



College of Education and Human Development

Counseling & Development
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EDCD 791-002: Internship in Counseling (3:3:0)
Spring 2015
7:20pm – 10pm
Innovation Hall 139

Name: Asha B. Sutton, PhD, LMFT

Office hours: By Appointment

Office location: TBD

Phone

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COURSE DESCRIPTION:

A. Prerequisites:

Admission to the Counseling and Development Program; completion of the graduate program except for except for electives (total credits cannot exceed 3 credits) and the internship; permission of advisor; overall GPA of 3.0; no grade of C in any skills courses [EDCD 603, EDCE 608, EDCE 609]; no more than two grades of C in any other graduate coursework required by the Counseling and Development program.

B. University Catalog Course Description

Provides supervised practice for minimum of 200 hours (for school counseling students) and 300 hours (for community agency students) in counseling setting similar to setting in which student may work. Skills and practice build on previous practicum experiences. Weekly graduate class emphasizes site processing.

C. Expanded Course Description

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. This course provides supervised practice in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on the counseling process.

LEARNER OUTCOMES or OBJECTIVES

This course is designed to enable students to:

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

PROFESSIONAL STANDARDS ([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.

REQUIRED TEXT

None; Additional readings may be assigned by the instructor.

COURSE ASSIGNMENTS AND EXAMINATIONS

1. Assignment descriptions

- **A minimum of 300 hours in the field placement.** One hundred and twenty (120) of your field placement hours must be face-to-face counseling hours that include work with individuals, groups, and families. For PCLC students, one hundred and fifty (150) hours of face-to-face hours are required. **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 practicum.
- **Class Participation (20 points).** 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. As part of your participation grade, you are required to give a case presentation as noted below.
 - **Case Presentation.** You will make a *case presentation* in which you will provide a brief background and conceptualization of your client, therapy goals, work to date with the client, and questions you have for the audience. An outline with the format for the presentation is provided as a supplement to this syllabus. Although not formally graded, this presentation is included as part of your class participation and will allow you the opportunity to receive feedback and assistance from your peers and instructor for both personal and professional growth. Presentation dates will be assigned during the first night of class.
- **Recordings and Process Notes (20 points).**** Students should have two recordings and process notes to be handed in during the semester (these should be two different clients; please see Dr. Sutton if this poses a challenge for you). Each recording should be approximately 15-20 minutes in length of a session. The recordings that you submit should ideally be the most poignant segment of the selected session. On each of the recording process notes, counseling themes and interventions should be summarized and analyzed including a discussion on whether the interventions were ineffective or effective. Strengths and weaknesses of your clinical skills should also be included. All recordings and notes will be submitted to the instructor. Submit all notes electronically. Due **September 29th** and **November 10th**. You must include a signed "permission to tape" form [See P&I Bb]. ****The instructor may request additional recordings from students based on overall assessments by the instructor and the Site Supervisor.**
- **Supervision (30 points; on-site supervisor evaluation).** Weekly supervisory sessions with your individual supervisor at your placement site are required. Site supervisors will complete mid-semester (due **March 16th**) and final (due by **April 27th**) evaluations of each student. Students

must pass these evaluations (receive a B or better) to pass the internship course. Final supervisor evaluations must be uploaded to TaskStream. You will also meet with your University Supervisor for individual supervision on March 16th. Specific meeting time to be scheduled during the first night of class.

- **Theory of Therapy Presentation (30 points).** As you prepare to launch your counseling career, it is important that you are able to articulate your theory of counseling to potential employers and in some cases clients. Imagine you are giving a job talk about how you approach your work as a counselor. You will be given 20 minutes total to both present and have the audience ask questions. Create a brief PowerPoint presentation addressing the following points and ensure that you leave enough time for questions:
 - Brief introduction of self and how you view your role as a counselor.
 - Description of your theory of therapy (e.g. major assumptions; goals for treatment).
 - How you view change occurring for clients.
 - Interventions that you commonly use to help facilitate change for clients
 - Note: the interventions that you identify should be consistent with your chosen model of therapy.
 - How you integrate cultural sensitivity and address matters of diversity through your approach.

APA formatted citations and references should be included as appropriate.

- **Counseling Survey (TaskStream Requirement).** Students must turn in a minimum of 3 counseling surveys completed with clients by the end of the semester. Surveys can be found on the C&D blackboard site. Students should upload both the individual scanned client surveys and a client feedback report averaging scores from all the surveys to TaskStream. The client feedback report averaging scores is provided as a supplement to this syllabus.

2. Assignment weighting

Class Participation	20%
Recorded Sessions/Notes (2)	20%
On-Site Supervisor's Evaluation	30%
Theory of Therapy Presentation	30%

In addition, students **MUST complete** hours requirement, counseling surveys, and supervisions to pass.

3. Grading policies

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. 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, and assigned projects and papers. Consultation with university and on-site supervisors regarding the intern's performance will occur during the semester and scores lower than a three on your final evaluation from your on-site supervisor could result in course failure.

4. Other expectations

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. **More than one unexcused absence will result in not receiving credit for the course. Late arrivals to class 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 (below average scores) may not pass the course.**
- Completion of the required field placement hours. **There are no exceptions to this rule. Students must complete all required hours to pass this course.**

Internship verification form reminders:

All students who are planning to pursue licensure should have their internship instructor 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. Verification of internship forms can be downloaded from the VA Board of Counseling website (www.dhp.state.va.us/counseling).

Graduation/exit interview survey reminders:

Students who plan to graduate in Fall 2014 should apply online for graduation by should visit the Registrar's office at <http://registrar.gmu.edu/graduation/index.html> for additional information regarding graduation procedures. You must file the graduation intent form online. These will be due September 26, 2014. In addition, all graduating students should complete a C&D exit interview online survey. A link for this online survey will be emailed to you by the C&D faculty/staff towards the end of the semester. All exit interviews will be anonymous

5. Selected performance-based assessment

The performance-based assessments for this course are the on-site supervisor final evaluation, and client satisfactions surveys. These must be uploaded to TaskStream as part of the final grade. See rubrics at the end of the syllabus.

TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, ***On-Site Supervisor Final Evaluation; and Client Feedback Report***, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream . Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check

it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE

<u><i>Date</i></u>	<u><i>Topic</i></u>	<u><i>Assignments Due</i></u>
January 26	<i>Welcome/Introductions; Review of Syllabus Schedule Supervision and Presentations</i>	
February 2	<i>Check-in/Case Processing (extended)</i>	
February 9	<i>Check-in/Case Processing (extended)</i>	
February 16	<i>Check-in/Case Processing (extended)</i>	
February 23	<i>Check-in/Case Processing (extended) Case presentation:</i>	
March 2	<i>Check-in/Case Processing (brief) Case presentation:</i>	<i>Turn in recording #1/process notes (electronic submission)</i>
March 9	<i>SPRING BREAK – NO CLASS</i>	
March 16	<i>Individual supervision with Dr. Sutton (25 min) 7:30-7:55p: 7:55-8:20p: 8:20-8:45p: 8:45-9:10p: 9:10-9:35p: 9:35-10p:</i>	<i>Mid-Semester evaluations/Log of Hours Review</i>
March 23	<i>Check-in/Case Processing (brief) Case presentation:</i>	
March 30	<i>Check-in/Case Processing (brief) Case presentation:</i>	
April 6	<i>Check-in/Case Processing (brief) Case presentation:</i>	<i>Turn in recording #2/process notes (electronic submission)</i>
April 13	<i>Check-in/Case Processing (brief) Case presentation:</i>	
April 20	<i>Check-in/Case Processing (extended)</i>	
April 27	<i>Theory of Therapy Presentations 7:30-7:50p: 7:50-8:10p: 8:10-8:30p: 8:30-8:50p: 8:50-9p: BREAK 9:00-9:20p: 9:20-9:40p:</i>	<i>Theory of Therapy Presentation Due; Final Supervisor Evaluations and Client Feedback Surveys submitted to TaskStream</i>
May 4	<i>Final Class/Case Wrap Ups*</i>	<i>Signed Log of Hours (Logs should be submitted both in hardcopy and electronic formats)</i>

**** Final signed logs will be due to Dr. Sutton no later than 5/11/14. Students will NOT receive a grade for this class if their logs and site evaluation forms are not turned in by the due date.***

ASSESSMENT RUBRIC: On-Site Supervisor Final Evaluation

	Excellent (4)	Above Average (3)	Average (2)	Below Average (1)	Poor (0)
Counseling Skills	<ul style="list-style-type: none"> -Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately (4) 	<ul style="list-style-type: none"> -Develops strong therapeutic relationships with some clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision (3) 	<ul style="list-style-type: none"> -Develops adequate therapeutic relationships with most clients -Some evidence of case conceptualization skills -Some evidence of assessment skills (2) 	<ul style="list-style-type: none"> -Develops adequate therapeutic relationships with some clients -Relies on clinical supervision to assist with case conceptualization -Relies on clinical supervision to assist with assessment (1) 	<ul style="list-style-type: none"> -Does not develop adequate therapeutic relationships with any clients -No evidence of case conceptualization skills -No evidence of assessment skills (0)
Professional Disposition	<ul style="list-style-type: none"> -Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely (4) 	<ul style="list-style-type: none"> -Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate (3) 	<ul style="list-style-type: none"> -Improvement needed in one of the areas (2) 	<ul style="list-style-type: none"> -Improvement needed in two of the areas (1) 	<ul style="list-style-type: none"> -Improvement needed in three or more of the areas (0)
Utilization of Clinical Supervision	<ul style="list-style-type: none"> -Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision (4) 	<ul style="list-style-type: none"> -Engaged in supervision most of the time -Prepared for supervision most of the time -Thoughtful and reflective in supervision most of the time -Open to feedback in supervision most of the time (3) 	<ul style="list-style-type: none"> -Improvement needed in one of the areas (2) 	<ul style="list-style-type: none"> -Improvement needed in two of the areas (1) 	<ul style="list-style-type: none"> -Improvement needed in three or more of the areas (0)

Multicultural & Social Justice Competency	<ul style="list-style-type: none"> -Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies social justice issues and advocates accordingly for all clients (4) 	<ul style="list-style-type: none"> -Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients (3) 	<ul style="list-style-type: none"> -Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision (2) 	<ul style="list-style-type: none"> -Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions -Some identification of social justice issues, but difficulty advocating for clients (1) 	<ul style="list-style-type: none"> -Unable to identify multicultural issues -Unable to identify social justice and advocacy issues (0)
Self-Awareness	<ul style="list-style-type: none"> -High levels of self-awareness -Demonstrates insight into impact on others at all times -Ability to clearly articulate strengths and weaknesses at all times (4) 	<ul style="list-style-type: none"> -Good self-awareness -Demonstrates insight into impact on others most of the time -Ability to articulate strengths and weaknesses most of the time (3) 	<ul style="list-style-type: none"> -Moderate levels of self-awareness -Some insight into impact on others -Some awareness of strengths and weaknesses (2) 	<ul style="list-style-type: none"> -Limited evidence of self-awareness -Limited evidence of insight into impact on others -Limited evidence of awareness of strengths and weaknesses (1) 	<ul style="list-style-type: none"> -No evidence of self-awareness -No evidence of insight into impact on others -No evidence of awareness of strengths and weaknesses (0)

ASSESSMENT RUBRIC: Client Feedback Report

	Item 1: Client satisfaction with counseling process (4 pts possible)	Item 2: Client satisfaction with progress being made towards identified counseling goals (4 pts possible)	Item 3: Client's degree of feeling understood by student counselor (4 pts possible)	Item 4: Client satisfaction with counseling relationship (4 pts possible)	Item 5: Client report that life has improved as a result of counseling (4 pts possible)
Client 1					
Client 2					
Client 3					
Average score for each item/column					

Case Presentation Outline

- Demographics and Diversity Aspects
- Presenting Problem
- Relevant Background and History
- Case Conceptualization (at least 1 theoretical framework that guides the way you think about and approach treatment for this client)
- Diagnostic Assessment (using DSM-5)
- Treatment Goals (client's goals for treatment and any goals you have for them that may be separate from their goals)
- Treatment Plan (note any changes in the treatment plan that occurred over time)
- Course of Treatment (broken down into stages/segments (i.e., beginning, middle and end, rather than session-by-session, with an emphasis on the work that you did with the client)
- Learning points (e.g., transference/countertransference issues; any difficulties encountered during the course of treatment; what went well during the course of treatment; if you were working with this client again, what might you do similarly/differently)
- Questions for the group