



Graduate Field Experience Manual:  
Clinical Mental Health Counseling  
and School Counseling  
2023-2024

## GCU Mission Statement

GCU is a missional, Christ-centered university with an innovative and adaptive spirit that addresses the world's deep needs by cultivating compassionate Christian community, empowering free and virtuous action, and serving others in ways that promote human flourishing. Through academic excellence, the university equips students with knowledge of the Christian worldview, instilling in them a sense of purpose and vocational calling that enable them to be innovative thinkers, effective communicators, global contributors, and transformative leaders who change their communities by placing the interests of others before their own.

<https://www.youtube.com/watch?v=8q8Pd-0yGXg>

## Message from the Assistant Dean and Director of School Counseling

Congratulations on your progress as you enter the practicum/internship phase of your program of study in your Clinical and Mental Health Counseling or School Counseling program. Field experience is designed to support you during your practicum/internship experience by providing opportunities to earn your hours, apply your skills, and reflect on counselor identity development. Throughout your practicum and internships, you will collaborate with your faculty supervisor and site supervisor to create an empowering, insightful experience to enable you to flourish in the field of counseling.

As counselors in training, you will be expected to adhere to the professional and ethical standards and the respective programmatic dispositions. This manual contains pertinent information that will be instrumental in preparing you for a successful learning experience; therefore, it is essential that you familiarize yourself with the Graduate Field Experience Manual and refer to it throughout your program of study.

Sincerely,

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### Office of Field Experience

Grand Canyon University's College of Humanities and Social Sciences and the Office of Field Experience (OFE) teams serve as a support to CITs in programs throughout practicum and internship experiences. The assigned Field Experience Counselor (FEC) will communicate with CITs throughout their program to ensure they meet GCU's high academic standards

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## General Guidelines for Graduate Field Experiences

The Graduate Field Experience Manual provides graduate students in the College of Humanities and Social Sciences counseling programs with the information they need to complete their clinical or practicum/internship requirements. It is important to note that counselors in training (CITs) relate to students in both the clinical mental health and school counseling programs. School counselors in training (SCITs) pertain specifically to students enrolled in the school counseling program. Information contained in this manual is to be used in conjunction with the policies outlined in the University Policy Handbook and the Academic Catalog. The purpose of this document is to accompany those documents and provide more information on the processes for the graduate programs listed below:

### Programs with Practicum and Internship Hours

Master of Science in Clinical Mental Health Counseling  
Master of Education in School Counseling

### Important Resources

Student Success Center (SSC)

The Student Success Center provides tutorials, writing templates, style guides, college-specific documents, plagiarism prevention methods, and university policies and handbooks in one central location that can be personalized to fit your needs. [Student Success Center \(gcu.edu\)](https://gcu.edu/ssc)

University Policy Handbook (UPH)

Provides information including graduation requirements, degree programs offered, admission requirements, and general academic requirements. [Academic Catalog & Policies | Grand Canyon University \(gcu.edu\)](https://gcu.edu/academic-catalog)

Counseling Community Connections (CCC) Resource Center

The CCC resource center located at <https://cce.gcu.edu/> is designed to be a one-stop resource for the GCU Counseling community. The website provides opportunities to make connections and foster the development of counselor identity. Furthermore, the website allows counselors in training and doctoral learners to easily access information about professional counseling organizations, opportunities for professional involvement, and e-Portfolio resources.

e-Portfolio Expectations and Resources

The e-Portfolio showcases CITs' learning and development throughout their programs of study. The final e-Portfolio will be submitted at the end of the program during the final internship course. CITs will consider concrete evidence (artifacts) of their counselor identity development based on various experiential learning opportunities. e-Portfolio resources and guidelines are located on the CCC resource center.

### Student Professional Expectations

Counselors in training (CITs) will uphold the essential functions to meet clinical requirements for counseling programs as documented in the GCU University Policy Handbook (UPH). CITs are required to maintain an active membership in one of the following professional affiliations that best supports their counselor identity development:

- American Counseling Association (ACA)
- American School Counseling Association (ASCA) <https://www.schoolcounselor.org/>

CITs must adhere to the professional and ethical standards of their respective programs, as well as the programmatic dispositional values throughout their program of study. Failure to abide by ethical, professional, and academic standards may result in referral to the professional practices committee (PPC) or code of conduct (COC) for further review.

### Counseling Dispositions of a GCU Clinical Mental Health Counseling Student

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of counselors in training (CITs). The Grand Canyon University counseling program's dispositions adhere to the University's mission statement, as well as to the established counseling profession codes of ethics. CITs who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

#### 1. Psychological Fitness

CITs strive to maintain holistic wellness across multiple domains of their mental, relational, and professional lives while focusing on interpersonal values that promote positive growth. CITs engage in activities that promote openness, self-awareness, and self-acceptance. CITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.

#### 2. Self-Awareness

CITs intentionally reflect on how their value systems influence their personal and professional relationships. CITs demonstrate authenticity in relation to themselves and others. CITs bracket personal beliefs and values when faced with ideas different from their own to avoid inflicting harm on others.

#### 3. Cultural Diversity

CITs demonstrate respect for and engage in honoring and embracing diversity and multiculturalism while supporting the dignity and worth of clients within their unique contexts. CITs do not support or engage in any act of discrimination against others while simultaneously acknowledging how their cultural identity impacts their relationships with others.

#### 4. Acceptance

CITs work to foster a nonjudgmental professional environment while embracing change and others as they are. CITs avoid value imposition, uphold ethical standards, and remain conscious of their own attitudes, beliefs, and behaviors while being sensitive, receptive, and considerate to those of their clients.

#### 5. Empathy

CITs demonstrate compassion, understanding, and clemency towards all persons while simultaneously avoiding infliction of harm. CITs honor the uniqueness of all individuals while promoting dignity and respect in an ongoing therapeutic effort. CITs reflect on their experiences while mindfully working to understand an individual's personal experience.

## 6. Genuineness

CITs exhibit qualities of being honest in their interactions with others and in the behaviors they display. CITs have a sincere desire to better themselves when they experience incongruence between their beliefs, actions, and professional standards.

## 7. Flexibility

CITs embrace ambiguity with an open mind and have the courage to form innovative solutions when facing challenges. CITs can work with others in a way that is open and inviting to multiple points of view and diverse cultural situations. CITs are open to shifting their perspective and embracing change.

## 8. Patience

CITs respect autonomy of self and others while fostering growth. CITs encourage a relational environment that promotes respect, flexibility, and self-exploration. CITs model calmness within various contexts in a steadfast, fluid, and enduring manner.

## 9. Amiability

CITs display humility, compassion, and kindness in their interactions with others. CITs portray unconditional positive regard even when they have differing views. CITs remain cordial and calm in multiple contexts and when presented with frustrating situations.

## 10. Professional Identity

CITs demonstrate professional conduct through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. CITs maintain professional membership in counseling organizations and develop their understanding of self both personally and professionally while engaging in mentorship, supervision, and continuing education. CITs stay informed of current trends, research, and practices.

## School Counseling Professional Dispositions of Learners

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of school counselors in training (SCITs). The Grand Canyon University counseling program's dispositions adhere to the University's mission statement, as well as to the established counseling profession codes of ethics. Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

### 1. High Expectations

SCITs maintain the belief that all P-12 students can learn and succeed in their personal and academic endeavors. SCITs set and support realistic expectations for student success.

### 2. Respect for the Diversity of Others

SCITs support individual learning and social needs of P-12 students while demonstrating appreciation for cultural diversity within the school environment and wider community.

### 3. Fairness



SCITs promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including counseling, instruction, and assessment.

#### 4. Professional Conduct

SCITs demonstrate professionalism through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. SCITs exercise sound judgment, ethical behavior, and maintain professional boundaries with others. SCITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.

#### 5. Reflection

SCITs recognize that intentional self-awareness and constructive feedback, combined with experience leads to professional growth. SCITs engage in critical examination of their professional practices and seek continual improvement through supervision, collaboration, and professional development.

#### 6. Curiosity

SCITs can think innovatively and creatively, using critical thinking as a problem-solving approach. SCITs engage in ongoing professional development and learning while maintaining an open and inquiring mind.

#### 7. Honesty

SCITs model sound moral character by their words and actions. SCITs are forthright with others and uphold high standards of trust, stewardship, and integrity.

#### 8. Compassion

SCITs demonstrate professional unconditional positive regard and genuineness in their relationships with others while providing academic, career, social, and emotional support.

#### 9. Advocacy

SCITs aim to promote equity and access for all P-12 students. SCITs understand the impact of community involvement contributes to welfare and social justice for all school stakeholders.

#### 10. Dedication

SCITs are committed to the profession of counseling and education. SCITs maintain the role of lifelong learners who engage in ongoing professional development.

### Identifying a Clinical Site Supervisor and Site

The Office of Field Experience (OFE) will be working with counselors in training (CITs) to ensure that all placement requirements are met. As CITs begin their program, they will be contacted by OFE to discuss practicum/internship requirements.

The OFE has found it is best to begin searching for a Clinical Site Supervisor and site placement at least six months prior to the practicum course start date for the clinical mental health counseling (CMHC) program. For the school counseling (SC) program, school counselors in training (SCITs) should begin this

process at the beginning of their program as practicum and internship courses are scaffolded throughout the program of study. All sites and Clinical Site Supervisors (CSSs) will need to be approved in advance of placement. OFE may be able to offer help with known and established sites depending on your program of study. However, CITs are encouraged to reach out to Clinical Site Supervisors in their area for possible availability. CITs are responsible for maintaining contact with the OFE so that field experience placement and all the proper forms are completed in a timely manner. It is the CIT's responsibility to secure a Clinical Site Supervisor and site. See specific programmatic guidelines in the designated sections of this manual for further details.

### Affiliation Agreements and Memorandum of Understanding (MOUs)

If a site requests an affiliation agreement/contract with GCU to secure placement, please reach out to your Field Experience Counselor as soon as possible. The Office of Field Experience will work with the potential site to secure an agreement. Obtaining an agreement can be a very lengthy process, as it is a legal document including terms and conditions that both parties must be agreeable on.

### Practicum and Internship Discussion Question (DQ) Policy

Please note the following unique considerations related to discussion questions in the practicum and internships. Participation grades will be based on the counselor in training's promptness and on their active engagement throughout the 1.5-hour weekly group supervision meetings. Consequently, counselors in training are not required to respond to peers on the discussion forum for the purposes of participation; however, students must still complete an initial response to the weekly DQ prompt for a separate grade. The weekly group supervision meetings provide opportunities for engagement and critical thinking development. Therefore, written DQ responses by the instructor are not required as this takes place in the weekly meetings.

### Group Supervision Requirements

- 15 hours of group supervision conducted with faculty supervisor oversight is required during practicum and internship courses.
- Group supervision requirements must be completed during coursework.
- CITs are required to attend the faculty supervisor's 1.5 hour weekly, synchronous classroom to meet the group supervision requirement.
- These meetings will be scheduled by the faculty supervisor to occur on either Monday from 4-5:30 pm AZ time or on Thursday from 4-5:30pm AZ time; there will be one consistent day and time for each of the consecutive weekly meetings depending on the course and program of study. The faculty supervisor's discretion will determine the schedule.
- Attendance of the synchronous class is required to meet the group supervision requirement.
- CITs are expected to arrive on time, may not leave until released by faculty supervisor, and must dress appropriately for group supervision
- Attendance will be logged as follows:
  - Attending 75 minutes or more = 1.5 hours
  - Attending 60-74 minutes = 1 hour
  - Attending less than 60 minutes = Discretion of faculty supervisor
- Participation points will be based on the following: Students are expected to be actively engaged by keeping video turned on throughout the group supervision meeting Muting audio properly

asking questions and engaging in discussions offering perspectives presenting cases/recordings contributing to an encouraging, safe learning environment with peers

- Failure to meet course minimum hour requirements will result in a non-passing grade.
- CITS are required to use the GCU provided resource of Pro Zoom for recording assignments.

## Holidays and Absences

If group supervision falls on a GCU recognized holiday, the faculty supervisor is to choose an alternate day to hold the required synchronous Zoom group supervision class. Please refer to the posted schedule and Zoom link in an announcement at the start of the practicum/internships to provide you with time to plan accordingly for any alternate meeting times due to holidays.

## Practicum and Internship Consultation (PIC)

For any practicum/internship courses beginning on or after August 3, 2023, the CMHC and SC programs have updated the previous practicum/internship evaluation (PIE) process with a practicum/internship consultation (PIC) process. This means that instead of having a separate practicum/internship evaluator (GCU representative) meet with the CIT's site supervisor, the CIT's faculty supervisor (instructor) will consult with the CIT's site supervisor. This practice will help us to ensure a more comprehensive understanding of counselor identity development throughout the practicum/internships.

Regular consultation consists of the following frequency and format:

- Welcome email from faculty supervisor to site supervisor in week one of the practicum/internships
- PIC via Zoom between faculty supervisor and site supervisor at the mid-point of the practicum/internships
- End-point correspondence one week prior to the practicum/internships end
- Evaluations and Developmental/Remediation Support

Practicum and internship evaluations are completed by both the faculty supervisor and site supervisor as follows:

### Site Supervisor

- Formative Evaluation at Mid-Point of course
- Summative Evaluation at Endpoint of course

### Faculty Supervisor

- Practicum/Internship Consultation (PIC) with Site Supervisor at Mid-Point of course
- Summative Evaluation at Endpoint of course

## Video Recording Expectations

Clinical site supervisors will facilitate and supervise the CITs' conducted video-recordings. The videos will be stored and destroyed by CITs within 90 days of the class ending in accordance with accepted counseling confidentiality and legal practices. These recordings will be used to aid in the growth of counseling knowledge and skills and will be used for classroom learning only.

These video recordings will only feature the CIT; however, the audio portion will include all participants in the session. Any recorded sessions will be on their GCU Pro Zoom account to meet HIPAA and FERPA confidentiality standards. If another recording method is used by the agency or site, permission must be granted by CHSS leadership. CITs are not to disclose any information that may identify the clients/P-12 students. Please note this is a course expectation, and if the site is unable to allow the CIT to record themselves in a session, the CIT will be unable to fulfill this requirement.

See course syllabus for specific directions and guidance on the number of sessions required. A supervision agreement with the site outlines the recording requirements, and the site supervisor acknowledges these recording requirements. Consequently, a CIT may not begin their practicum/internships without this important signed acknowledgement. Any addendums to this practice will require college leadership approval prior to the commencement of practicum/internships.

### Telehealth Procedures

For telehealth services to be conducted there must be specific training provided by the site that includes ethical considerations with this modality.

Additionally, it is both the clinical site supervisor (CSS) and counselor in training (CIT's) responsibility to confirm there are no restrictions from their licensure/certification governing state board's rules and regulations regarding the accrual of field experience hours conducted in this modality.

CITs are required to have exposure to both in-person and telehealth counseling services (hybrid) during field experience and are not permitted to exclusively provide telehealth services.

### Professional Practices Committee (PPC)

Our counseling programs practice a strengths-based developmental approach for remediation. If a CIT receives a score of 1 on the formative or summative evaluation, they will automatically be referred to the Professional Practices Committee (PPC) for additional training and development. Additionally, if a CIT receives a score of 2 or less in three or more categories on the formative or summative evaluation, they will be referred to the PPC. Additional information regarding the Professional Practices Committee (PPC) process may be found in the University Policy Handbook.

If a site supervisor determines that an incident report must be submitted, they will complete the following steps:

- Site supervisor will reach out to the CIT's assigned field experience counselor (FEC).
- FEC will provide the site supervisor with an incident report form which must be completed by the site supervisor and returned to the FEC for processing.
- OFE will submit the incident report to the practicum/internship coordinator and the Professional Practices Committee (PPC).
- If additional information is needed, the practicum/internship coordinator will contact the site supervisor.
- The PPC will review and make their decision.
- The PPC will notify the CIT regarding the decision.
- The practicum/internship coordinator will communicate the PPC's decision to relevant stakeholders.

\* If a faculty supervisor determines that a dispositional referral must be filed, they will complete a referral through the learning management system (LMS).

## State Board Regulations and Licensing

Please be aware that state legislatures make periodic changes to licensing rules, including the number of practicum/internship hours required for licensure. It is required that you review the state licensing board website no less than quarterly to keep up with any changes that may affect your ability to obtain licensure/certification. Failure to do so could affect your application for licensure or certification. It is highly recommended that you obtain any additional hours required by your state prior to graduation.

Below are links that may help you find your state's licensing and certification requirements:

- National Board for Certified Counselors (NBCC)
- American Counseling Association
- State Requirements & Programs - American School Counselor Association (ASCA)
- National Counselor Examination (NCE)
- The NCE accesses licensure opportunities as a National Certified School Counselor (NCSC) to further enhance employment opportunities.
- For information on NCC Eligibility Requirements, visit: <https://nbcc.org/certification/ncc>
- CITs may choose to take the National Counselor Examination (NCE) to fulfill the examination requirement for the NCC before they graduate from their program.

## Individual Student Assessment and Key Performance Indicators (KPIs)

The courses related to performance assessments and KPIs include statements and informational videos to support individual student assessment.

## Self-Care & Counseling for CITs

CITs have access to a counseling resource list related to personal counseling services found in the Grand Canyon University Counseling Community Connections (CCC) website.

## Verification of Lopes Activity Tracker (LAT) Hours

CITs are required to submit LAT logged hour documentation at the end of the course in the practicum/internship course portal. Faculty supervisors will determine whether the CIT has met the required individual supervision, group supervision, and direct/indirect hours, by completing a scoring guide in the final practicum/internship course assignment. If the minimum number of required field experience hours are not met, zero points will be given for the field experience hour assignment; partial points will not be granted. As such, CITs will earn a non-passing grade in the practicum/internship course if the required course field experience hours are not met and will be required to retake the course.

# Master of Science in Clinical Mental Health Counseling Field Experience Guidelines

## CMHC Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling Program is to cultivate ethical, professional counselors to effectively assess, diagnose, treat, and empower culturally diverse populations. This program fosters faith and learning throughout the curriculum to integrate models of human growth and development and evidence-based practices. Graduate students gain comprehensive knowledge and insight to become competent global professional counselors and leaders.

## CMHC Program Objectives

CMHC program objectives are designed so that students will learn:

**Counselor Identity and Ethics:** Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values.

**Diversity and Advocacy:** Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.

**Human Growth and Development:** Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.

**Counseling & Helping Relationships:** Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships.

**Group Counseling and Group Work:** Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the therapeutic group process for diverse clients.

**Research and Program Evaluation:** Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling.

**Career Development:** Attain the knowledge that prepares them to demonstrate skills in vocational counseling and the relationship between roles in career, life, school, and mental health.

**Assessment & Testing:** Demonstrate and apply skills that adequately and consistently use assessments for diagnostic and intervention planning purposes.

**Specialty Area for CMHC:** Demonstrate knowledge and skills in conducting intake interviews, mental status exam, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management, contextual factors, and competence in clinical mental health fieldwork.

## Program Overview

The 62-credit hour Clinical Mental Health Counseling (CMHC) program at GCU prepares counselors in training for professional counseling careers through theoretical and researched based learning, skills and dispositional training, and supervised experiences. This program includes 100 practicum hours and 600 internship hours for a total of 700 hours.

Practicum and internship are requirements in all states for individuals seeking licensure.

Practicum/Internship is an opportunity for you to apply concepts learned in the classroom to real-life client scenarios and demonstrate your ability to perform in a professional setting. This learning experience will familiarize you with the workplace environment while providing networking opportunities that may potentially lead to employment following completion of the program.

Note: Any hours accumulated during a course in which a non-passing grade is received will not count towards the CITs' total hour requirement, nor will hours accrue over a designated GCU holiday break. CITs must successfully complete all their field experience commitments to the agency/site even if they have completed their logged field experience hour requirements for the course. Completing field experience hours prior to the practicum/internship end date still requires active attendance and engagement at the site and supervision with both the faculty and site supervisor until the end of course dates. Be sure to discuss and agree upon the start and end dates of practicum/internship with your site supervisor and review how to provide closure to clients; remember, to abandon a client is unethical.

### *Course Requirements*

Please note that doubling up on practicum/internship courses is not permitted. Failure to meet minimum hour requirements for each course will result in a non-passing grade, which will require the repeating of the course. Hours earned during a course that earns a non-passing grade will not be counted towards requirement. Only hours accrued during the start and end date of the practicum/internship course can be counted towards the hour requirement.

### *Practicum*

#### CNL-624: Counseling Practicum

The practicum course is a distinctly defined, supervised clinical fieldwork experience in which the CITs develops basic counseling skills and integrates professional knowledge under the supervision of a faculty member and an on-site Clinical Site Supervisor approved by the Office of Field Experience. Practicum CITs participate in 1 ½ hours per week of group supervision with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the practicum. CITs are required to gain 100 hours of experience; 40 hours must be direct hours.

CITs are required to have a minimum of one hour of weekly supervision (triadic and/or individual), with the site supervisor. CNL-624 A: Counseling Practicum II

This is a continuation of the counseling practicum. The practicum course is a distinctly defined, supervised clinical fieldwork experience in which the CITs develops basic counseling skills and integrates professional knowledge under the supervision of a faculty member, or an on-site clinical site supervisor approved by the college or university with a minimum of 1 hour per week of individualized and/or triadic supervision throughout the practicum. Practicum CITs participate in an average of 1 ½ hours per

week in group supervision via Zoom with a counseling faculty member or CITs supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the practicum. Documentation of a minimum requirement of 100 hours of counseling related activities, which includes 40 direct client contact hours, is submitted directly to the college's Office of Field Experience for verification and tracking. The practicum is completed prior to the internship; therefore, CITs may not progress to CNL-664A without the required number of hours submitted, the required amount of individual and group supervision, and proper approval. This course has multiple synchronous required activities. CITs must be prepared to be flexible in meeting the demands of this course in order to progress to the internship. Practicum/field experience hours: 100 CITs must complete the minimum number of hours required. State licensure requirements may mandate additional hours. CITs must review and adhere to their state board's additional requirements. Prerequisites: CNL-624; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

### *Internship*

#### CNL-664A: Counseling Internship I

The internship course is a distinctly defined, supervised clinical experience in which the CITs refines and enhances basic counseling and CITs development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. Internship CITs participate in an average of 1 ½ hours per week of group supervision with a counseling faculty member or CITs supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. The internship is performed under the supervision of an on-site Clinical Site Supervisor approved by the Office of Field Experience. CITs are required to gain 300 hours of experience; 120 hours must be direct hours. CITs are required to have a minimum of one hour of weekly supervision (triadic and/or individual) with the site supervisor.

#### CNL-664B: Counseling Internship II

This internship course is a continuance of counseling internship I. The internship course is a distinctly defined, supervised clinical experience in which the CITs refines and enhances basic counseling and student development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. Internship students participate in an average of 1 ½ hours per week of group supervision with a counseling faculty member or CITs supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. The internship is performed under the supervision of an on-site Clinical Site Supervisor approved by the Office of Field Experience. CITs are required to gain 300 hours of experience; 120 hours must be direct hours. CITs are required to have a minimum of one hour of weekly supervision (triadic and/or individual) with the site supervisor.

#### CNL-664C: Counseling Internship III

This internship course is a continuance of counseling internship II. Some states require greater than 700 hours of internship. CNL- 664C is provided to accommodate additional hour requirements for specific state standards. The CITs is responsible for checking with their state of intended practice for the standards. The internship course is a distinctly defined, supervised clinical experience in which the CITs refines and enhances basic counseling and CITs development of knowledge and skills, and integrates and



authenticates professional knowledge and skills related to program objectives. Internship CITs participate in an average of 1 ½ hours per week of group supervision with a counseling faculty member or CITs supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the internship. The internship is performed under the supervision of an on-site Clinical Site Supervisor approved by the Office of Field Experience. CITs are required to have a minimum of one hour of weekly supervision (triadic and/or individual) with the site supervisor.

### Timeline of Securing a Practicum/Internship Site

One year prior to course start:

- Read and review the current field experience manual.
- Think about the population you would like to work with.
- Begin looking for potential sites near your home and make a list of these locations in an excel or word document.
- Consult local directories for mental health sites or for school counseling candidates, school locations.
- Utilize web browsers to find sites. For Clinical Mental Health students, a great site to consult is <https://www.samhsa.gov/> This site has a treatment locator on the home page that searches for facilities by zip code.
- Complete resume and cover letter
- Contact GCU's career services for help with your resume, if needed: 602-639-6606 or [careerservices@gcu.edu](mailto:careerservices@gcu.edu).
- Consult your state board to familiarize yourself with the distinct levels of licenses offered in your state. Please note:
  - The Clinical Site Supervisor (CSS) for practicum and/or internship must have at least a Master's degree in the field of behavioral health, be licensed/certified at the independent level, and have a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled. Doctorate degree is preferred.

Six months (or 24 weeks) prior to course start:

- Review your practicum manual for a refresh on requirements and guidelines.
- Begin contacting sites to set up interviews/meetings for potential placement.
- Contact attempts should be noted on the list of sites in the excel or word document, to keep track of your last communication and/or contact attempt and the site's responses.
- Please note: the Office of Field Experience highly recommends that you contact as many sites as possible in your area to increase your options of placement opportunities.
- Contact identified sites. Ask to speak with HR, the clinical director, or intern coordinator.
- If necessary, interview with potential sites.
- Follow up with the Office of Field Experience if you have any questions.

16 weeks – 12 weeks prior to course start:

- Continue interviewing with sites, if necessary.
- Finalize any site-specific processes if required (i.e., background checks, drug screening, etc.)
- Complete your required practicum/internship documents listed in the checklist below.

- Join a professional organization, such as the ACA or ASCA

8 weeks – 4 weeks prior to course start:

- Submit any remaining items from the required documents into the Office of Field Experience through your student portal.
- Follow up with the Office of Field Experience if you have any questions.
- Obtain professional liability insurance that meets GCU's requirements (1 million/3million dollars) – 1 month prior to start date.

### Field Experience Documentation Checklist

The following documentation is required and may be scanned and uploaded to CITs file or completed as an electronic document, via the student portal:

- Clinical Site Supervisor and Site Information Sheet
- Student Agreement and Attestation
- Clinical Site Supervisor Agreement and Attestation
- Clinical Site Supervisor License
- Clinical Site Supervisor Resume/CV
- Proof of Liability Insurance
- Proof of Professional Membership

CITs are required by Grand Canyon University to obtain individual liability insurance coverage prior to the beginning of practicum. All CITs are required to purchase and maintain professional liability insurance before they are allowed to enter practicum- there are no exceptions to this policy. The minimum coverage specified by GCU for its counseling practicum CITs is \$1,000,000 per claim and \$3,000,000 aggregate. No CITs will be allowed to begin practicum without this coverage. An insurance affidavit or confirmation of coverage must be submitted to the Office of Field Experience to include copies of pages specifying coverage limits, dates of coverage, and limits of liability. These documents are submitted through your student portal.

GCU requires affiliation with a professional counselor association as part of the counseling programs. CITs are required to maintain membership in their corresponding program of study association, either the ACA or ASCA, during their field experience. Membership in a professional association provides support and protection to CITs working in the mental health field. It is required that CITs take the initiative to establish contacts and gain membership to a professional counseling organization, as well as purchase the required liability insurance. Some professional organizations offer liability insurance as part of their membership and/or offer CITs discounts. This coverage is not facilitated by GCU.

The following organizations may offer professional membership and/or insurance at CITs discount rates:

- American Counseling Association (ACA) - [www.counseling.org](http://www.counseling.org)
- Healthcare Providers Insurance (HPSO) – [www.hpsso.com](http://www.hpsso.com)
- American School Counselor Association (ASCA) - [www.schoolcounselor.org](http://www.schoolcounselor.org)

### Site and Clinical Site Supervisor Requirements

Below are the requirements for your practicum site and Clinical Site Supervisor.

- Clinical Site Supervisors must hold a master's degree or higher in counseling or related profession. (Doctorate preferred)
- Clinical Site Supervisors must hold a current independent license/certification in one of the following areas (please refer to your state licensure requirements): LPC or related professional counseling license, School Counseling, LMFT, LCSW, or Psychology
- Clinical Site Supervisors' license should be free of any sanctions/actions taken against them.
- Have a minimum of two years of pertinent professional experience in the specialty area in which the CITs is enrolled.
- Clinical Site Supervisors must adhere to the related programmatic guidelines in the Graduate Field Experience Manual and sign the Supervision Agreement and Acknowledgement.
- The Clinical Site will allow for video recording of counseling sessions. Zoom will be used to record counseling sessions and meets HIPAA and FERPA confidentiality standards CIT will not disclose any information that may identify the CITs/clients. Please note, this is a course expectation, and if the site is unable to allow the CITs to record themselves in a session, the CITs will be unable to fulfill this requirement. If another recording method is used by the agency or school, permission must be approved by CHSS leadership.

### Responsibilities of the CITs

Counselors in training are responsible for locating a practicum site and meeting all application requirements to begin practicum/internships. The Office of Field Experience will be available to support them in this process. CITs' primary responsibilities include, but are not limited to the following:

- Comply with all reporting and documentation requirements.
- Track logged hours via Lopes Activity Tracker throughout the practicum/internships. Successfully complete course and field experience hour requirements.
- If a CIT is in danger of not accumulating the required hours or failing a practicum/internship course, they should contact their faculty supervisor and/or the Office of Field Experience immediately to discuss options. Failure to do so may result in you having to retake the course at their own expense.
- Counselors in training will be expected to abide by the following professional and ethical standards in their respective fields:
  - American Counseling Association (ACA) Code of Ethics  
<https://www.counseling.org/resources/aca-code-ofethics.pdf>
- Arrive on time and work the scheduled times. It is best that the CITs and Clinical Site Supervisor agree to a set schedule, if possible.
- Discuss the goals and/or skills you would like to attain with your Clinical Site Supervisor
- Be prepared, both for sessions with clients as well as for supervision. Supervisees should attend supervision with an agenda of cases and/or clinical issues that need to be addressed.
- Inform your Clinical Site Supervisor and Faculty Supervisor of any difficulties you are having in the areas of delivering services to clients (as applicable), completing paperwork, or coordinating professionally with other agencies or staff.
- In addition to the development of individual counseling skills, during either the practicum or internship, CITs must lead or co-lead a counseling or psychoeducational group.

- Attend 1.5 hours of group supervision per week via Zoom with the assigned faculty supervisor. CITs in practicum/internship courses will attend required group supervision synchronous meetings at a set time. These meetings will be scheduled by the faculty supervisor to occur on either Monday from 4-5:30pm AZ time or on Thursday from 4-5:30pm AZ time; there will be one consistent day and time for each of the consecutive weekly meetings depending on the course and program of study. The faculty supervisor's discretion will determine the schedule.
- Record a prescribed number of client sessions to be presented during group supervision.
- Submit a completed e-Portfolio during the final internship in your program of study.

### Responsibilities of a CMHC Clinical Site Supervisor and Site

- A Clinical Site Supervisor has primary responsibility for the supervised work of the counselor in training at the clinical site, including diagnosis, treatment plan, and prescribed course of treatment, if applicable. You are also responsible for:
  - Providing supervision for CIT's work with client.
  - Complete GCU's site supervisor training or provide certificate confirming Clinical Supervision training has been met.
  - Provide instruction and guidance regarding diagnosis and treatment, if applicable.
  - Conduct formative evaluation at Mid-point and/or summative evaluations at Endpoint in accordance with the counselor in training program requirements and provide a copy to CITs.
  - Offer opportunities for professional development.
  - Notify the Office of Field Experience immediately in the event the CIT's performance becomes unsatisfactory.
  - Provide feedback to the student that is timely, clear, and specific; feedback is delivered soon after an important event and is based on specific performance criteria.
  - Ensure a safe work environment.
  - Help the CITs explore and clarify thinking, feelings, and clinical strategies that support client treatment, if applicable.
  - Challenge practice that the supervisor judges to be unethical, unwise, or incompetent.
  - Challenge personal or professional blind spots that the supervisor may perceive.
  - Bring to the CITs attention those personal difficulties that directly affect his/her clinical work and recommend a course of action to address these difficulties. (While the supervisor can recommend that a CITs seek consultation with relevant professionals, such treatment will not be rendered by the Clinical Site Supervisor.)
- Be available to CITs at times other than the scheduled supervision slot. CITs should obtain phone numbers of their Clinical Site Supervisor where they can be reached in case of emergency.
- Orient the CITs to the work situation and be available for consultation as needed.
- Participate in the development of the CITs plan for the pre-practicum/practicum experience on a course-by-course basis.
- Keep records of supervision, including any supervision plan, dates of supervision, notes regarding supervision, including specific clients and cases.
- Furnish the CITs with all the required signatures and documentation necessary to maintain and complete the CITs file, as well as completion of a site supervisor evaluation of the CITs.
- During the SCIT's practicum/internship experience, supervisor regularly consults with the designated GCU practicum/internship program faculty. GCU program faculty will initiate a

welcome email detailing the format and frequency of consultation required for monitoring CIT's learning.

- Review and approve CITs weekly hours in GCU's tracking system.
- Provide a minimum of one hour of individual or triadic supervision on a weekly basis.
- Providing supervision of CITs course recording requirements. Clinical Site Supervisors will facilitate and supervise the CITs conducted videorecording.

### Responsibilities of Faculty Supervisor

- Provides 1.5 hours group supervision utilizing a supervision model
- Verifies group supervision hours
- Monitors direct/indirect hours and total accrued hours
- Conducts ongoing evaluations of SCIT's progress
- Facilitates class coursework and providing meaningful feedback
- Facilitates the presentation of cases/videos
- Consults on ethical dilemmas and challenging cases/topics
- Fosters the development of e-Portfolio related assignments
- Advocates for SCITs and mediates with stakeholders
- Consults with practicum/internship liaison as necessary
- Fosters SCIT's counselor identity development

### Field Experience Hours

#### Direct Client Hours

- Assessments – assessments are generated when a client enters treatment. Assessments may be a structured interview, a diagnostic tool, an informal method of gathering client information, etc.
- Individual Counseling – individual counseling occurs between a client and a therapist. Observing an individual counseling session does not count towards direct client contact hours but can be used for indirect hours.
- Family counseling – family counseling involves two or more individuals from a family working with a therapist. Observing family counseling session does not count towards direct client contact hours but can be used for indirect hours.
- Couples counseling – couples counseling involves two people working with a therapist. Observation of couples counseling does not count towards direct client contact hours but can be used for indirect hours.
- Group counseling – group counseling involves more than one client and, frequently, more than one counselor. Observing a group counseling session does not count towards direct client contact hours but can be used for indirect hours.
- Client psycho-education – client education occurs when a therapist provides the client with information that directly relates to their clinical needs. For example, an individual suffering from alcohol dependence receiving information about the physiological effects of alcohol from the therapist would be considered psychoeducation. This can be done inside or outside of the therapy session (via phone, etc.) and is usually brief.

- Crisis intervention – crises occur frequently in mental health facilities. Crises can vary from safety issues (most severe) to loss of employment for the client, death of a family member, relapse, etc.
- Phone Consultation (billable)

#### Indirect Client Hours

- Individual/triadic supervision – individual/triadic supervision occurs when you meet individually with your Clinical Site Supervisor to discuss clients. CITs are required to receive a minimum of 1 hour of weekly supervision (either individual or triadic).
- Group site supervision – (sometimes referred to as a “staffing”) group supervision occurs when you meet with your supervisor and other therapists to discuss cases as a group.
- Group Supervision with faculty Supervisor– practicum and internship CITs participate in a mandatory weekly meeting. Group supervision consists of 1.5 hours per week of synchronous Zoom meetings per week with a faculty member.
- Staff meetings – Staff meetings are not clinical in nature and typically focus on the business aspects of the facility; employee issues or concerns may be discussed in these meetings. Please note that you CANNOT record this as supervision time.
- In-service trainings – students frequently attend trainings within the facility to learn how the process works at that particular agency (i.e., training on how to complete progress notes, OSHA regulations, CPR/first aid, etc.). This time is considered an “in-service” training because it is conducted within the facility.
- Conferences – attending conferences is an important aspect of professional development. Conferences are typically voluntary, so they do not automatically count towards your hours for practicum. However, sometimes the agency will request that CITs attend a conference as part of their clinical training. If attendance is a requirement of the field placement, these hours count towards the total number.
- Treatment Planning Outside of Sessions – treatment planning is a critical aspect of working with clients. Agencies require that a treatment plan be developed for each new client, based on his/her unique strengths and needs. Any time spent on developing and writing the treatment plan is counted towards total number of practicum hours for the course.
- Progress notes – progress notes are completed after client sessions and should refer back to progress made in the treatment plan.
- Observations/Shadowing
- NCE prep/training

Logged hours should be recorded as direct or indirect according to the following table:

### Overview of CMHC Practicum and Internship Hour Requirements

Course	Direct Hours	Indirect - Group Supervision	Indirect - Individual Supervision	Other Hours (Any combination of direct/indirect)	Total Hours
CNL-624: Counseling Practicum	40	18	12	30	100
CNL-624A: Counseling Practicum (continuance)	Same as Practicum	Same as Practicum	Same as Practicum	Same as Practicum	Same as Practicum
CNL-664A: Counseling Internship I	120	24	16	140	300
CNL-664B: Counseling Internship II	120	24	16	140	300
CNL-664C: Counseling Internship III (State Specific if State requires 1000 hours)	Same as Internship II	Same as Internship II	Same as Internship II	Same as Internship II	Same as Internship II
<b>Programmatic Total</b>	<b>280</b>	<b>66</b>	<b>44</b>	<b>310</b>	<b>700</b>

\*The hours included in the table above indicate the minimum requirements for each of the designated categories.

# Master of Education in School Counseling Field Experience Guidelines

## SC Mission Statement

The mission of the Master of Education in School Counseling Program is to equip school counselors to implement data-driven comprehensive school counseling services informed by the American School Counselor Association (ASCA) National Model to support growth in academic achievement, career, and social-emotional development. GCU's School Counseling Program integrates faith and learning while fostering the development of school counselors as change agents advocating for models of school-based collaboration with school stakeholders. Future school counselors gain the knowledge and skills to promote equity and access for P-12 students to become contributing global citizens.

## SC Program Objectives

SC program objectives are designed so that learners will:

**Counselor Identity and Ethics:** Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values.

**Diversity and Advocacy:** Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.

**Human Growth and Development:** Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.

**Counseling & Helping Relationships:** Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships.

**Group Counseling and Group Work:** Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the therapeutic group process for diverse clients.

**Research and Program Evaluation:** Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling.

**Career Development:** Facilitate college and career readiness standards to support the development of students in P-12 settings.

**Testing and Assessment:** Utilize assessment methods, research, and program evaluation to appraise effectiveness of comprehensive school counseling programs using outcome data to inform future practice.

**Specialty Area for SC:** Develop an educator and counselor identity that integrates the GCU Professional Dispositions of Learners and upholds ASCA professional and ethical standards as licensed/certified school counselors by acquiring the knowledge and skills needed to plan, implement, and evaluate comprehensive school counseling programs based on research and national standards.



## Program Overview

Grand Canyon University's Master of Education in School Counseling (IL) program is designed for any individual with a bachelor's degree interested in seeking certification as a school guidance counselor. SCITs gain knowledge and skills necessary to be effective counseling practitioners in PK-12 settings, working with students, parents, and school personnel to address the academic, social, and emotional needs of students. This program is informed by the American School Counseling Association (ASCA) National Model. SCITs must have access to pre-approved PK-12 schools to complete program requirements. This program includes 100 practicum hours and 600 internship hours for a total of 700 hours. 60 credits.

Note: Any hours accumulated during a course in which a non-passing grade is received will not count towards the SCITs' total hour requirement, nor will hours accrue over a designated GCU holiday break. SCITs must successfully complete all their field experience commitments to the school site even if they have completed their logged field experience hour requirements for the course. Completing field experience hours prior to the practicum/internship end date still requires active attendance and engagement at the school site and supervision with both the faculty and site supervisor until the end of course dates. Be sure to discuss and agree upon the start and end dates of practicum/internship with your site supervisor and review how to provide closure to P-12 students; remember, to abandon a client is unethical.

### *Course Requirements*

Please note that doubling up on practicum/internship courses is not permitted. Failure to meet minimum hour requirements for each course will result in a non-passing grade, which will require the repeating of the course. Hours earned during a course that earns a non-passing grade will not be counted towards requirement. Only hours accrued during the start and end date of the practicum/internship course can be counted towards the hour requirement.

### *Practicum*

#### SCN-600 School Counseling Practicum

This course is a supervised field experience that takes place in either an elementary, middle, or high school setting. During this experience, school counselors in training (SCITs) begin by applying day-to-day counseling skills and have the ability to apply listening skills, helping theories, and techniques. The practicum is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 100 hours (40 of the 100 hours must be direct service) of school counseling related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. SCITs must review and adhere to their state board's additional requirements. Practicum/field experience hours: 100. Fingerprint clearance required. Prerequisites: SCN-505; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

### *Internships*

#### SCN-605 School Counseling Internship I

In this internship course, SCITs engage in comprehensive work where they engage in direct service contact with students, families, and school personnel. The internship is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation

of 200 hours (80 of the 200 hours must be direct service) of school counseling related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. SCITs must review and adhere to their state board's additional requirements. SCITs may not progress to the SCN-615 School Counseling Internship II course without the required field experience hours submitted and successful completion of all course requirements in the SCN-605 School Counseling Internship I course. No practicum or internship courses may overlap or be taken concurrently. Practicum/field experience hours: 200. Fingerprint clearance required. Prerequisites: SCN-600; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

#### SCN-615 School Counseling Internship II

In this internship course, SCITs engage in comprehensive work where they engage in direct service contact with students, families, and school personnel. The internship is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 200 hours (80 of the 200 hours must be direct service) of school counseling related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. SCITs must review and adhere to their state board's additional requirements. SCITs may not progress to the SCN-615 School Counseling Internship II course without the required field experience hours submitted and successful completion of all course requirements in the SCN-605 School Counseling Internship I course. No practicum or internship courses may overlap or be taken concurrently. Practicum/field experience hours: 200. Fingerprint clearance required. Prerequisites: SCN-605; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

#### SCN-625 School Counseling Internship III

In this internship course, SCITs engage in comprehensive work where they have the opportunity to engage in direct service contact with students, families, and school personnel. The internship is performed under the supervision of a faculty member and a clinical site supervisor approved by the college or university. Documentation of 200 hours (80 of the 200 hours must be direct service) of school counseling related activities is submitted electronically for verification and tracking. State licensure requirements may mandate additional hours. SCITs must review and adhere to their state board's additional requirements. The SCN-625 School Counseling Internship III course may not be taken until the SCIT has successfully completed SCN-600, SCN-605, and SCN-615. SCITs may not complete the school counseling program without the required field experience hours submitted and successful completion of all course requirements in the School Counseling Internship III course. No practicum or internship courses may overlap or be taken concurrently. Practicum/field experience hours: 200. Fingerprint clearance required. Prerequisites: SCN-615; a GPA of 3.0 or better; maintenance of student professional liability insurance in the amount of \$1 million, \$3 million; and college approval.

### Timeline of Securing a Practicum/Internship Site

The practicum/internship courses are scaffolded in the school counseling program of study to gradually expose SCITs to increasing levels of responsibility and autonomy as they progress through the program of study (POS). Since the practicum course is scheduled as the seventh course in the POS, it is critical to

begin securing a practicum/internship site at the start of the POS as the placement process is lengthy. All practicum/internship placements are processed as separate requests.

Please review the following important considerations as you begin this process:

#### Start of Program, Weeks 1-4:

- Read and review the most current Graduate Field Experience Manual located in the [Student Success Center](#).
- Secure a welcome call appointment with your Field Experience Counselor.
- Identify local resources and opportunities for conducting your practicum/internship requirements. The Office of Field Experience highly recommends that you contact as many sites as possible in your area to increase your options of placement opportunities.
  - Research aspects of diverse school populations and grade levels.
  - Look for potential sites near your home and make a list of these locations.
  - Consult local directories and utilize web browsers for nearby school site locations.
  - Establish contact with identified sites. Ask to speak with HR, the clinical director, or intern coordinator. If necessary, interview with potential sites.
  - Contact GCU's career services for help with your resume, if needed: 602-639-6606 or [careerservices@gcu.edu](mailto:careerservices@gcu.edu).

#### Weeks 5-12 of Program:

- Plan and account for site-specific processes if required (i.e., background checks, fingerprint clearance, drug screening, etc.)
- Begin and complete all site-specific requirements.
- Consult your state board of education to familiarize yourself with licensure/certification requirements.
- Complete and submit POS required practicum/internship documentation requirements. This includes:
  - Obtain professional liability insurance that meets GCU's requirements (1 million/3million dollars) – one month prior to start date.
  - Secure background/fingerprint clearance – one month prior to start date.
  - Join a professional organization, such as the ACA or ASCA

#### Weeks 12-20 of Program:

- Follow up and obtain College placement practicum approval through the Office of Field Experience.
  - Practicum application is required.
  - SCIT must provide all documentation clearance requirements at the time of practicum application.

#### Weeks 21-36 of Program:

- Follow up and obtain College placement internship approval through the Office of Field Experience.
  - Individual applications are required for each internship.

- SCITs are highly encouraged to seek approval within the same site location for all internship coursework. Please note: separate or distinct requests for site approval placements will take additional weeks for processing and securing of placements.

### Field Experience Documentation Checklist:

The following documentation is required and may be scanned and uploaded to SCITs file or completed as an electronic document, via the student portal:

- CHSS Student Practicum/Internship Supervision Agreement & Acknowledgement
- School Counseling Practicum/Internship Application & Acknowledgement
- School Counseling Clinical Site Supervisor Agreement & Acknowledgement
- Clinical Site Supervisor License
- Clinical Site Supervisor Resume
- Proof of Fingerprint/Background Clearance
- Proof of Liability Insurance
- Proof of Professional Membership
- School Counseling Practicum/Internship Modification Site Request & Acknowledgement (if applicable)
- School Counseling Summer Practicum/Internship Acknowledgement (if applicable)

SCITs are required by Grand Canyon University to obtain individual liability insurance coverage prior to the beginning of practicum. All SCITs are required to purchase and maintain professional liability insurance before they are allowed to enter practicum- there are no exceptions to this policy. The minimum coverage specified by GCU for its counseling practicum SCITs is \$1,000,000 per claim and \$3,000,000 aggregate. No SCITs will be allowed to begin practicum without this coverage. An insurance affidavit or confirmation of coverage must be submitted to the Office of Field Experience to include copies of pages specifying coverage limits, dates of coverage, and limits of liability. These documents are submitted through the SCIT's portal.

GCU requires affiliation with a professional counselor association as part of the counseling programs. SCITs are required to obtain and maintain membership in their corresponding program of study association, either the ACA or ASCA, during their field experience. Membership in a professional association provides support and protection to students working in the mental health field. It is required that SCITs take the initiative to establish contacts and gain membership to a professional counseling organization, as well as purchase the required liability insurance. Some professional organizations offer liability insurance as part of their membership and/or offer student discounts. This coverage is not facilitated by GCU.

The following organizations may offer professional membership and/or insurance at student discount rates:

- American Counseling Association (ACA) - [www.counseling.org](http://www.counseling.org)
- Healthcare Providers Insurance (HPSO) – [www.hpsso.com](http://www.hpsso.com)
- American School Counselor Association (ASCA) - [www.schoolcounselor.org](http://www.schoolcounselor.org)

## School Site and Site Supervisor Requirements

Below are the requirements for your practicum/internship site and site supervisor.

- Site must be a brick-and-mortar public-school setting or a licensed/accredited nonpublic school setting.
- Site will allow for video recording of counseling sessions. GCU Pro Zoom will be used to record counseling sessions and meets HIPAA and FERPA confidentiality standards.
- Site supervisor must have the desire and ability to work cooperatively with school counselor in training (SCIT).
- Site supervisor must hold a master's degree or higher in school counseling or related profession and be licensed/certified by that state's Department of Education. (Doctorate preferred)
- Site supervisor must hold a current independent School Counseling (preferred) license.
- Site Supervisors who do not hold a School Counseling license, may hold the following acceptable licenses:
  - Licensed Clinical Social Worker (LCSW)
  - Licensed Professional Counselor (LPC)
  - Licensed Clinical Psychologist (LCP)
  - Licensed Marriage and Family Therapist (LMFT)
- Site supervisors' license should be free of any sanctions/actions taken against them.
- Site supervisor must have a minimum of two years, pertinent professional experience in the specialty area in which the SCIT is enrolled.
- Site supervisors must adhere to the related programmatic guidelines in the Graduate Field Experience Manual and sign the Supervision Agreement.
- Successfully complete GCU's counseling supervisor training and orientation.

## Clinical Site Supervisor Documentation Requirements

- Must provide a current/updated resume/curriculum vitae that provides evidence of experience as required.
- Must provide a copy of current license/certification, free of any sanctions/actions.
- Must provide evidence of successful completion of GCU's counseling supervisor training and orientation.

## Responsibilities of SCIT

- Developing goals and objectives with Grand Canyon University faculty supervisor and the school site supervisor, which will guide the practicum and internship experience.
- Abiding by the policies and regulations of the organization, including meeting the requirements for organization personnel, maintaining confidentiality, and acting in an ethical manner.
- Developing an understanding of the duties and responsibilities of organization employees.
- Maintaining professional boundaries when interacting with clients/P-12 students and organization staff.
- Developing multicultural competency and responsiveness.
- Abiding by the American Counseling Association (ACA) and American School Counselor Association (ASCA) professional and ethical standards, and programmatic dispositional values.

- Adhering to the Graduate Field Experience Manual and University Policy Handbook.
- Refer to the Student Success Center (SSC), the Counselor in Training Handbook, and other helpful resources for further programmatic support and expectations.
- SCITs are required to submit a fully completed application. Each practicum/internship course requires a unique and separate application process.
- SCIT understands they will be completing (1) 10-week practicum experience and (3) 10-week internship experiences. For a total of 40 weeks training under supervision, including a minimum of one hour individual/triadic with site supervisor and 1.5 hours of group supervision with a GCU faculty supervisor.
- SCIT understands Grand Canyon University cannot guarantee placement in a specific location and/or district, as all placements are dependent upon school district and University guidelines/approvals.
- SCIT understands that during the placement process they may be required to complete additional district requirements at their own expense.
- SCIT understands placements are sought based upon listed preferences and should they decline a confirmed placement; a future placement will be attempted but not guaranteed.
- SCIT understands per GCU program guidelines, school counseling clinical site supervisors must meet all requirements.
- SCIT understands they must receive formal written notification from Placement Counselor (PC) indicating placement has been confirmed/approved before they may begin the practicum/internship.
- SCIT understands if seeking licensure or certification, they are responsible for contacting the state department of education for licensure requirements and program approval.

### Responsibilities of School Site

- Must be an approved school site.
- Designates a professionally qualified individual to serve as the site supervisor for the school counselor in training (SCIT).
- Provides guidance and related experiences to expand their professional growth and provide them with the required number of hours.
- Provides opportunities to learn about the school site's program and management functions to develop organizational insight into the mission and activities of the organization.
- Makes available space, supplies, and other resources needed for carrying out the SCIT's task assignments as well as remote instructions.
- Ensures the SCIT operates within the appropriate ethical, organizational, professional, and legal guidelines for counselors in the setting.

### Responsibilities of Site Supervisor

The site supervisor has primary responsibility for the supervised work of the SCIT at the school site. They are also responsible for the following:

- Providing supervision for SCITs' work with PK-12 students.
- Providing a minimum of one hour of individual or triadic supervision on a weekly basis.
- During the SCIT's practicum/internship experience, supervisor regularly consults with the designated GCU practicum/internship program faculty. GCU program faculty will initiate a

welcome email detailing the format and frequency of consultation required for monitoring SCIT's learning. The designated consultations are defined by GCU's program requirements, as follows:

- School Counseling Practicum & Internship I, II, and III (10 Weeks):
  - Welcome email from faculty supervisor in week one, mid-point consultation/evaluation, and end-point consultation.
- Conducting evaluations in accordance with the school counselor in training program requirements. -Utilize a GCU web-based system and resources to verify and approve practicum/internship hours and complete evaluations.
- Offering opportunities for professional development.
- Supervise SCIT conducted video recordings. These recordings are used to aid in the growth of counseling knowledge and skills and will be used for classroom learning only. Video recordings will only feature the SCIT; however, the audio portion will include all participants in the session. Videos will be stored and destroyed by SCITs within 90 days of their course end date in accordance with accepted counseling confidentiality and legal practices. All recorded sessions will be conducted through GCU Pro Zoom account to meet HIPAA and FERPA confidentiality standards. Use of any other recording method requires permission/approval granted only by CHSS leadership.
- Acknowledges that for telehealth services to be conducted there must be specific training that includes ethical considerations with this modality. Additionally, it is both the Clinical Site Supervisor and SCIT's responsibility to confirm there are no restrictions from their licensure/certification governing state board's rules and regulations regarding the accrual of field experience hours conducted in this modality. SCITs are required to have exposure to both in-person and telehealth counseling services during field experience and are not permitted to exclusively provide telehealth services.
- Completing GCU's site supervisor training or providing certificate confirming Clinical Supervision training has been met.
- Notifying the Office of Field Experience immediately in the event the SCIT's performance becomes unsatisfactory.
- Providing feedback to the student that is timely, clear, and specific; feedback is delivered soon after an important event and is based on specific performance criteria.
- Ensuring a safe work environment.
- Challenging practice that the supervisor judges to be unethical, unwise, or incompetent.
- Challenging personal or professional blind spots that the supervisor may perceive.
- Providing availability to SCITs at times other than the scheduled supervision slot. SCITs should obtain phone numbers of their Clinical Site Supervisor where they can be reached in case of emergency.
- Orienting the SCITs to the work situation and consulting as needed.
- Furnishing the SCITs with all the required signatures and documentation necessary to maintain and complete the SCIT's file, consulting with the faculty supervisor during each practicum and internship courses via Zoom.
- Reviewing and approving SCIT's weekly hours through GCU's tracking system.

## Responsibilities of Faculty Supervisor

- Provides 1.5 hours group supervision utilizing a supervision model
- Verifies group supervision hours
- Monitors direct/indirect hours and total accrued hours
- Conducts ongoing evaluations of SCIT's progress
- Facilitates class coursework and providing meaningful feedback
- Facilitates the presentation of cases/videos
- Consults on ethical dilemmas and challenging cases/topics
- Fosters the development of e-Portfolio related assignments
- Advocates for SCITs and mediates with stakeholders
- Consults with practicum/internship liaison as necessary
- Fosters SCIT's counselor identity development

## Lopes Activity Tracker (LAT) Documentation Requirements

Lopes Activity Tracker (LAT) is an application specially designed for SCITs and their record keeping needs. This application will be available to SCITs through the student portal after they make an initial post within their practicum/internship courses.

SCITs will use LAT as follows:

- Record the number of hours they log each day they are at the site in LAT so they are not dependent on recall.
- Correct mistakes if made on logs. SCITs must make the corrections prior to submitting the hours for approval.
- Verify that all entries are accurate in LAT. Once the hours have been verified and approved, changes will have to be made through the college.
- ALL hours must be approved by midnight on the last date of the field experience course. Failure to have hour approval could result in a non-passing grade.

SCIT are encouraged to download their hours as electronic files, for their own records.



Logged hours should be recorded as direct or indirect hours according to the following table:

### Overview of SC Practicum and Internship Hour Requirements

Course	Direct Hours	Indirect – Group Supervision	Indirect – Individual Supervision	Other Hours (Any combination of direct/indirect)	Total Hours
SCN-600: School Counseling Practicum	40	15	10	35	100
SCN-605: School Counseling Internship I	80	15	10	95	200
SCN-615: School Counseling Internship II	80	15	10	95	200
SCN-625: School Counseling Internship III	80	15	10	95	200
<b>Programmatic Total</b>	<b>280</b>	<b>60</b>	<b>40</b>	<b>320</b>	<b>700</b>

\*The hours included in the table above indicate the minimum requirements for each of the designated categories.

## School Counseling: Direct/Indirect Hour Guide

<b>Direct Hours</b> <b>Services directly with PK-12 students</b>	<b>Indirect Hours</b> <b>Services on behalf of PK-12 students</b>
Individual Counseling (social, emotional, career, academic, etc.)	Group supervision 1.5 hour per week (minimum) with faculty supervisor for the duration of the ten-week course
Small group Counseling (leading/co-leading)	Individual supervision 1 hour per week of with site supervisor throughout the duration of the ten-week course
Individual Student Planning with P-12 student (E.g., career planning, personal planning, scheduling)	Collaboration with teachers, staff, agencies
Guidance Lessons (leading/co-leading Classroom)	Consultation with teachers, staff, agencies, parents/legal guardians
Assessment (directly working with the P-12 student in the assessment process)	504/IEP meetings on behalf of the student (P-12 student is not present)
Facilitating large group activities that support school counseling curriculum (E.g., Career Fair, Red Ribbon Week, etc.)	Program planning (E.g., lesson planning, scheduling your own calendars)
504/IP meetings (only when the P-12 student is present)	Parent conferences/meetings (P-12 student is not present)
Parent conferences/meetings (only when the P-12 student is present)	Professional Development (Presentations, conference attendance)
Sponsoring Leadership Clubs (E.g., Student Council, volunteer/service projects)	Facilitating parent workshops (E.g., psychoeducation for parents)
Mentoring (E.g., academic coaching, academic intervention support, organizational skills)	Crisis Management (E.g., research, phone calls, report writing, communication, crisis notes)
Crisis Response (E.g., suicide, homicide, etc.)	Observations/Shadowing (School counseling activities)

### Concluding Remarks:

Grand Canyon University (GCU) counselor education leadership and faculty, along with Grand Canyon Education (GCE) staff, work in concert to support counselors in training (CITs) throughout their field experience journeys. Our hope is that CITs will utilize this Graduate Field Experience Manual to enrich their skills, knowledge, and dispositional values throughout their practicum/internships.

Commit to the Lord whatever you do, and He will establish your plans. Proverbs 16:3 (NIV)