



College of Education and Human Development

Counseling & Development  
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<http://gse.gmu.edu/counseling/>

**EDCD 791.003 Internship in School Counseling (3:3:0)**

**Fall 2015**

**Wednesday, 4:30pm-7:10pm**

**Innovation Hall 338**

**Instructor:** Dr. Silvia Restivo

**Office hours:** By appointment

**Office location:** Krug Hall

**Email address:** [srestivo@gmu.edu](mailto:srestivo@gmu.edu)

**Course Description:**

- A. Completion of C&D program coursework except for electives and internship; permission of advisor; overall gpa of 3.0; and no grade lower than a B in skills courses (EDCD 603, 606, 608, 609); no more than two grades of C in any other graduate course work required by the C & D program.
- B. Provides supervised practice for minimum of 200 hours in a school setting similar to the setting in which the student may work. Skills and practice build on previous practicum experiences.

**Learner Objectives:**

**This course is designed to enable students to:**

1. Demonstrate self-awareness, sensitivity to others, and the skills needed to related to diverse individuals, groups, and classrooms. (CACREP, D.1)
2. Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students (CACREP, D.2)
3. Designs and implements prevention and intervention plans related to the effects of a) atypical growth and development, b) health and wellness, c) language, d) ability level, e) multicultural issues, and f) factors of resiliency on student learning and development. (CACREP D.3)
4. Demonstrate the ability to recognize her or his limitations as a school counselor and to seek supervision or refer clients when appropriate (CACREP D.5)
5. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students (CACREP F.1)
6. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (CACREP F.2)
7. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (CACREP F.3)
8. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (CACREP F.4)
9. Conducts programs designed to enhance student academic development (CACREP L.1)

10. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities (CACREP L.2)
11. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success (CACREP N.1)
12. Consults with teachers, staff, and community based organizations to promote student academic, career, and persona/social development (CACREP N.2)
13. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (CACREP P.1)

**Recommended Texts:**

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Kaffenberger, C. & Young, A. (2008). *Making DATA work*. Alexandria, VA: American School Counseling Association.

Murphy, S. (2007). *PreK-12 Practicum/Internship manual (9<sup>th</sup> ed)*. Fairfax, VA: George Mason University.

*Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.*

**COURSE PROCESS, ASSIGNMENTS, AND EXAMINATIONS**

**Course process and structure:**

(Seminar-style class discussions, group supervision, & triadic supervision)

- Class discussions will include brief didactic presentations on relevant and emerging topics for the practicum students, and will include time for group discussion.
- Group supervision will focus on providing students an opportunity to present, discuss, and conceptualize, and receive feedback on current cases and issues at their practicum setting. Students will have opportunities to discuss specific site-related issues and to strategize about techniques and interventions.
- Triadic supervision will occur between instructor/supervisor and two students, with supervisees taking turns sharing a taped counseling interaction with a student/client. Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. Students may not discuss cases in other classes, with friends or relatives, or in social situations. 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 cases in class. That is the primary purpose for meeting. It is also imperative that students discuss cases with their on-site supervisor. If students have questions or concerns that need immediate attention, please contact your university instructor.

### General Requirements:

1. GMU's Professional Dispositions:
  - GMU students are expected to exhibit professional behavior and dispositions as stated: "*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 standards
    - Commitment to key elements of professional practice
    - Commitment to being a member of a learning community
    - Commitment to democratic values and social justice

For more details on these dispositions:  
<http://gse.gmu.edu/facultystaffres/profdisp.htm>
2. **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.
3. **School Counseling Internship Contract and Goal Statement.** Students are expected to read over and complete the Internship contract with their site supervisor, as well as develop a one page Personal Goals Statement which describes goals particular to your needs and the experiences available at the site. Contracts will be signed at the first Site Supervisor, University Supervisor and student counselor meeting.
4. **Satisfactory mid-semester and final evaluations from Site Supervisor.** These evaluations should be completed by the site supervisor, and practicum students should meet with their site supervisors to process these evaluations and receive verbal feedback on strengths and successes as well as areas for growth and goals for second half of the semester.
5. **Evaluation of Clinical Field Experience,** to be completed by practicum student.

### Internship Site Requirements:

1. Student counselors are responsible for **downloading Practicum/Internship documents and providing copies to site supervisors.** *We encourage you to ask your site supervisor whether they would like an electronic copy or a print copy, and make it your responsibility that they have a copy in their desired format.* The following documents are located on the Community Blackboard site: [\[https://gmucommunity.blackboard.com\]](https://gmucommunity.blackboard.com) Overview of Practicum/Internship; School Counseling Practicum/Internship Contract; Log of Hours; Mid-semester Evaluation; Final Evaluation of Site Experience. Students are expected to give their site supervisors copies of all the documents **before the University supervisor's initial site visit.**
2. All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester.
3. A minimum of 200 hours must be spent at the school placement. Hours spent on off-site training experiences may be counted only if prior approval from instructor has been obtained. Hours spent in class or at home preparing GMU assignments may not be

counted toward the 200 hours. The minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time.

4. Students are expected to stick to their agreed-upon internship schedule. Any changes of schedule without consent from site supervisor or students' not following their schedule could result in failing this course.
5. A Log of Activities listing and briefly describing all practicum activities and hours is to be maintained, signed by both the student and the on-site supervisor at the completion of the practicum, and submitted on the last day of class. *The Log of Activities should be reviewed during weekly supervision sessions with the site supervisor.*

### **Class Requirements:**

1. Attendance at each class is expected. As a graduate student, you are expected to arrive on time and stay for the entire class period. Missing two classes or consistent tardiness/ early departure from class will result in failing this course.
2. Active class participation, including providing constructive feedback and suggestions for classmates.
3. Completion of all assignments of acceptable quality, turned in by date due.

### **Course Grading and Assignments:**

**EDCD 791 is graded on a Pass/Fail basis.** The following assignments must be met to receive a passing grade:

- a) Successful compliance with all requirements listed above (General, Site, and Class requirements)**
- b) Participation**

As a class that focuses on learning from practical experiences of the students, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. Therefore thoughtful, additive participation (beyond just attendance) both in group meetings and in triadic supervision is a requirement for passing this course.
- c) Cover Letter**

Students will write a cover letter applying for a job as a professional school counselor. Students will provide and receive feedback from other class members on their letters.
- d) Introductory Letter**

In anticipation of your new job, students will each write a letter to use at a new school, to serve as an introduction to your new school community (Students, faculty, administration, and/or parents)
- e) Two student presentations (with recordings)**

Students will present at least two individual counseling sessions with students. At least one counseling session will be presented in the larger group, and the other will be presented during triadic supervision. **Written custodial or parental permission must**

**be obtained before recording counseling sessions.** Permission forms should be kept on file with the Site Supervisor, and students should keep a copy for her/his records.

**f) Professional Portfolio**

Students will complete a professional electronic portfolio, which they will use as a portfolio of professional experiences during the job application and interview process. The portfolio should be an evolving record that authenticates the student's knowledge, skills, experiences, and growth as a professional school counselor and educator. Portfolios are expected to have some basic content (Some Introductory Statement, such as Mission, Vision, Philosophy, etc.; Links to relevant course syllabi, links to class artifacts demonstrating students' knowledge and skills) as well as be able to communicate something about the person and the professional. Keep in mind that this is part of your interview process, so think about how you want to express yourself and represent yourself.

**g) School Counseling Curriculum/Small Group Action Plan and Results Report**

Using the ASCA National Model (3<sup>rd</sup> ed) as a guide, students will develop an action plan for either a school counseling curriculum unit or a small group experience. Students may collaborate with their supervisor or other educators in developing the Unit or group, but the project should be the intern's primary responsibility. Students will collect data on the Unit or small group, and complete a Results Report (ASCA National Model, 3<sup>rd</sup> ed) to analyze the program's effectiveness and make suggestions for future implementation of the program.

## **ASSESSMENT REQUIREMENTS**

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, *School Counseling Curriculum or Small Group Results Report*, to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard 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.

**Professional Performance Criteria** (Effective February 25, 2003).

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](http://gse.gmu.edu/programs/counseling/professional_performance.htm)

## **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/>.**

**Other Reminders**

### **Job Fairs**

Check specific school district's website for detailed information: usually under Human Resources or Employment -> Job Fair.

- GMU: Education Recruitment Fair. Check website for details and registration. <http://careers.gmu.edu/calendar/erd>
- Alexandria City Public Schools: <http://www.acps.k12.va.us/>
- Arlington City Public Schools: <http://www.arlington.k12.va.us/aps>
- Fairfax County Public Schools: <http://www.fcps.edu>
- Frederick County Public Schools: <http://fcps.org>
- Loudoun County Public Schools: <http://cmsweb1.loudon.k12.va.us/loudoun>

- Manassas Park City Schools: <http://mpark.net>
- Prince William County Schools: <http://www.pwcs.edu>

### Graduation Reminder

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

There are several requirements included in the graduation process. All students graduating must file the graduation on-line intent form. These will be available late January. You do not need an advisor signature on these forms. Contact Dean Rodgers' office with questions regarding graduation.

### Graduation Exit Interview

Please remember to download the Graduation Exit Interview from Blackboard, and complete it thoroughly and honestly, and send to Cathy Curley ([ccurley2@gmu.edu](mailto:ccurley2@gmu.edu)) before the end of the semester. This data will be compiled without student's names and presented to the faculty for program review. We do use this data, so please answer honestly.

### Tentative Schedule for EDCD 791 Fall 2015\*\*

Date	Topics	Reading/Assignments Due
Sept 2 Class 1	Orientation to Class, Expectations, Syllabus Review, Goal setting Dyads – A, B, and C	
Sept.9 Class 2	Middle School and High School Registration Process, Class Schedule Academic Counseling	
Sept. 16 Class 3	ESOL – Title III – WIDA Federal Guideline – VA State Code	
Sept. 23 Class 4	Resume – Interview prep. Bring your resume and cover letter to share	<b>Cover Letter Due</b>
Sept. 30 Class 5	Process Dyads Dyads – A, B, and C	Dyads (All)
Oct 7 Class 6	Process Dyads Dyads – A, B, and C	
Oct.14 Class 7	VSCA Conference	NO CLASS
Oct. 21 Class 8	Graduation requirements Introductory Letter – bring copies to share VSCA Conference	<b>Introductory Letter Due</b>
Oct. 28 Class 9	Academic and Career Plan (ACP) Bring ACP used at your school Mid- Evaluation	
Nov. 4 Class 10	Action Plan 'Draft' Due SOL's – AP –Duel Enrollment – SAT...	
Nov. 11 Class 11	Tape I Due	Individual & Tape I
Nov. 18 Class 12	<b>First year PSC panel (?)</b> Transition What is your school doing? Share in class Suicide Prevention	Individual & Tape I

Nov. 25 Class 13	No Class – Thanksgiving	Portfolio Due
Dec. 2 Class 14	Action Plan (bring copies to share) Portfolio (share)	Individual & Tape II <b>Action Plan Due</b>
Dec. 9 Class 15	Portfolio (share)	

*\*\* Deviations may occur to support student learning and unique circumstances.*

Individual appointments TBD Mock Interviews



## ASSESSMENT RUBRICS

created with  taskstream

### EDCD 791 (SC) Internship Site Supervisor Eval (Rev. 4.13)

	Excellent	Above Average	Average	Below Average	Poor	Score/Level
Counseling Skills	<ul style="list-style-type: none"> <li>-Develops strong relationships with most students</li> <li>-Independently assesses most students and their needs appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Develops adequate relationships with most clients, and strong relationships with some students</li> <li>-Appropriately assesses most students' needs with some supervision and/or guidance</li> </ul>	<ul style="list-style-type: none"> <li>- Develops adequate relationships with many clients</li> <li>-Displays some evidence of novice –level ability to assess student needs</li> </ul>	<ul style="list-style-type: none"> <li>- Develops adequate therapeutic relationships with some clients, but struggles to establish relationships with others</li> <li>-Relies on supervision and guidance to assist with assessment of student needs</li> </ul>	<ul style="list-style-type: none"> <li>-Has not shown evidence of developing professional relationship with students</li> <li>-No evidence of ability to adequately assess student needs</li> </ul>	
Professional Disposition	<ul style="list-style-type: none"> <li>-Collegial at all times</li> <li>-On time for all appointments/meetings</li> <li>-Displays effective interpersonal communication at all times</li> </ul>	<ul style="list-style-type: none"> <li>-Collegial most of the time</li> <li>-On time for most appointments/meetings</li> <li>-Displays effective interpersonal communication most of the time</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement needed in one of the areas</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement needed in two of the areas</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement needed in three or more of the areas</li> </ul>	

	Excellent	Above Average	Average	Below Average	Poor	Score/Level
	-Paperwork is well-written and timely	-Paperwork is adequate				
Utilization of Supervision	-Always prepared for and engaged in supervision  -Always thoughtful and reflective during supervision  -Always open to feedback in supervision	-Prepared for and engaged in supervision most of the time  -Thoughtful and reflective in supervision most of the time  -Open to feedback in supervision most of the time	- Improve ment needed in one of the areas	- Improve ment needed in two of the areas	- Improve ment needed in three or more of the areas	
Multicultural & Social Justice Competency	-Consistently identifies multicultural issues and integrates culturally appropriate interventions  -Identifies social justice issues and advocates accordingly for all students	-Identifies multicultural issues and integrates culturally appropriate interventions in several situations  -Identifies social justice issues and advocates accordingly for most students	- Identifies multicultural issues and can integrate culturally appropriate interventions with supervision and guidance  - Identifies social justice and advocacy issues with supervision and guidance	-Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions  -Some identification of social justice issues, but difficulty advocating for clients	-Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions  -Some identification of social justice issues, but difficulty advocating for clients	

	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>	<b>Score/Level</b>
<b>Self-Awareness</b>	<p>-Demonstrates an exceptional level of self-awareness</p> <p>-Demonstrates insight into impact on others at all times</p> <p>-Consistently able to clearly articulate professional strengths and weaknesses at all times</p>	<p>-Demonstrates a solid self-awareness</p> <p>-Demonstrates insight into impact on others most the time</p> <p>-Often able to articulate professional strengths and weaknesses most of the time</p>	<p>- Demonstrates moderate levels of self-awareness</p> <p>- Demonstrates some insight into impact on others</p> <p>-Some ability to articulate professional strengths and weaknesses</p>	<p>-Limited evidence of self-awareness</p> <p>-Limited evidence of insight into impact on others</p> <p>-Limited evidence of awareness of professional strengths and weaknesses</p>	<p>-No evidence of self-awareness</p> <p>-No evidence of insight into impact on others</p> <p>-No evidence of awareness of professional strengths and weaknesses</p>	

**EDCD 791 (SC) Targeted Intervention Outcome (Rev. 8.13)**

	<b>Exceeds Standards</b>	<b>Meets Standard</b>	<b>Approaching Standards</b>	<b>Below Standards</b>	<b>Score/Level</b>
<b>Design</b>	School counselors identify/select students for project based on academic, behavior or attendance needs as reflected in school data; or	Design fails to address one of the previously described components.	Design fails to address two or three of the previously described components.	Design fails to address any of the previously described components.	

	<b>Exceeds Standards</b>	<b>Meets Standard</b>	<b>Approaching Standards</b>	<b>Below Standards</b>	<b>Score/Level</b>
	<p>school counselors design the curriculum by selecting specific competencies that address student needs as demonstrated through school data</p> <p>Specific competencies addressing student needs are selected from, or align with, the ASCA Student Standards. Activities and interventions are selected or created to help students meet the goals specified in the plan.</p>				
<b>Documentation</b>	The activities and interventions are documented through the proper action plan (i.e., closing the-gap, small group, or school curriculum).	Documentation fails to address one of the previously described components.	Documentation fails to address two or three of the previously described components.	Documentation fails to address any of the previously described components.	

	<b>Exceeds Standards</b>	<b>Meets Standard</b>	<b>Approaching Standards</b>	<b>Below Standards</b>	<b>Score/Level</b>
	The plan includes the activities and interventions, competencies addressed, curriculum used, timelines, projected students, evaluation methods and persons responsible.				
Implementation	The curriculum is implemented through direct instruction, team teaching or coordination with other educators. The competencies are taught using a variety of curriculum materials or activities. Student attainment of the competencies is assessed using pre-posttests, product creation or activity completion. Or The small group is implemented	Implementation fails to address one of the previously described components.	Implementation fails to address two or three of the previously described components.	Implementation fails to address any of the previously described components.	

	<b>Exceeds Standards</b>	<b>Meets Standard</b>	<b>Approaching Standards</b>	<b>Below Standards</b>	<b>Score/Level</b>
	<p>using counseling skills and techniques appropriate for the group and a variety of curriculum materials or activities. Student attainment of the competencies is assessed using pre-post tests and success toward reaching the established goals of the group.</p> <p>Or</p> <p>The activities and interventions are implemented using counseling, collaboration, advocacy and referral skills appropriate for the identified students. Student attainment of the competencies is assessed using pre-post tests and improvement in</p>				

	<b>Exceeds Standards</b>	<b>Meets Standard</b>	<b>Approaching Standards</b>	<b>Below Standards</b>	<b>Score/Level</b>
	achievement, attendance or behavior as specified in the plan.				
Data Analysis and Recommendations	Data analysis procedures are clearly described; findings are clearly presented; findings (i.e., outcome, process, and perception data) are discussed. Data management such as excel charts and/or graphs are provided	Data analysis and results fail to address one of the previously described components.	Data analysis and results fail to address two or three of the previously described components.	Data analysis and results fail to address any of the previously described components.	
Implications and Recommendations	Implications and Recommendations of the project are relevant and clearly presented: Were appropriate goals identified? Did the choice of curriculum and/or activities support the goals? What can be learned from analyzing the	Recommendations & implications of the project fail to address one of the previously described components.	Recommendations & implications of the project fail to address two or three of the previously described components.	Recommendations fail to address any of the previously described components.	

	<b>Exceeds Standards</b>	<b>Meets Standard</b>	<b>Approaching Standards</b>	<b>Below Standards</b>	<b>Score/Level</b>
	outcome, process, and perception data? After reviewing the results report, what are the implications or recommendations?				
<b>Presentation</b>	Presentation to the class is a clear concise description of the project; 10 min time limit; one page data report handout; provides thorough answers to audience's questions.	Class presentation is not clear, concise, or does not meet the 10 min time limit; one-page data report handout is not clear.	Class presentation is not clear, concise, and does not meet the 10 min time limit; or, one-page data report handout is not provided.	Class presentation is not given.	