

EDCD 791-001: Internship in Counseling (3:3:0)
Spring 2016 Monday, 4:30 pm – 7:10 pm
Innovation Hall 139

Instructor: Jami C. Murray, Ed.D, LCPC, LPC, NCC

Office Hours: By Appointment

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Course Description:

Prerequisites: *Completion of CNDV program course work except for EDCD 610, or electives [total credits cannot exceed three credit hours]; overall GPA of 3.00; no grade lower than B in skills courses EDCD 603, 606/609, and 608; no more than two grades of C in any other graduate course work required by CNDV program; permission of advisor.*

University Catalog Course Description:

Provides supervised practice in a counseling setting similar to the setting in which the student may work with an emphasis on the counseling process. Builds on previous practicum experiences.

Expanded Course Description:

This course provides supervised practice for a minimum of 200 hours (for school counseling students) and 300 hours (for community agency students) 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.

The practicum course is an arranged, supervised experience in counseling. The course 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 developing 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 semester, students will present, discuss, and conceptualize their counseling work, explore culturally specific interventions, explore applications of social justice to their counseling work, examine countertransference as it relates to the counseling process, and plan and develop required activities which include an evaluation of their practicum site. Students will be required to see at least two (2) clients for a minimum of four (4) sessions each during the semester. Clients should consist of individual, family, and group cases. Class seminars will consist of role-plays, case processing, discussion of professional issues, personal reactions to clients, and program evaluation and development.

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. You may not discuss cases in other classes, with friends or relatives, or in social situations since it is essential to maintain confidentiality. Violations of this principle in any form will be treated as a serious ethical/legal infraction. It is also imperative that you discuss

cases with your on-site supervisor. If you have questions or concerns that need immediate attention, please call or email the instructor.

Course Objectives:

This course is designed to enable students to:

- To provide an opportunity for practicing competencies developed throughout the graduate training program;
- To provide an orientation to organizational structure, protocol, relationships, and working conditions in community agency counseling settings;
- To explore counseling strategies for individuals, groups, and families within a culturally diverse framework;
- To more effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, multiculturalism, and social justice.
- To stimulate the formulation of, and identification with, a professional role.
- To inculcate high standards of professional ethics; to give experience involving ethical decision-making and practice related to counseling.

Relationship to Program Goals and Professional Organization:

EDCD 791 is a culminating course for master's degree students in the Counseling and Development Program. The experience is designed to enhance counseling skills and to provide students with site-based community agency counseling experiences. EDCE 791 fulfills the requirements of the following professional organizations:

Commonwealth of Virginia Board of Counseling requirement for Supervised internship of 600 hours to include 240 hours of face-to-face direct client contact.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards that require counselor education programs include the study of helping relationships in a multicultural society; and

CACREP-Section II. Professional Identity and CACREP-Section III. Professional Practice.

American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Course Materials:

All practicum materials are located on Blackboard under the Counseling and Development Organization page. Click the Community Agency P&I link located on the left-hand side. You should print out copies of the Information for CA On-Site Supervisor, Supervision Agreement, Mid-Term Evaluation and Final Evaluation forms for your site supervisor, and any other relevant materials.

Required Text:

None; Additional readings may be assigned by the instructor.

Course Requirements/Assignments:

Each student will:

1. Attend each class and complete all assignments and readings. Per C&D Program Attendance Policy, more than one unexcused absence will result in course failure.
2. Participate and contribute to class discussions and activities.

All written assignments must be typed and must follow APA format unless indicated by instructor. Grading on written work will take into account the following factors: quality of written work and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. A late assignment will be subject to a grade penalty.

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 at least one group and/or family during the practicum. Final site hours log must be signed by student and on-site supervisor, and submitted **no later than May 2.**
- **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.
 - **Presentation.** You will make a *case presentation* in which you will provide a brief background, diagnostic considerations and conceptualization of your client, therapy goals, treatment with the client, and questions you have for the audience. An outline with the format for the presentation will be provided. 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 professional and personal growth. Presentation dates will be selected during the second 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. Murray if this poses a challenge for you). The first recording should be of the entire session; the second recording should be a 20-minute portion of the session. An outline of the process notes will be provided, and generally should include a summary of counseling themes and interventions (including whether the interventions were ineffective or effective), strengths and weaknesses, and any questions you have for the instructor or particular parts of the recording to which you would like particular attention paid. All recordings and notes will be submitted to Dr. Murray, due **February 29** and **April 11**. You must include a signed "permission to tape" form [See P&I Bb] with each recording. ****Dr. Murray may request additional recordings from students based on overall assessments by him and/or 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 14**) and final (due **no later than May 2**) 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 Blackboard. You will also meet with Dr. Murray for individual supervision on two occasions to be scheduled.

- **Short-term Prevention Program (30 points).** In collaboration with the site and university supervisor, students developed an idea for a Short-term Prevention Program addressing one problem facing their community agency site during their practicum semester. This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at your training site. During this semester, you will be implementing the idea you proposed in the previous semester. The proposal outlining the nature of the project is due on **February 15**. This can be the same as what was already submitted in the previous semester. However, if you are substantially revising the project from what you proposed last semester, a new proposal will be necessary. A five-page final prevention program summary (that includes the original proposal from last semester/new proposal from this semester as well as the methodology employed and project outcomes from this semester) as well as a presentation about the project will be due on **May 2**.
- **Counseling Survey.** 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 course blackboard site, and the C&D blackboard site. The paper copies of these surveys will be submitted to Dr. Murray; students will complete a client feedback report averaging scores from all survey and upload this to Blackboard

2. Assignment weighting

Class Participation	20%
Recorded Sessions/Notes (2)	20%
On-Site Supervisor's Evaluation	30%
Short-term Prevention Program/Paper	30%

In addition, students **MUST** complete the 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 toward 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 the program's clinical coordinator 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. 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 2015 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 October 4, 2015. 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 Blackboard as part of the final grade.** See rubrics at the end of the syllabus.

TK20 Performance-Based Assessment Submission Requirement

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 Satisfactions Surveys, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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, and program will be sent to students solely through their Mason email account.
- 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/>].

- e. 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 [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

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 GSE Syllabi

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

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)

PROPOSED CLASS SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignments Due</u>
January 25	Welcome/Introductions Review of Syllabus Discussion: What is it like to return to your site? Identify goals to promote your personal and professional development. How have your concerns and needs changed from last semester?	
February 1	Check-in/Case Processing Schedule Supervision and Case Presentations Discussion: Self-Evaluation of client progress. How do you evaluate success with your client?	Bring completed internship docs and a copy of malpractice insurance
February 8	Prevention proposal workshop Discussion: Present your theory of choice and describe how you integrate that theory to case conceptualization and counseling practice.	Read about a theoretical perspective from your counseling theory book.
February 15	Check-in/Case Processing Discussion: Present your diagnosis, list symptoms, and identify implications associated with specific diagnosis. Discuss how to use the theory you presented last week to work with a client with your diagnosis.	Prevention program proposal outline Read about a specific diagnosis in the <i>DSM-V</i> and be prepared to discuss in class.
February 22	Check-in/Case Processing Discussion: Treatment planning and goal setting with clients. How to integrate theory into treatment planning. Provide examples of goals, objectives, and interventions.	Bring in sample treatment plan templates (no client info)
February 29	Case presentation workshop Check-in/Case Processing Discussion: Diversity issues in counseling and at your site. Share article findings. Identify ways to improve your cultural competencies.	Recording #1/process notes Choose and review an article on diversity to share in class
March 7	<i>NO CLASS- Spring Break</i>	
March 14	<i>Supervision with Dr. Murray</i> 4:00pm 4:30pm: 5:00pm: 5:30pm: 6:00pm: 6:30pm:	<i>Log of hours, Mid-semester evaluations</i>

March 21	Prevention proposal workshop Case presentations: 1. 2. 3.	
April 4	Check-in/Case Processing Case presentations: 4. 5. 6.	
April 11	Check-in/ Termination Processing Discussion: Why should counselors care about research? What are your feelings about research? How does that influence the research you use in practice?	Recording #2/process notes Select a peer-reviewed research journal article and be prepared to discuss the findings in class
April 18	Check-in/ Termination Processing Prevention proposal workshop Discussion: Professional Development Issues (ACA, NBCC, LPC, CACREP, what does it all mean for you?). Review state licensure laws and exams.	Pick the state in which you want to practice and bring copy of their licensure laws
April 25	<i>Supervision with Dr. Murray</i> 4:00pm 4:30pm: 5:00pm: 5:30pm: 6:00pm: 6:30pm:	<i>Prevention Program Papers</i>
May 2	<i>Prevention Program Presentations</i> 4:00pm 4:30pm: 5:00pm: 5:30pm: 6:00pm: 6:30pm:	<i>Log of hours, Final supervisor evaluations</i>

Reminder: All internship forms are located in the CA Required Forms folder under the Community Agency P&I tab on Blackboard.

**** Final signed logs will be due to Dr. Murray by 5/2/16. Students will NOT receive a grade for this class if their logs and site evaluation forms are not turned in by the due date. The two required performance-based assessments (i.e., final supervisor evaluation and client feedback report) must also be uploaded to Blackboard by 5/2/16.***

Assessment Rubrics**Community Agency Field Experience Rubric**

	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 inadequate 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 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)

Community Agency Counseling Outcome Rubric

(4) Client Response of Strongly Agree	(3) Client response of Mostly Agree	(2) Client response of Neutral	(1) Client response of Mostly Disagree	(0) Client response of Strongly Disagree
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	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					