

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

**EDCD 791.004: Supervised Internship in Community Agency Counseling
Spring Semester 2010: Mondays 7:20– 10:00 PM, Robinson Hall A349**

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Office Hours: Mondays, 12-1:30 and 3:30-4:00 or 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 or 605; EDCD 608; EDCD 606, 607, or 609; and EDCD 610]; no more than two grades of C in any other graduate coursework required by the Counseling and Development program.

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:

Jamison, Kay Redfield (1995). *An unquiet mind*. Vintage Books: New York.

COURSE STRUCTURE:

Students will meet in the seminar for the semester. Students are responsible to complete two tapes and tape process notes during the semester, as well as engage in case processing and a formal case presentation (dates for this will be assigned at the first class). It is important to remember that you must submit the permission to tape form (see manual appendix) and secure written permission prior to taping a session with a minor. 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.

COURSE REQUIREMENTS:

1. **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. **30 points.**
2. **A minimum of 200 (300) hours in the field placement.** Approximately 100 (120) 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 encouraged that you work with one group and/or family during the internship **Site contract is due by February 1st if you have not already handed one in for both semesters.**
3. **Short-term Prevention Program.** In collaboration with the site and university supervisor, students should develop a Short-term Prevention Program addressing one problem facing their community agency site. 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 five page final prevention program summary will be required (1 page on needs assessment, 2 pages describing the project, 2 pages 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, and submit a written 5 page summary of the project and the project outcome on April 26th. Presentations will be made in class regarding the prevention program. **30 points.**
4. **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 themes and interventions should be summarized and identified as ineffective or effective. Strengths and weaknesses should also be included. All tapes and notes will be submitted to the instructor. **20 points.**

*****The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.***

5. Book Discussion/ Reflection

I have assigned “An unquiet mind” by Kay Redfield Jamison as the reading material for this semester. It is available at various bookstores and/or the library. This book provides a great portrayal of coping with mental illness. We will process your reactions to this by having an online book discussion (Live Chat format). Questions to consider for discussion include how does the book impact your understanding of mental health/illness? How does it impact your professional identity? Personal identity?

- 6. 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	30%
Taped Sessions/Transcripts (2)	20%
On-site Supervisors Evaluation:	20%
Short-term Prevention Program/Paper:	30%

Counseling & Development Program Professional Dispositions:

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See

http://gse.gmu.edu/programs/counseling/professional_performance.htm for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See

http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

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.

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 or call 703-993-2474 to access the DRC.

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (statement of English Department at George Mason University)

INTERNSHIP VERIFICATION FORM REMINDERS:

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 LPC application process, since you must have your internship professor and site supervisor complete these forms.

EXIT INTERVIEW SURVEY REMINDERS:

All graduating students should complete a C&D exit interview survey which should be found on our C&D Practicum/internship Blackboard site. Failure to complete this survey could result in not passing the class.

COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>
1/25	Welcome; Review of Syllabus	
2/1	Discussion of Prevention Programs/Meet with SC* group	Contract Due
2/8	Case Processing**/Meet with SC Group	Prevention Program Proposal
2/15	Case Processing	Turn in tape/process notes
2/22	Individual Supervision	
3/1	Case Processing (CA & SC)	
3/8	No class-Spring Break	
3/15	Case Processing	Mid-semester evaluations/Log of hours
3/22	Case Processing (CA & SC)	Turn in tape/process notes
3/29	Individual Supervision	
4/5	On-Line Book Discussion	An unquiet mind (Jamison)
4/12	LPC/Alumni Panel/Case Processing	
4/19	Prevention Program Presentations	
4/26	Prevention Program Presentations/Case Wrap Ups	Prevention Program Papers Due
5/3	Class Wrap Up/Evaluations	Evaluations from Site Supervisors/Log of Hours***

***Case processing will include processing of your clinical work at your sites as well as any professional or personal identity issues you are concerned with throughout the semester.**

****SC = school counseling internship class**

*****Final signed logs will be due in to Dr. Talleyrand no later than 5pm on 5/10/10. Students will not receive a grade for this class if their logs and site evaluation forms are not turned in by the due date.**