

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

EDCD 755 (008) - Practicum in Counseling
3 Credits, Fall 2016
Wednesdays, 4:30 – 7:10 pm
Innovation Hall Room 139

Faculty

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Prerequisites/Corequisites

Completion of CNDV program course work except for EDCD 610 or electives (total credits cannot exceed 3 credits); overall GPA of 3.00; no grade lower than B in skills courses EDCD 630, 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.

Course Overview

This course provides supervised practice for a minimum of 200 hours for school counseling 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 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. 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.

Course Delivery Method

This course will be delivered using 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, conceptualize, and receive feedback on current cases the practicum students are working with and other professional issues practicum students are experiencing at their sites. 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.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. To provide an opportunity for practicing competencies developed throughout the graduate training program;
2. To provide an orientation to organizational structure, protocol, relationships, and working conditions in school counseling settings;
3. To explore counseling strategies for individuals, groups, and families within a culturally diverse framework;
4. Integrate knowledge of counseling theory, conceptualization, and intervention into counseling practice;
5. Demonstrate basic/advanced knowledge and skill competencies per Practicum/Internship Contract agreement and criteria for mid-semester and final evaluations;
6. Apply the C&D mission, including multicultural counseling competencies, social justice, and advocacy;
7. Respond appropriately to ethical/legal issues, site professional standards, and GMU and C&D's professional dispositions;
8. Understand and develop the role of a professional school counselor;
9. Develop program evaluation and prevention program planning and implementation skills consistent with the C&D mission.
10. Develop a professional school counselor portfolio.

Professional Standards (CACREP)

This course is designed to enable students to do the following:

1. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate 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. Design and implement 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 personal/social development (CACREP N.2)
13. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (CACREP P.1)

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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.

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* (9th ed.). Fairfax, VA: George Mason University.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**
EDCD 755 is graded on a Pass/Fail basis. The following assignments must be met to receive a passing grade:

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.

Attendance

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.

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)

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. Student-Client consultation presentations.

Practicum students should provide the class with a brief , 1-2 page handout that includes: a brief summary of the client's presenting problem; background, and/or identifying data; discussion of the counseling process, including number of sessions, the nature of those sessions, strategies used, goals, attention to diversity/multicultural issues, use of multicultural counseling strategies, counselor thoughts about 'what's going on;' plans for future sessions, and an evaluation of counseling skills and effectiveness. These forms will be given to the instructor after class so that they may be shredded.

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.

School Counseling Curriculum/Small Group Action Plan and Results Report – This project is the performance based assessment for this course and will be submitted to TK20 via Blackboard.

Using the ASCA National Model (3rd 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, 3rd ed) to analyze the program's effectiveness and make suggestions for future implementation of the program.

Students will collaborate with their site supervisor and other school stakeholders to obtain access to meaningful school data (e.g., AYP or AMO gaps or goals; discipline data; enrollment of specific groups in high level courses, etc.). With the help of the site supervisor, students will review the data and reflect upon an area of need that a school counseling intervention could address. Based on this data analysis and consultation, students will:

- a. Outline the identified concern found through data analysis (What is the issue?)
- b. Present a basic needs assessment to address the concern (Who/what is needed to help?)
- c. Develop a counseling program/intervention that is rooted in research (e.g., training for parents/teachers; classroom lesson; group, etc.) that could address the concern (What we will do about it)
- d. Implement the intervention
- e. Report the results to include an analysis of the results (what worked and didn't work), and a self-reflection (what did you do well as the counselor and what areas of personal growth exist).

This document should be presented to your site supervisor and other school stakeholders as well as to your practicum class.

- **Other 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>] 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. **Hours Required.** 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.

3. **Schedule.** All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester. 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.
 4. **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.*
 5. **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.
 6. **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.
 7. **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 the second half of the semester.
 8. **Evaluation of Clinical Field Experience,** to be completed by practicum student.
- **Course Performance Evaluation Weighting**
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.

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

Participation & Attendance	150 points (15 weeks, 10 points each week)
Introduction Letter	25 points
Portfolio	25 points
Student Presentation 1	50 points
Student Presentation 2	50 points
Action Plan and Results Report	100 points
Supervisor Evaluations	100 points (mid and final evaluation, 50 points each)
Total Possible:	500 points

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Counseling & Development course with a required performance-based assessment is required to submit this assessment to Tk20 through Blackboard. For EDCD 755 this includes the supervisor final evaluation and the accountability report. Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard.

- **Grading Policies**

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

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

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason 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 Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Date	Topics	Reading/Assignments Due
Aug. 31 Class 1	Orientation to Class, Expectations, Syllabus Review, Goal setting	
Sept. 7 Class 2	Middle School and High School Registration Process, Class Schedule Academic Counseling	
Sept. 14 Class 3	ESOL – Title III – WIDA Federal Guideline – VA State Code	
Sept. 21 Class 4	Tier I, II, and III Interventions What interventions and programs are used in your building?	Introductory Letter Due Bring copies to share/peer review
Sept. 28 Class 5	Academic and Career Plan (ACP) Bring ACP used at your school Advocating for your role	
Oct. 5 Class 6	Process Tape I in Triads	Tape I Due
Oct. 12 Class 7	Process Tape I in Triads	Tape I Due

Oct. 19 Class 8	RTI/Student Support Teams Suicide Prevention/Awareness and Assessment	
Oct. 26 Class 9	Crisis Plan	Log of Hours, Mid-Semester Evaluations Due Bring school crisis plan and talk to your supervisor about a recent crisis and how it was handled. What was the counselor's role?
Nov. 2 Class 10	Testing in Schools SOL's – AP –Duel Enrollment – SAT...	Accountability Project 'Draft' Due
Nov. 9 Class 11	Tape II case presentations shared with whole class	Tape II Due
Nov. 16 Class 12	Tape II case presentations shared with whole class	Tape II Due
Nov. 23 Class 13	No Class – Thanksgiving Break	
Nov. 30 Class 14	First year PSC panel (?) Self-care and Wellness	Accountability Project Due
Dec. 7 Class 15	Portfolio (share)	Portfolio Due Log of hours, Final supervisor evaluations All paperwork must be complete and turned in during the last class.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

[Click here to enter text.](#)

EDCD 755 (SC) Targeted Intervention Outcome (Rev. 11.15)

	Exceeds Standards 5 (94-100)	Meets Standards 4 (87-93)	Approaching Standards 3 (80-86)	Below Standards 2-1 (79 and below)	Score/Level
Intervention Goal (Research-G.8.b.)	Goal set meets SMART goal format (specific, measurable, attainable, realistic/releva	Goal mostly follows SMART goals format but needs some improvement/specifications	Goal is reasonable, but does not follow SMART goal format	Goal is inappropriate, irrelevant, or absent	

	Exceeds Standards 5 (94-100)	Meets Standards 4 (87-93)	Approaching Standards 3 (80-86)	Below Standards 2-1 (79 and below)	Score/Level
	nt, and time-bound)				
Intervention Plan (Research-G.8.b.; G.8.d.)	Activity outlined is well thought out and researched, relevant to the stated goal, and appropriate to the role of a professional school counselor	Activity outlined is fairly well thought out and/or researched, relevant to the stated goal, and appropriate to the role of a professional school counselor	Activity is not particularly well thought out, or is not relevant to the goal, or is an inappropriate school counseling intervention	Activity is not well thought out, is not relevant to the goal, and/or is an inappropriate school counseling intervention	
Data Collected (Research-G.8.b.; G.8.d.)	Process, Perception, and Outcome data were collected and clearly identified, and were relevant to stated goals	Process, Perception, and Outcome data were collected, but were either presented in a confusing way, or were not completely relevant to stated goals	Process or Perception data were irrelevant to the stated goal of the intervention, or there were problems with the process or perception data collected	Data were missing, or outcome data were irrelevant to the goal	
Data Analysis and Recommendations	Data accurately and thoughtfully analyzed;	Data are accurately analyzed and recommendati	Data are superficially analyzed and recommendati	Data are not sufficiently or accurately analyzed;	

	Exceeds Standards 5 (94-100)	Meets Standards 4 (87-93)	Approaching Standards 3 (80-86)	Below Standards 2-1 (79 and below)	Score/Level
(Research-G.8.c.; G.8.d; G.8.e.)	Recommendations made are clear, insightful, related to the data, and useful to improve future efforts to improve student success	Recommendations are related to the data and useful for future efforts to improve student success	Recommendations have limited usefulness for future efforts to improve student success	Recommendations are missing or not useful in planning future interventions	

EDCD 755 (SC) Practicum Site Supervisor Evaluation (Rev. 11.15)

	Exceeds Standards 4 (94-100)	Meets Standards 3 (87-93)	Approaching Standards 2 (80-86)	Below Standards 1 (79 and below)	Score/Level
Counseling Skills (Professional Orientation and Assessment-G.5.b.; G.5.d. G.7.f.; G.7.g.)	-Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately	-Develops strong therapeutic relationships with most clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision	-Develops adequate therapeutic relationships with some clients -Some evidence of case conceptualization skills -Some evidence of assessment skills	-Does not form adequate therapeutic relationship with clients -No evidence of case conceptualization skills -No evidence of assessment skills	
Professional	-Collegial at all times	-Collegial most of the time	-Improvement	-Improvement needed in two	

	Exceeds Standards 4 (94-100)	Meets Standards 3 (87-93)	Approaching Standards 2 (80-86)	Below Standards 1 (79 and below)	Score/Level
Disposition (Professional Orientation-G.1.b.)	-On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely	-On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate	t needed in one area of this category	or more of the areas of this category	
Utilization of Clinical Supervision (Professional Orientation-G.1.b.)	-Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision	-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	- Improvement needed in one area of this category	-Improvement needed in two or more areas of this category	
Multicultural & Social Justice Competency (Social and Cultural)	-Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies	-Identifies multicultural issues and integrates culturally appropriate interventions with most clients	-Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision	-Unable to identify multicultural issues -Unable to identify social justice and advocacy issues	

	Exceeds Standards 4 (94-100)	Meets Standards 3 (87-93)	Approaching Standards 2 (80-86)	Below Standards 1 (79 and below)	Score/Level
1 Diversity- G.2.d. G.2.e.)	social justice issues and advocates accordingly for all clients	-Identifies social justice issues and advocates accordingly for most clients	-Identifies social justice and advocacy issues with clinical supervision		
Self-Awareness (Professional Orientation- G.5.b.)	-High levels of self-awareness -Demonstrates insight into impact on others at all times -Ability to clearly articulate strengths and weaknesses at all times	-Good self-awareness -Demonstrates insight into impact on others most the time -Ability to articulate strengths and weaknesses most of the time	-Moderate levels of self-awareness -Some insight into impact on others -Some awareness of strengths and weaknesses	-No evidence of self-awareness -No evidence of insight into impact on others -No evidence of awareness of strengths and weaknesses	