

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

EDCD 791.002 – Internship in Counseling
3 Credits, Spring 2019
Wednesdays 4:30 – 7:10 PM Enterprise Hall Room 77 – Fairfax

Faculty

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Prerequisites/Co-requisites

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 internship 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 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.

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

Assignments and Examinations: In order for students to successfully complete their internship experience, each student must meet the following requirements:

1. **Attendance and active participation at your internship site.**
 - All C&D students must work at their internship sites for the full 15 weeks of the semester.
 - Internship students follow a regular schedule at their site, which is negotiated with the on-site supervisor.
2. **Attendance and active participation in internship class.**
 - Students are expected to arrive on time and stay for the entire class period.
 - Students are expected to actively participate in class, including providing constructive feedback and suggestions for classmates.
3. **Completion of all assignments of acceptable quality, turned in by date due.**
4. **Professional Counseling Liability Insurance.** Internship students must provide evidence of their professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.
5. **Internship documents.** Internship students are responsible for downloading 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.
6. **School Counseling Internship Contract. Contracts** will be downloaded, completed, and printed out from the C&D Blackboard site, and must be signed by the Site Supervisor, University Supervisor and internship student.
7. **Internship Goal Statement.** Students should develop a Personal Goal Statement for their internship experience. This Goal Statement should be developed in collaboration with the site supervisor and the university supervisor, and should describe specific goals particular to the student's needs, the needs of the site, and the experiences available.
8. **Satisfactory mid-semester and final evaluations from Site Supervisor.** These evaluations should be completed by the site supervisor, and internship 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.

9. **Evaluation of Field Experience** will be completed by internship student at the end of the semester.
10. **Completion of on-site hours.** 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. *Internship students are strongly encouraged to spend at least one full day per week at their site in order to get the true experience of being a professional school counselor.*
11. **Log of Hours.** Internship students will complete the Log of Hours, found on the C&D Organization page on Blackboard. The Log of Hours records all internship activities and hours is to be maintained, and is to be signed by both the student and the on-site supervisor at the completion of the internship, and submitted on the last day of class. *The Log of Activities should be made available to the site supervisor during weekly supervision sessions with the site supervisor. Recommendation for related internship activities:*
 - *60 hours of Direct Contact (in-person interactions between school counselors and students)*
 - *140 hours of Indirect Contact (services provided on behalf of students as a result of the school counselor's interactions with others)*
12. **Professional Growth Opportunity.** Part of being a successful professional school counselor is being a life-long learner and taking advantage of professional growth opportunities to continually build your knowledge and skills. Towards this end, each student is expected to participate in one or more professional growth opportunities during the semester. You may count the actual hours of attendance at the PGO (seat hours) toward your 200 hours up to a maximum of five hours. Students will collect handouts for the groups, and will share your PGO experiences with the class.
13. **School Crisis Management and Response Plan.** Students will ask their site supervisor for access to the school /district crisis management and response plan, and will report back to the group regarding the school counselor's roles and responsibilities in the event of a) a school wide crisis, b) suicidal thoughts or intentions on the part of a student, c) threat assessment.
14. **School and district policy regarding CPS Reporting.** Students will discuss with their site supervisor the school and/or district policy regarding the school counselor's role in reporting suspected abuse or neglect to CPS. Students will discuss this policy in group supervision.
15. **Participation in Child Study Team.** All students must attend one child study or RTI meeting in order to learn more about special education services available to students and the role of the professional school counselor. Collect any sample child study, special education, and 504 forms used at the school for your own files and to share with other students.
16. **Professional Portfolio.** The Professional Portfolio is an accumulation of documents that provides the counselor with a visual representation of her/his experience and is structured by the ASCA National Model and the C & D mission statement. It is an evolving record that authenticates a person's growth, skill, and knowledge in a specific discipline. The contents of the portfolio should reflect one's professional philosophy and collegiate experience. Students

will continue to maintain professional portfolios built during EDCD 626. Students will share with their internship instructor their portfolio address in order to receive feedback.

17. **Recorded Counseling Sessions and Presentations-** Students will record and present two individual counseling sessions with students. Both sessions will be played and presented during group 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.

Students will present both student-client presentations during group supervision in order to receive feedback and consultation from the group. For the group supervision case presentations, 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. The handouts will be given to the instructor after class so that they may be shredded.

18. **Cover Letter & Resume-** Students will develop a resume and write a cover letter for applying for a job as a professional school counselor. Students will provide and receive feedback from other class members on their resume and letters.
19. **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). Students will provide and receive feedback from other class members on their letters.
20. **Closing the Achievement Gap Project- For this course the closing the achievement gap project is the performance based assessment to be submitted to TK20.**

Part 1: Students will collaborate with their site supervisor and other school stakeholders to obtain access to meaningful school data (i.e., achievement, attainment or access, and/or school culture). Data should be disaggregated according to race, ethnicity, gender, socioeconomic status, and other criteria (as mandated by the NCLB Act) to illuminate and analyze any inequities in student achievement. If a school is racially and ethnically homogeneous, then data should be disaggregated by cultural groupings (e.g., gender, socioeconomic status) and school/class characteristics (e.g., teacher, courses taken, grades, 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. If applicable, the proposed school counseling intervention(s) should focus on individual, group and/or school-wide outcomes.

Based on this data analysis and consultation, students will create a document that:

- a. Outlines the identified concern found through data analysis (What is the issue or area of concern?)
- b. Presents a basic needs assessment to address the concern (Who/what is needed to help?)
- c. Details a counseling program/intervention (e.g., classroom lesson or group) that could address the concern (What we will do about it?)
- d. Details the types of data to be collected (e.g., process, perception, and outcome data) and time line for completion (How will we know if it worked?)

This document will be presented to your site supervisor and other school stakeholders as well as to your internship class. Students may use the Closing the Gap Action Plan, School Counseling Core Curriculum Action Plan, or Small-Group Action Plan templates provided by the ASCA National Model (2012) as a guideline. The document is due February 13 and students will present their findings to the class.

Part 2: Based on the identified concern, students will deliver a classroom lesson or facilitate a small-group. Students will collect data on the unit or small group and create a document of the program's effectiveness and make suggestions for future implementation of the program. Students may use the School Counseling Core Curriculum Results Report or the Small Group Results Report templates provided by the ASCA National Model (2012) as a guideline. The document is due April 24 and students will present their findings to the class.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

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

Class Schedule

Tentative Schedule for EDCD 791 Spring 2019**

Date	Topics	Assignments Due
January 23 Class 1	Welcome, Orientation to Class, Expectations, Syllabus Review, <i>Group Supervision</i>	
January 30 Class 2	Virginia School Report Card Activity, Critique Introductory Letters, <i>Group Supervision</i>	Introductory Letter Due Liability Insurance Due
February 6 Class 3	Graduation Requirements Academic Advising/Academic & Career Plans, <i>Group Supervision</i>	Submit Internship Learning Goals
February 13 Class 4	Closing the Achievement Gap Part 1 Presentations, <i>Group Supervision</i>	Submit School Counseling Practicum/Internship Contract Closing the Achievement Gap Project Part 1 Due
February 20 Class 5	First Recorded Counseling Session Presentations, <i>Group Supervision</i>	Case Presentation and Handout Due
February 27 Class 6	Panel Discussion- 6:00 p.m. Location: TBD	
March 6 Class 7	First Recorded Counseling Session Presentations, <i>Group Supervision</i>	Case Presentation and Handout Due
March 13 Class 8	GMU Spring Break- No Class	
March 20 Class 9	School Crisis Management and Response Plan, CPS Reporting, Licensure/VDOE Presentation <i>Group Supervision</i>	Mid-Semester Evaluation Due
March 27 Class 10	Registration Process and Mock Registration Activity, Evaluation of Academic Records & Transcripts and Class Scheduling, <i>Group Supervision</i>	
April 3 Class 11	Second Recorded Counseling Session Presentations, <i>Group Supervision</i>	Case Presentation and Handout Due

April 10 Class 12	Second Recorded Counseling Session Presentations, <i>Group Supervision</i>	Case Presentation and Handout Due
April 17	Promotion/Retention, Grading Policy, Withdrawing from Courses, Transfer Students, Exchange Students, Governors School, Boys & Girls State, Summer School, <i>Group Supervision</i>	
April 24 Class 13	Closing the Achievement Gap Presentations	Closing the Achievement Gap Project Part 2 Due
May 1 Class 14	Closing the Achievement Gap Presentations	Internship Hours Log Site Supervisor Final Evaluations All Surveys Complete Results Report and Final Evaluation Uploaded to Blackboard Make sure Checklist is Complete
May 8 Class 15		ALL DOCUMENTS DUE

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

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/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/>.

EDCD 791 Closing the Achievement Gap Rubric

Exceeds Standards (94-100)	Meets Standards (87-93)	Approaching Standards (80-86)	Below Standards (79 and below)	Score
Intervention Goal CACREP Research and Evaluation J2	4 Goal set meets SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound)	3 Goal mostly follows SMART goals format but needs some improvement/specifications	2 Goal is reasonable, but does not follow SMART goal format	1 Goal is inappropriate, irrelevant, or absent
Intervention Plan CACREP Counseling, Prevention and Intervention C2	4 Activity outlined is well thought out and researched, relevant to the stated goal, and appropriate to the role of a professional school counselor	3 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	2 Activity is not particularly well thought out, or is not relevant to the goal, or is an inappropriate school counseling intervention	1 Activity is not well thought out, is not relevant to the goal, and/or is an inappropriate school counseling intervention
Data Collected CACREP Research and Evaluation J2	4 Process, Perception, and Outcome data were collected and clearly identified, and were relevant to stated goals	3 Process, Perception, and Outcome data were collected, but were either presented in a confusing way, or were not completely relevant to stated goals	2 Process or Perception data were irrelevant to the stated goal of the intervention, or there were problems with the process or perception data collected	1 Data were missing, or outcome data were irrelevant to the goal
Data Analysis and Recommendations CACREP	4	3	2	1

Exceeds Standards (94-100)	Meets Standards (87-93)	Approaching Standards (80-86)	Below Standards (79 and below)	Score
Research and Evaluation J3	Data accurately and thoughtfully analyzed; Recommendations made are clear, insightful, related to the data, and useful to improve future efforts to improve student success	Data are accurately analyzed and recommendations are related to the data and useful for future efforts to improve student success	Data are superficially analyzed and recommendations have limited usefulness for future efforts to improve student success	Data are not sufficiently or accurately analyzed; recommendations are missing or not useful in planning future interventions

EDCD 791 Internship Site Supervisor Rubric

Exceeds Standards (94-100)	Meets Standards (87-93)	Approaching Standards (80-86)	Below Standards (79 and below)	Score
Counseling Skills CACREP CACREP Assessment G.1	4 -Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately	3 -Develops strong therapeutic relationships with most clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision	2 -Develops adequate therapeutic relationships with some clients -Some evidence of case conceptualization skills -Some evidence of assessment skills	1 -Does not form adequate therapeutic relationship clients -No evidence of case conceptualization skills -No evidence of assessment skills
Professional Disposition CACREP Foundations A3	4 -Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely	3 -Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate	2 -Improvement needed in one area of this category	1 -Improvement needed in two or more of the areas of this category

Exceeds Standards (94-100)	Meets Standards (87-93)	Approaching Standards (80-86)	Below Standards (79 and below)	Score
Utilization of Clinical Supervision CACREP D5 Counseling, Prevention, and Intervention	4 -Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision	3 -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	2 -Improvement needed in one area of this category	1 -Improvement needed in two or more areas of this category
Multicultural & Social Justice Competency CACREP F1` Diversity and Advocacy	4 -Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies social justice issues and advocates accordingly for all clients	3 -Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients	2 -Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision	1 -Unable to identify multicultural issues -Unable to identify social justice and advocacy issues
Self-Awareness CACREP D5 Counseling, Prevention, and Intervention	4 -High levels of self-awareness -Demonstrates insight into impact on others at all times -Ability to clearly articulate strengths and weaknesses at all times	3 -Good self-awareness -Demonstrates insight into impact on others most the time -Ability to articulate strengths and weaknesses most of the time	2 -Moderate levels of self-awareness -Some insight into impact on others -Some 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