

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

EDCD 791.001 – Internship in Counseling
3 Credits, Spring 2018
Mondays 4:30 – 7:10 PM Peterson Hall Room 2411 – Fairfax

Faculty

Name: Dr. Jami Murray
Office Hours: By Appointment
Office Location: Krug Hall Suite 202 (C&D office)
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Email Address:

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) 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 internship 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 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; and 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 Delivery Method

This course will incorporate lectures, full class and small group discussions, cooperative learning groups, student presentations, personal reflection, and hands-on learning activities.

Learner Outcomes or Objectives

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

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)

EDCD 791 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.
 - o CACREP-Section II.K.a: An understanding of all aspects of professional functioning; and
 - o 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 Texts

None; additional readings will be assigned by the instructor.

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).

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 consider the following factors: quality of written work and adherence to requirements of assignment. As a graduate student, it is expected that all your work will be turned in on the assigned dates. A late assignment will be subject to a grade penalty.

Assignments and/or Examinations

- **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 7, 2017.**
- **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 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 may 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 personal and professional 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. Stone if this poses a challenge for you). You must include a signed "permission to tape" form [See P&I Bb]. The first recording should be of the entire session; the second recording should be a 15-minute portion of the session. Students will provide an outline of the process notes that 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 19** and **April 2**. 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 her 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 19**) and final (due by **May 7**) 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 your University Supervisor 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 12**. 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) due **April 30**; as well as a presentation about the project will be due on **May 7**.
- 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 by **May 7**.

Other Requirements

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.**

Grading

EDCD 791 is a pass or fail course. Students must achieve a passing grade in order to successfully complete/pass the requirements of the Internship. 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.

Assignment weighting

Class Participation 20%

Recorded Sessions/Notes (2) 20%

On-Site Supervisor's Evaluation 30%
Short-term Prevention Program/Paper 30%

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 December 2017 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. Check the due date. 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

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 & Development course with a required performance-based assessment is required to submit this assessment, On-Site Supervisor Final Evaluation; and Client Feedback Report, 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.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

| DATE | TOPIC | ASSIGNMENTS DUE |
|------------|---|-----------------|
| January 22 | <i>Welcome/Introductions</i> <i>Review of Syllabus</i> Discussion: What is it like to return to your site? Identify goals to promote your personal and professional development. | |

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| | How have your concerns and needs changed from last semester? | |
| January 29 | <i>Check-in/Case Processing Schedule Supervision and Case Presentations</i> 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 5 | <i>Check-in/Case Processing</i> Discussion on Theory: Present your theory of choice and describe how you integrate that theory to case conceptualization and counseling practice. | Read about a theoretical perspective from counseling theory book of your choice. |
| February 12 | <i>Prevention proposal workshop</i> Discussion on Diagnosis: 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 this diagnosis. | Prevention program proposal outline Read about a specific diagnosis in the <i>DSM-5</i> and be prepared to discuss in class. |
| February 19 | <i>Check-in/Case Processing</i> Discussion on Treatment Planning: Review treatment planning and goal setting with clients and discuss how to integrate theory into treatment planning. | Recording #1/process notes Bring in sample treatment plan templates (no client info). |
| March 5 | <i>Check-in/Case Processing</i> Discussion on Ethical Decision Making | Find an article on ethical decision making in counseling and review with class. |
| March 12 | <i>Midterm Break</i> | |
| March 19 | Group Supervision with Dr. Murray 4:30 – 5:45: 5:45 - 7:00: | Log of hours, Mid-semester evaluations |
| March 26 | <i>Case presentation workshop</i> <i>Check-in/Case Processing</i> Discussion on Research: Why should counselors care about research? What are your feelings about research? How does that influence the research you use in practice? | Select a peer-reviewed research journal article and be prepared to discuss the findings in class. |
| April 2 | Case presentations: 1. | Recording #2/process notes |

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|----------|--|---|
| | 2. 3. 4. | |
| April 9 | Case presentations: 5. 6. 7. 8. | |
| April 16 | <i>Check-in/Case Processing</i> Discussion on Termination Process | Select an article on the Termination Process and prepare to discuss in class |
| April 23 | <i>Prevention proposal workshop</i> <i>Check-in/ Termination Processing</i> 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 30 | Group Supervision with Dr. Murray 4:30 – 5:45: 5:45 - 7:00: | Prevention Program Papers |
| May 7 | Prevention Program Presentations | Log of hours, Final supervisor evaluations |

** Final signed logs will be due to Dr. Murray by May 7. 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 May 7, 2018.*

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

ASSESSMENT RUBRIC: On-Site Supervisor Final Evaluation

| | | | | | |
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| | Excellent (4) | Above Average (3) | Average (2) | Below Average (1) | Poor (0) |
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| 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) |

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|--|--|--|---|---|--|
| Multicultural & Social Justice Competency | -Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies social justice issues and advocates accordingly for all clients (4) | -Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients (3) | -Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision (2) | -Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions -Some identification of social justice issues, but difficulty advocating for clients (1) | -Unable to identify multicultural issues -Unable to identify social justice and advocacy issues (0) |
| Self-Awareness | -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) | -Good self-awareness -Demonstrates insight into impact on others most the time -Ability to articulate strengths and weaknesses most of the time (3) | -Moderate levels of self-awareness -Some insight into impact on others -Some awareness of strengths and weaknesses (2) | -Limited evidence of self-awareness -Limited evidence of insight into impact on others -Limited evidence of awareness of strengths and weaknesses (1) | -No evidence of self-awareness -No evidence of insight into impact on others -No evidence of awareness of strengths and weaknesses (0) |
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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 | | | | | |

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://catalog.gmu.edu/polices/honor-code-system/>).
- 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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