

**George Mason University  
College of Education and Human Development  
Counseling and Development Program**

**EDCD 791.002: Supervised Internship in Community Agency Counseling  
Fall Semester 2009**

**Mondays 4:30– 7:10 PM, Blue Ridge 127**

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Office Hours: by appointment

**COURSE DESCRIPTION**

**Prerequisites:** *Admission to the Counseling and Development Program; completion of the graduate program except for the internship; permission of advisor; overall GPA of 3.0; no grade of C in any skills courses [EDCD 603, EDCE 608, EDCE 609, EDCE 610, and EDCE 755]; no more than two grades of C in any other graduate coursework required by the Counseling and Development program. Supervised practice in a counseling setting similar in which the student may work. Skills and practice build on previous practicum experiences. Weekly graduate class with emphasis on site processing.*

The supervised internship course is an arranged, supervised experience in counseling. The course is designed to provide students with advanced counseling skills to work with individuals, groups, and families, prevention program planning and development skills, and greater competency in using data to evaluate intervention and prevention programs. The course also aims to provide skills in working towards social justice, developing advanced multicultural counseling intervention skills, developing skills in leadership and advocacy in order to effectively design and implement community prevention programs, and develop ways to improve theoretical conceptualizations of applied interventions. Thus, the focus of the course will be on providing professional counseling within the parameters of the George Mason University Counseling and Development Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

During the university seminar students will present, discuss, review and conceptualize their counseling work, explore culturally specific interventions, explore the application of social justice to their counseling work, examine countertransference as it relates to counseling practice, plan and develop required activities, and examine their work within the context of the legal and ethical standards of practice. Students will design a mental health prevention program, utilize data to facilitate change within their internship sites, and explore the importance of process as it relates to personal and social change. Review of counseling session tapes, role-plays, case presentations, discussion of professional issues, personal reactions and responses to clients and discussions of presenting problems are examples of seminar activities. Students are expected to assume and abide by ethical and legal guidelines in their sites and maintain confidentiality regarding clients. The course demands high levels of professional independence and responsibility. Students will be required to attend all scheduled course seminars with the faculty supervisor as well as ongoing regular supervisory sessions with their site supervisor.

Students are required to see at least two (2) clients (must include individuals, groups, and/or families) for a minimum of four (4) counseling sessions each. Everyone should have at least one group or family that they are working with during the semester. You will have opportunities to discuss cases and to strategize about techniques and interventions. Because of the serious nature of your work, it is essential that you discuss your reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or the clinical site. It is unethical to discuss cases in other classes, with friends or relatives, or in social situations. Although such restraint is often difficult, it is essential to maintain confidentiality. Violations of this principle in *any* form will be treated as a serious ethical/legal infraction. Please *do* discuss your cases in class and with your site-supervisor since supervision and advanced skill development is the primary purpose for meeting. If you have questions or concerns that need immediate attention, please contact your site or faculty supervisor. Do not wait for the weekly class meeting or weekly site supervision in case of an emergency with a client.

**Relationship to C&D Program Goals and Professional Organization [Council for Accreditation of**

**Counseling and Related Educational Programs-CACREP]:**

The internship class is the culminating course for C&D graduate students. The internship experience is designed to enhance those skills acquired in the graduate program. The course will provide opportunities to refine advanced skills and reflect on ways to improve understanding and conceptual ability. Additional emphasis will be on C&D's basic mission statement, stressing the need for counselors to demonstrate Social Justice, Advocacy, Leadership, and Multicultural Competencies.

The class fulfills the requirements for the following professional organizations:

- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements that counselor education programs include the study of helping relationships.
  - CACREP-Section II.K.a: An understanding of all aspects of professional functioning; and
  - CACREP-Section SCP.D: Clinical instruction.
- American Counseling Association (ACA) Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

**COURSE OBJECTIVES**

1. To provide an opportunity for practicing competencies developed throughout the graduate training program.
2. To provide an orientation to the organizational structure, protocol, relationships, and working conditions in community agency counseling settings.
3. To explore counseling strategies for individuals, groups, and families within a culturally diverse framework.
4. To stimulate the formulation of, and identification with, a professional role.
5. To provide an awareness and skills in facilitating the process of community and school integration and intervention in meeting the needs of clients.
6. To implement practices conducive to social justice and human rights.
7. To inculcate high standards of professional ethics; to give experience involving ethical decision-making and practice related to counseling.
8. To more effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, and social justice.
9. To develop prevention programs within a community context.
10. To work collaboratively with colleagues from other disciplines in order to more effectively meet organizational goals.

**REQUIRED READINGS**

Murphy, S. (2008). *Community agency counseling practicum/internship manual*, (6<sup>th</sup> ed.) Fairfax, VA: George Mason University.

**COURSE STRUCTURE**

Students will meet in the seminar for the semester. Client cases will be discussed on an ongoing weekly basis. Classes will be devoted to student presentations, case reviews, role-play simulations, an exploration of countertransference, theory review, and discussion of clinical issues.

**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 toward 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 professional ethical standard; 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: <http://gse.gmu.edu/facultystaffres/profdisp.htm>).

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

As counselor trainees, Student Counselors have additional professional performance standards. The code of conduct for the American Counseling Association requires 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 (Appendix E) while in the C&D program, to include their conduct and behavior while doing their field experiences.

### **C&D's Dress Code for On-Site Field Work**

Student Counselors *must* adhere to the C&D's dress code while at their practicum and internship sites (Appendix F). Any student who does not meet the standards of this policy may be asked to leave the premises. Repeated violations of this policy may result in disciplinary action up to, and including, dismissal from the C&D program.

### **GMU's HONOR CODE**

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly.*

See GMU's website ([http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12)) for the full Honor Code.

**NOTE:** This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the *beginning* of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

### **COURSE REQUIREMENTS**

1. **Professional Counseling 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 (See Appendix Q). Student Counselors who are employees of the system in which they are doing their field experience should check their existing professional counseling liability policies to determine if "student counselors" are specifically covered under the policy. We live in a *very* litigious society. For this reason, On-Site Supervisors should also purchase their own professional counseling liability insurance.
2. **Class Participation.** Class participation and attendance are of **critical** importance for internship. Students are expected to fully participate in all classes and take the initiative for presenting their work for evaluation, as well as engaging in critical analysis and providing feedback of classmates' work. Missing two class meetings, coming late and/or leaving early may result in failing the course.
3. **A minimum of 200 hours in the field placement.** Approximately fifty percent (100) of your field placement hours must be face-to-face counseling hours that include work with individuals, groups and families. **Achieving the hours required to pass this class is the sole responsibility of the student.** It is required to have at least one group during the internship and encouraged that you work with at least one family. Ten of your 200 hours can consist of professional development activities that occur outside of your worksite (e.g., conferences, external staff training). Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours. **Site contract is due by January 29th if you have not already handed one in for both semesters.**

4. **Technology.** GMU students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen. **GMU students must use/check their official GMU email address on a regular/daily basis.**
5. **Short-term Prevention Program.** In collaboration with the site and university supervisors, students should develop a Short-term Prevention Program addressing one problem facing the community agency. This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at your training site. This program should be developed in conjunction with your university and site supervisors and address a need in the surrounding community. Programs should target a specific issue of concern. A three-five pages final prevention program summary will be required (1/2 page on needs assessment, 2 pages describing the project, 1/2 page describing the outcome). Students should begin with a needs assessment, develop a proposal based on the needs assessment and research topic of interest, implement the prevention program by Oct. 5. Submit a written three-page summary of the project and the project outcome on Nov.30. Presentations will be made in class regarding the prevention program.
6. **Tapes and Transcripts.\*\*** Students should have two tapes and tape process notes to be handed in during the semester. On each of the tape process notes, counseling interventions should be identified included gut reactions at the time of the interventions. All tapes and notes will be submitted to the instructor. There should be a final summary of each tape summarizing areas of strength and needs for areas of growth. **\*\*The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.**
7. **Formal Case Conference.** Although we will be discussing cases on an ongoing manner, each student will formally prepare a case-write up and present at a "case conference." The case write up will be due one week before the case presentation. Sample case study and case guidelines will be passed out in class to help with this assignment.
8. **Case Analysis.** You will be required to complete a case analysis at the end of the semester. Further instructions will be given in class.
9. **Supervision.** Weekly supervisory sessions with your individual supervisor at your placement site are required. You will also meet individually with your university supervisor two times this semester.

## COURSE EVALUATION

### Grading

EDCD 791 is a pass or fail course. Students must achieve a passing grade in order to successfully complete/pass the requirements of the Internship. Included in the assignments is the requirement that the following must also be met to receive a passing grade:

- Completion of all assignments of acceptable quality, turned in by date due;
- Attendance at all classes and at internship site. Two or more unexcused absences will result in not receiving credit for the course. **Late arrivals to class may count towards an unexcused absence.**
- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Satisfactory mid-term and final evaluation from on-site supervisor. Supervisors will submit a formal evaluation midway through the semester and a final formal evaluation at the end of the semester. **Students who receive unsatisfactory supervisory evaluations may not pass the course.**
- Completion of required field placement hours. **There are no exceptions to this rule. Students must complete all required hours to pass this course.**

Students will be evaluated on the course requirements as listed above. It is expected that all students will demonstrate skills through class participation, presentations, evaluations, assigned projects and papers, and case studies. Consultation with university and on-site supervisors regarding the intern's performance will occur during the quarter. This course is a pass/fail class.

#### GRADING

Class participation	20%
Taped Sessions/Transcripts (2)	20%
Formal Case Write Up/Presentation	10%
On-site Supervisors Evaluation:	20%
Short-term Prevention Program:	10%
Case Analysis	20%

#### **GRADUATION: January and May**

The GMU Graduation website is: <http://gse.gmu.edu/graduation/index.htm>

There are several requirements included in the graduation process. **All students graduating in January and May, of this school year, must file the graduation on-line intent form and application.** These will be available late September [for January grads] and late January [for May grads].

1. File an on-line "intent to graduate" form by due date.
2. Paper/hardcopy graduation application:
  - a. Download and complete hardcopy graduation application form
  - b. Turn in completed application to Dean Goor's office [A307] by due date.
  - c. NOTE: You do NOT need your advisor's signature on this document. This is a generic document used for the entire university.
  - d. The Graduation Specialist in Dean Goor's office will review and sign your application. Contact Dean Goor's office with any/all questions regarding graduation:  
Office: Robinson A307 Phone: (703) 993-2076
3. **Graduation Exit Interview**
  - a. **IMPORTANT:** Make an appointment [mid/late November for January grads or mid/late April for May grads] to meet with your advisor for your final graduation exit interview.
  - b. Download the Graduation Exit Interview from Blackboard.
  - c. Take time to *thoughtfully and honestly* complete the document and save it to your hard drive.
  - d. Print a copy and take the *completed* copy with you to meet with your advisor.
  - e. **NOTE:** Also, send a copy of your Graduation Exit Interview to Dr. Murphy via email attachment [cmurphy@gmu.edu]. This is due to her on, or before, the last night of internship class. She compiles the data every semester for faculty review. The compilation of data does NOT have any student's name on it. Student comments are kept anonymous.

#### **INTERNSHIP VERIFICATION FORM REMINDERS – IMPORTANT!**

**All students who are planning to pursue licensure should have me fill out their verification of internship forms by the end of the semester. Failure to do so could result in delaying your application, since you must have your internship professor complete these forms.**

**COURSE OUTLINE**

<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>ASSIGNMENT DUE</u></b>
8/31/09	Class overview/goals New Transcript Guidelines Case Conference Guidelines Process/Self-awareness Exercise	
9/14/09	Prevention Project Discussion Case Analyses: Practice	Site contract due
9/21	Case Processing	
10/5	Case Processing	Prevention Program Proposal
10/13	Case Processing	Short-Term Prevention Program Begins
10/19	Case Processing Termination	1 <sup>st</sup> Tapes/Process Notes
10/26	Individual Supervision Students will meet with Instructor at a pre-arranged time.	
11/2	Formal Case Presentations (3)	Bring hours log in for review
11/9	Formal Case Presentations (3)	2 <sup>nd</sup> Tapes/Process Notes
11/16	Individual Supervision Students will meet with Instructor at a pre-arranged time.	
11/23	Formal Case Presentations (2) Case Analysis Review Case Wrap Ups	Case Analysis Due
11/30	Prevention Program Presentations	Prevention Papers Due
12/6	Final Case Wrap Ups/Site Processing, Class evaluations	Site Evaluations/Logs Due*

**\*Final signed logs will be due no later than 5pm on 12/14/09. Students will not receive a grade for this class if their logs and site evaluation forms are not turned in by the due date.**