assessment and use of data). These four levels are the major elements for school counseling programs. They provide the framework for the role of the school counselor, program components, and also underscore the major themes of leadership, advocacy, collaboration and teaming, and systemic change that represent the school counselor's knowledge, skills, and attitudes, essential for today's school counseling programs. Additionally, at GMU graduate students are highly trained in multicultural and social justice issues that drive their expected behaviors throughout the practicum and internship experience.

### **Structuring the Practicum/Internship Experience**

The GMU Counseling and Development program requires the Student Counselor to experience a minimum of 200 clock hours for each clinical field experience (Practicum and Internship). While the actual daily schedule of the Student Counselor will be determined by the University Supervisor, the On-Site Supervisor, and the GMU student, **the minimum number of hours spend on-site at one time is to be no less than a 3-hour block of time.** The Practicum/Internship should be structured into four basic phases during a 15-week semester. NOTE: Student Counselors, *who have completed their Practicum*, may do 10% of hours prior to the beginning of their Internship semester, with prior written approval for

his/her University *Internship* Supervisor and the On-Site Supervisor. These hours are for the sole purpose of orientation, meeting time with on-site supervisor, or professional development.

Phase One: Orientation & Observation. This includes a physical tour of the site and meeting administrators, staff, faculty, and students. The Student Counselor should be given a clear sense of office routines and policies, including work hours, use of equipment, and clerical personnel. The Student Counselor should be instructed in any additional counselor duties, specific to the site/department. It is during this first phase that the Student Counselor primarily shadows and observes the On-Site Supervisor, to include multiple observations of individual counseling, small group counseling, and classroom guidance. This phase should also include conferencing with parents and consulting with staff. Once this has been completed, Phase Two begins. Since the Internship student has already completed a Practicum experience in a school site, it is expected that interns will quickly advance to Phase Two.

Phase Two: Co-Counseling. The On-Site Supervisor and the Student Counselor start to co-plan and co-teach guidance lessons. They also co-counsel individual students and co-lead small group counseling sessions. The Student Counselor is to participate in parents and teacher conferences. Early in this phase, the Student Counselor and On-Site Supervisor will do a realistic appraisal of the student's skills. The Internship student is expected to advance through this phase more quickly than the Practicum student, taking more responsibility for the counseling program at the site.

Phase Three: More Responsibility. While still under supervision, the Student Counselor gradually takes more responsibility for the duties of the school counselor. The student should plan and lead small group counseling sessions, conduct individual counseling sessions, engage in parent conferences, plan and teach guidance lessons, and engage in all appropriate local screening/child study proceedings.

Phase Four: Closure. The Student Counselor gradually withdraws from his/her responsibilities at the site and engages in closure activities.

### **Practicum/Internship Final Project**

The assignments for the Practicum and Internship are developed to improve the Student Counselor's field experience. They provide the benchmarks for the kinds of experiences students need to have during the practicum/internship. The major components are included in the completion of the P & I final project, the portfolio, especially Part II (Application of C&D's Mission Statement) and Part III (Application of ASCA's National Model for School Counseling Programs). The completion of the portfolio occurs over two semesters, during practicum and internship. The University Supervisor will provide specific instruction.

### **Weekly "Supervision" Meetings**

The weekly supervision meetings are critical for the Student Counselor's growth. It is during these meetings that the On-Site Supervisor focuses on the Student Counselor's areas of strength and areas for growth. It is also time to review the weekly log, to ensure that a variety of experiences are occurring over the duration of the semester. IMPORTANT: Be sure and indicate on your log of hours, the times and dates of your supervision meetings.

The American Counseling Association (ACA) provides ethical supervision guidelines within its *Code of Ethics* for University and On-Site Supervisors.

### **Stipend for On-Site Supervisors**

Each On-Site Supervisor will receive a monetary stipend (\$150) from George Mason University at the end of the semester. Paperwork will be provided to P & I Site Supervisors by the C& D Program Office Manager. Site Supervisors will receive their stipend at the end of the semester.

### **Graduation Applications – Interns**

The Graduation Web Site is <http://registar.gmu.edu/grad/graduation.html>

1. File and on-line “intent to graduate” form by due date (usually by late September or Mid-October). This includes *both* January and May graduates.
2. Paper applications are due in the Dean’s office:
  - a. January graduates: mid-October
  - b. May graduates: Beginning of December
3. Contact the Dean’s office (A307) with any questions regarding graduation (703) 993-2079

**NOTE: Check the GMU web site for any changes to this policy:**

<http://gse.gmu.edu/graduation/index.htm>

### **Graduation Exit Interview – Interns**

School counseling interns will be required to complete an online Exit Interview survey prior to the end of the final semester of study. The survey will provide you with an opportunity to evaluate your experiences in the C&D program. Information regarding this survey will be sent out by the C&D Program faculty/staff. Information will be available on the P & I Community BlackBoard site by December 15, 2009.

### **Practicum and Internship – Final Packet Information**

The Student Counselor will provide the University Supervisor with a packet of final Practicum/Internship documents before any final grade is submitted to the registrar:

- Original copy of P/I contract;
- Log of hours;
- Mid-Semester Evaluation of Student Counselor by On-Site Supervisor;
- Final Evaluation of Student Counselor by On-Site Supervisor.

## Counseling and Development Program PreK-12 Practicum and Internship Contract

This agreement is made on \_\_\_\_\_ between \_\_\_\_\_,  
(Date) (GMU Student Counselor)

\_\_\_\_\_ at \_\_\_\_\_, and  
(On-Site Supervisor) (Practicum/Internship Site)

\_\_\_\_\_. The agreement will be effective from \_\_\_\_\_ to  
(University Supervisor) (Month, day, year)

\_\_\_\_\_ for a total number of clinical experience hours: Practicum - 200 hrs. Internship - 200 hrs.

The Practicum/Internship Student Counselor will work\_\_\_\_\_.  
(State specific days and time)

### **Purpose of Contract**

The purpose of this contract is to identify specific responsibilities for the GMU Student Counselor and the On-Site and University Supervisors; and to determine basic site experiences for the qualified P/I student with a specialization in PreK-12 school counseling.

### **Responsibilities of the PreK-12 Student Counselor**

The Student Counselor is simultaneously a temporary staff member of the cooperating site and a student of George Mason University. The duality of roles includes specific responsibilities.

- 1) The Student Counselor must maintain a 3.0 GPA (B average). Only 6 credits of C's are allowed for graduation. Grades of C are not acceptable in the following skills courses: EDCD 603, EDCD 606 EDCD 608, EDCD 755, or in any courses in the school counseling program for state licensure (i.e., EDCD 611 or 626). All skills courses and courses in the school counseling program for state licensure must be completed before the Student Counselor may participate in the practicum and internship courses. The Student Counselor will attend all GMU Practicum/Internship classes (EDCD 755 - EDCD 791).
- 2) It is the responsibility of the Student Counselor to make certain the Practicum/Internship application is completed and on file with the Office of Student and Faculty Services (OSFS) by the specified deadline date. Late applications will not be processed.
- 3) Student Counselor *must* purchase professional counseling liability insurance for the Practicum/Internship experience [free with student membership in American School Counselor Association (ASCA), or American Counseling Association (ACA)].
- 4) The Student Counselor will provide the following documents for the Site Supervisor: Overview of the Practicum/Internship; three copies of the SC Contract; Policy; Mid-Semester Review; and Final Evaluation form. [Students may access all documents and forms at <https://gmucommunity.blackboard.com>]
- 5) The Student Counselor will have two supervisors: On-Site Supervisor and University Supervisor. The Student Counselor is responsible for coordinating conferences between the two supervisors.
- 6) The Student Counselor will attend the initial site visit by the University Supervisor. The purpose of that meeting:
  - a.) Set the direction, tone, and pace of the clinical field experience.
  - b.) Agree upon specific times (days and hours) the Student Counselor will work on site;
  - c.) Agree upon specific roles/responsibilities for On-Site Supervisor & Student Counselor;
  - d.) Agree upon specific site experiences, to adhere to the four phases of the clinical field experience described in the *Overview of the Practicum/Internship Field Experience*.

- e.) Student Counselor, On-Site Supervisor, and the University Supervisor will sign a P/I contract. Student Counselor will provide the University Supervisor with the original contract and make two copies of the contract -- one for the On-Site Supervisor and one for the Student Counselor. All parties must agree upon additional experiences/goals.
- 7) The Student Counselor will keep a daily log of activities. This log will be reviewed during the weekly supervision meeting by the On-Site Supervisor to ensure that a variety of experiences are occurring over the duration of the semester. The log will reflect a balance of experiences as they directly relate to PreK-12 counseling. ***The log will also document all required weekly supervision meeting dates and times.*** The log must be signed by the On-Site Supervisor and submitted to the University Supervisor at the termination of the Practicum or Internship. No final grade will be entered until all documentation is in the student's permanent file: site contract, log of hours, final evaluation from On-Site Supervisor, and final evaluation of the site by the student.
- 8) The Student Counselor is required to audiotape record individual counseling sessions with students (a minimum of two tapes for Practicum and two tapes for Internship). The On-Site Supervisor will help to elicit volunteers or identify students for this assignment. The Student Counselor will obtain written permission (from the legal guardian) if the client is a minor. These tapes will be presented in the P/I class where the Student Counselor will receive feedback from classmates and University Supervisor. Additionally, tapes may be presented to the On-Site Supervisor for individual feedback. The Student Counselor will destroy all tapes once supervision is completed.
- 9) The Student Counselor is required to engage in specific site experiences to ensure a broad understanding of the role of the school counselor, to include: an understanding of the primary functions of the school counselor (Counseling, Advocacy, Leadership, Collaboration, Systemic Change, Assessment and Use of Data); appropriate counselor responses in addressing special issues (e.g., child abuse, sexual harassment, student personal data, runaways, suicides, drug abuse, etc.); a working knowledge of the special education process; and a working knowledge of the organizational dimension of the school site. P/I student is to attach any additional site-specific experience lists to this agreement. The Student Counselor is required to have a working knowledge of ASCA's National Model. ASCA's model defines the four main components of a school counseling program. These areas are to be the primary emphases for the Student Counselor: ***I.***

### **Foundation**

- Beliefs and Philosophy; Mission; Domains: Academic, Career, & Personal/Social Development  
ASCA National Standards and Competencies
  - 2. **Delivery System**
    - School Guidance Curriculum; Individual Student Planning; Responsive Services; System Support
  - 3. **Management System**
    - Agreements; Advisory Council; Use of Data; Monitoring Student Progress; Closing the Gap; Action Plans; Guidance Curriculum; Closing the Gap; Use of Time; Calendars
  - 4. **Accountability**
    - Results Reports; Impact Over Time; School Counselor Performance Evaluation; Program Audit
- 10) *Site Accountability Project.* The purpose of this is to help interns see the role of the professional school counselor as change agents within school communities and to support the goals of the school counseling program at their site. This assignment will be individualized to the particular site and therefore the written requirements will be determined in coordination with the site supervisor and your instructor. Some general examples of this might include:
- Evaluate an existing counseling program. Design and implement an evaluation of an existing counseling program. The purpose is to apply what you have learned about program evaluation, evaluate effectiveness of counseling programs and services, determine program needs, and areas of change. The basic question to be answered is: *How are students different because of the school counseling program?*
  - Develop a counseling program. Design and implement a school counseling program based on a needs assessment. This might be a series of parenting workshops or a series of in-services for staff, etc. The

basic issue to be addressed answers the question: *How are students different because of the school counseling program?*

- *Develop and conduct small group (SG) counseling sessions* for a specific guidance topic based on a needs assessment. The basic issue to be addressed answers the question: *How are students different because of the school counseling program?*

- 11) On-Site Supervisor, or qualified designee, must be present when the Student Counselor is on-site. Student Counselor will follow the site calendar until the end of the GMU semester. Exceptions to this schedule will be discussed at initial site visit.
- 12) Student Counselor must recognize the intensity of the requirements of the Practicum/Internship experiences. S/he is expected to budget time wisely, making the P/I experience the primary focus.
- 13) Student Counselor is required to ***maintain a professional attitude and professional appearance*** during the entire P/I experience. Conduct at the site must be in accordance with site *and* the C&D program standards in regard to appropriate conduct, work proficiency, and relations with students, colleagues, and supervisors. Student Counselors must adhere to GMU University and C&D's Professional Dispositions (See <http://gse.gmu.edu/programs/counseling/> ).
- 14) Student Counselor is required to follow site policy regarding notification of absences for illness. All other absences must be pre-approved by the On-Site Supervisor. The University Supervisor should be notified of all absences by the following weekly class meeting.
- 15) **CONFIDENTIALITY.** The Student Counselor *must* respect the confidentiality component of the supervisory relationship and field experience situation. The only place where additional discussions of site experiences take place is in the weekly university classes, under the supervision of the university instructor. Student Counselors who fail to comply face ethical and/or legal consequences.
- 16) Student Counselor will provide the University Supervisor with a packet of final Practicum/Internship documents before any final grade is submitted to the registrar. Included in this packet:
  - a) Original copy of P/I contract;
  - b) Log of hours;
  - c) Mid-Semester Evaluation of Student Counselor by On-Site Supervisor;
  - d) Final Evaluation of Student Counselor by On-Site Supervisor; and
  - e) Final Evaluation of clinical field experience by Student Counselor.

### **Responsibilities of the On-Site Supervisor**

All On-Site Supervisors for a George Mason University Student Counselor must meet the following requirements:

- Hold a master's degree in school counseling,
- Possess current licensure as a professional school counselor in the state in which the field experience takes place,
- Have a minimum of three years of PreK-12 school counseling experience,
- Be considered by his/her school district to be a model practicing professional school counselor.

- 1) On-Site Supervisor will provide orientation to the site, to include a tour of the campus/department, an introduction to administrators, faculty, students, and parents. Student Counselor should be given an accurate description of office routines and regulations, including school hours, use of equipment, clerical personnel, and the duties and responsibilities of the professional school counselor. On-Site Supervisor will encourage the cooperation of the school community for acceptance and involvement of the Student Counselor.
- 2) On-Site Supervisor will meet with the University Supervisor and Student Counselor.
  - a.) The purpose of that meeting is to set the direction, tone, and pace of the clinical field experience.
  - b.) Agree upon the specific times (days / hours) the Student Counselor will work on site.
  - c.) Agree upon specific roles/responsibilities for On-Site Supervisor & Student Counselor;
  - d.) Agree upon the specific site experiences, to adhere to the four phases of the Practicum/Internship

described in the Practicum/Internship Overview.

e.) At this meeting, the Student Counselor, On-Site Supervisor, and the University Supervisor will sign a Practicum/Internship contract. The Student Counselor will provide the University with the original contract and make two copies of the contract -- one for the On-Site Supervisor and one for the Student Counselor. The contract should include an attached sheet for site-specific experiences not included in the standard contract. All parties must agree upon these additional experiences/goals.

- 3) On-Site Supervisor will adhere to the four phases of the Practicum/Internship Overview. ASCA delineates the basic types of interventions that counselors perform as they provide direct services to students. These include individual counseling and small and large group counseling. These areas are to be the primary emphasis for the Student Counselor, regardless of site.
- 4) On-Site Supervisor must be present when the Student Counselor is on-site. It is permissible to designate another qualified site employee as a temporary supervisor for brief periods of time.
- 5) On-Site Supervisor will provide specific site experiences to ensure a broad understanding of the role of the PreK-12 counselor, to include: an understanding of the primary functions of the school counselor (Counseling, Advocacy, Leadership, Collaboration, Systemic Change, Assessment, and Use of Data). The On-Site Supervisor will provide experiences (direct experiences or background information) pertaining to special issues (e.g., child abuse, sexual harassment, student personal data, runaways, suicides, drug abuse, etc.); a working knowledge of the special education process; and a working knowledge of the organizational dimension of the site. The Student Counselor is required to have a working knowledge of ASCA's National Model. It emphasizes student achievement and success. ASCA's model defines the four main components of a school counseling program. These areas are to be the primary emphases for the Student Counselor:*I.*

#### Foundation

Beliefs and Philosophy; Mission; Domains: Academic, Career, & Personal/Social Development  
ASCA National Standards and Competencies

#### 2. Delivery System

School Guidance Curriculum; Individual Student Planning; Responsive Services; System Support

#### 3. Management System

Agreements; Advisory Council; Use of Data; Monitoring Student Progress; Closing the Gap; Action Plans; Guidance Curriculum; Closing the Gap; Use of Time; Calendars

#### 4. Accountability

Results Reports; Impact Over Time; School Counselor Performance Evaluation; Program Audit

- 6) On-Site Supervisor will schedule a minimum of one hour of individual **supervision** per week. During the weekly supervision meetings, the On-Site Supervisor will provide verbal feedback on observed Student Counselor's counseling skills, highlighting the student's strengths and areas for growth. S/he will review the Student Counselor's weekly log sheet to ensure that a variety of experiences are occurring over the duration of the semester. [Practicum -200 hrs.; Internship -200 hrs.]
- 7) The On-Site Supervisor will address the identified focus/function areas of the Student Counselor:
  - a) *Intervention*: Student Counselor's counseling performance skills
  - b) *Conceptualization*: Student Counselor's cognitive counseling skills regarding the client's situation
  - c) *Self-awareness*: How the Student Counselor's personality or personal issues affect the counseling interaction
  - d) *Professional behaviors and standards*:
- 8) On-Site Supervisor will address the identified focus/function areas of the Student Counselor using one of the following three supervisory roles:
  - *Teacher* role involves giving information & demonstrating specific techniques.
  - *Counselor* role draws on the supervisor's counseling skills to help the supervisee reflect on and explore the identified issue(s).
  - *Consultant* role utilizes an egalitarian interaction to allow the supervisee to examine issues in supervision.

While one role may be primary, all three roles may come into play during a supervision session.

- 9) On-Site Supervisor will model appropriate legal and ethical practice. The On-Site Supervisor will model acceptance, openness, and positive regard for the Student Counselor, by making the Practicum/Internship experience a model of the counseling process itself.
- 10) Student Counselor is required to audiotape record individual counseling sessions with students (a minimum of two tapes for Practicum, two tapes for Internship). The On-Site Supervisor will elicit volunteers or identify students for this assignment. The Student Counselor will obtain written permission from the custodial parent or guardian. The On-Site Supervisor will determine the specific permission form to be used as required by the site.
- 11) **Mid-Semester Evaluation.** At the middle of the semester, the On-Site Supervisor will provide George Mason University with a written, one-page evaluation of the Student Counselor.
- 12) **Final Evaluation.** At the end of the semester, the On-Site Supervisor will provide George Mason University with a written final evaluation of the Student Counselor. While the final evaluations are to be discussed between the Student Counselor and the On-Site Supervisor, neither is required to share the actual written document. The On-Site Supervisor's evaluation will be placed in a sealed envelope and given to the P/I student on the last day of the Practicum/Internship.
- 13) On-Site Supervisor will *immediately* contact the University Supervisor with any questions or concerns. Honest and open communication will ensure the growth and development of the Student Counselor.

### **Responsibilities of the GMU Supervisor**

- 1) University Supervisor will model acceptance, openness, and positive regard for students, by making EDCD 755 (Practicum) - EDCD 791 (Internship) a model of the counseling process itself.
- 2) University Supervisor will serve as the University liaison for the On-Site Supervisor. The University Supervisor will also serve as the University's agent if placement must be terminated.
- 3) University Supervisor will provide supportive classroom activities/supervision as described in the syllabus.
- 4) University Supervisor will schedule additional assignments only if they are reasonable and directly applicable for the Practicum/Internship experience. **IMPORTANT:** Due dates for counseling tapes should not be scheduled prior to the third week of the Practicum/Internship. This is to allow sufficient time for the P/I student to establish rapport with the site and specific students, and to begin Phase Two of the site experience.
- 5) University Supervisor will contact the On-Site Supervisor a minimum of three times.
  - a) Meet with the University Supervisor and Student Counselor during the first week. The purpose of that meeting is to set the direction, tone, and pace of the clinical field experience.
    - i) Agree upon specific times (days and hours) the Student Counselor will work on site;
    - ii) Agree upon specific roles / responsibilities for On-Site Supervisor and for Student Counselor;
    - iii) Agree upon specific site experiences, to adhere to the four phases of the Practicum/Internship as described in the *Practicum/Internship Overview*.
    - iv) At this meeting, the Student Counselor, On-Site Supervisor, and the University Supervisor will sign a Practicum/Internship contract. The Student Counselor will provide the University with the original contract and make two copies of the contract -- one for the Site Supervisor and one for the Student Counselor. The contract should include an attached sheet for site-specific experiences not included in the standard contract.
  - b) The second scheduled contact will occur at mid-semester, either via a phone conference or site visit.
  - c) The final conference will be toward the end of the site experience, either via phone conference or site visit. The third scheduled contact is to discuss the Student Counselor's final evaluation by the On-Site Supervisor.
- 6) University Supervisor will be available for questions and/or additional site visits as necessary. The

University Supervisor will provide general oversight to facilitate a successful experience for all.

**University Supervisor will collect the final P/I packet from each Student Counselor and turn in the completed packets to the Clinical Coordinator for placement in the Student Counselor's permanent folder. Included in this packet: Original copy of Practicum/Internship contract, signed by Student Counselor, On-Site Supervisor, and University Supervisor; log of hours, signed by Student Counselor and On-Site Supervisor; and the On-Site Supervisor's mid-semester and final evaluations of Student Counselor.**

- 7) University Supervisor will contact the Clinical Coordinator with any questions or concerns about the Student Counselor or the site placement.
- 8) University Supervisor will provide an up-dated list of names and addresses of On-Site Supervisors to C&D's Clinical Coordinator for the purpose of a final certificate of acknowledgement and nominal stipend payment.

NOTE: In order to maintain the integrity and high quality of the GMU Counseling and Development program, the Clinical Coordinator will periodically conference with the school systems' counselor coordinators to discuss placement issues and share a summary of the results of the site evaluations.

On-Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

George Mason University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

P/I Student Counselor \_\_\_\_\_ Date \_\_\_\_\_