

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

EDCD 791.012 Internship in Counseling
3 Credits, Spring 2020
Mondays 7:20 – 10:00 PM Innovation Hall Room 139 – Fairfax

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) 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.

CACREP Standards/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; 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.

Course Materials

All Internship materials are located on Blackboard under the Counseling Program Organization page. Click the Practicum and Internship link located on the left-hand side. You should print out copies of the Information for SC On-Site Supervisor, Supervision Agreement, Log of Hours, Mid-Term Evaluation and Final Evaluation forms for your site supervisor, and any other relevant materials.

- **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. Hours spent in class or at home preparing GMU assignments may not be counted toward the hour requirement. *Achieving the hours required to pass this class is the sole responsibility of the student.*

The Supervision Agreement signed by you and your on-site supervisor is due by the second class meeting. On-site Supervisors will then be contacted directly by the University Supervisor to initiate the collaborative supervisory relationship and answer any questions about the Supervision Agreement.

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. In addition, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Several factors will go into your participation grade, including:

- i) **attendance** (every student is expected to be at every class),
- ii) **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
- iii) **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)

iv) **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others' ideas in a meaningful way)

- **Student-Client Presentation.** Students will present two student-client presentations during group supervision in order to receive feedback and consultation from the group. Students will provide a brief background and conceptualization of your client, therapy goals, work to date with the client, and questions you have for the class. 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 personal and professional growth. Presentation dates will be assigned during the first night of class.

Two Recorded Counseling Sessions for Review/Feedback. Students will record at least two counseling sessions and play the recordings during group supervision in order to receive feedback and consultation from the instructor and peers. The recordings should be two different clients (Please see Dr. Dillard if this poses a challenge for you). You must include a signed "permission to tape" form. Students are required to obtain written parent permission prior to taping sessions with a minor.

Short-term Prevention Program. In collaboration with the site and university supervisor, students should develop a Short-term Prevention Program addressing one problem facing their community agency site. This assignment is designed to encourage in- depth exploration of a special interest or area needing special attention at your training site. This program should be developed in conjunction with your university and site supervisors and address a need in the surrounding community. Programs should target a specific issue of concern. A **4 to 6 pages** final prevention program summary will be required, including the following sections: 1) description of the problem; 2) a brief literature review; 3) a description of the project; and 4) a description of the outcome. For most students this assignment will build on the project you developed during practicum. Often this will involve implementing the project (e.g., running a group). The student will then write a project summary discussing the outcome, extending or building upon the proposal submitted during practicum.

Final Supervisor Evaluation. This is a Performance-Based Assessment. Students are required to upload their final supervisor internship evaluation to TK20 found under the "assessment" link in Blackboard.

- **Other Requirements**

Paperwork- *Students cannot pass Internship without this paperwork*.

1. **Counseling Surveys.** 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. Dillard.

2. **Satisfactory mid-semester and final evaluations from Site Supervisor.** These evaluations should be completed by the site supervisor, and 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.
3. **Supervision.** Weekly supervisory sessions with your individual supervisor at your placement site are required. Site supervisors will complete mid-semester (**due March 9**) and final (**due May 4**) 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.
4. **Log of hours.** Completed and signed by on-site supervisor.

- **Grading**

- 20% Participation
- 20% Student-Client Presentation
- 20% Recording of two sessions
- 20% Short-term Prevention Program
- 20% Final Supervisor Evaluation

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.

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

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 May 2020 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 is the on-site supervisor final evaluation. This must be uploaded to Blackboard as part of the final grade. See rubric at the end of the syllabus.

Professional Dispositions

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

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future

professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Date Week	Topics	Assignments & Reminders
Jan 27 Class 1	Welcome, Orientation to Class, Expectations, Syllabus Review, Self-Care Plan	Contact Information for Site Supervisors
Feb 3	<i>Clinical Note Writing/ Documentation</i> Group Supervision/ Check-in	Supervision Agreement due
Feb 10 Class 2	<i>Applying Theories</i> Group Supervision/Check-in	
Feb 17 Class 3	<i>Case Processing</i> Group Supervision	Case Presentations
Feb 24 Class 4	<i>Case Processing</i> Group Supervision	Case Presentations
Mar 2 Class 5	<i>Case Processing</i> Group Supervision	Case Presentations
Mar 9 Class 6	<i>Emerging Topics</i> Group Supervision/Check-in	Midterm Evaluation due
Mar 16 Class 7	<i>Licensure/ Clinical Supervision</i> Group Supervision/ Check-in	
Mar 23 Class 8	<i>Boundaries/Ethics</i> Group Supervision/Check-in	
Mar 30 Class 9	<i>Termination</i> Group Supervision	
Apr 6 Class 10	<i>Case Processing</i> Group Supervision	Case Presentations
Apr 13 Class 12	<i>Case Processing</i> Group Supervision	Case Presentations
Apr 20 Class 13	<i>Case Processing</i> Group Supervision	Case Presentations
Apr 27 Class 14	<i>Short-term prevention presentations</i> Group Supervision	Short-term prevention paper due
May 4 Class 15	<i>Final Class Meeting</i> Course Wrap Up	1) Log of hours; 2) All Final Evaluations 4) Results reports uploaded to TK20 ALL Documents Due

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

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Assessment Rubric(s)

On-Site Supervisor Final Evaluation

	Excellent (4)	Above Average (3)	Average (2)	Below Average (1)	Poor (0)
Counseling Skills	-Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately (4)	-Develops strong therapeutic relationships with some clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision (3)	-Develops adequate therapeutic relationships with most clients -Some evidence of case conceptualization skills -Some evidence of assessment skills (2)	-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)	-Does not develop adequate therapeutic relationships with any clients -No evidence of case conceptualization skills -No evidence of assessment skills (0)
Professional Disposition	-Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely (4)	-Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate (3)	-Improvement needed in one of the areas (2)	-Improvement needed in two of the areas (1)	-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)

Short-term Prevention Program

	Exceeds Standards 5 (94-100)	Meets Standards 4 (87-93)	Approaching Standards 3 (80-86)	Below Standards 2-1 (79 and below)	Score/ Level
Prevention Program	Project is well thought out and researched, relevant to the stated goal, and addresses a need of the community agency site	Project is fairly well thought out and/or researched, relevant to the stated goal, and addresses a need of the community agency site	Project is not particularly well thought out, or is not relevant to the goal, or is an inappropriate community counseling intervention (not relevant to site needs)	Project is not well thought out, is not relevant to the goal, and/or is an inappropriate community counseling intervention	
Program Implementation	Steps of program implementation are clearly described. Strengths and challenges of the program are fully discussed. There is evidence of a thorough understanding of relevant ethical issues and standards.	Steps of program implementation are described. Strengths and challenges of the program are discussed. Reference is made to relevant ethical issues and standards.	Steps of program implementation are described in a vague or disorganized way. Strengths or challenges of the program are neglected. Reference is made to general ethical considerations.	The steps of program implementation are not described. No discussion of strengths or challenges. No reference to ethical considerations.	
Data Collected	Outcome data were collected and clearly identified, and were relevant to stated goals	Outcome data were collected, but were either presented in a confusing way, or were not completely relevant to stated goals	Outcome data were irrelevant to the stated goal of the intervention, or there were problems with the data collected	Data were missing, or outcome data were irrelevant to the goal	
Data Analysis/ Recommendations	Data accurately and thoughtfully analyzed; Recommendations made are clear, insightful, related to the data, and useful for future efforts to improve client success	Data are accurately analyzed and recommendations are related to the data and useful for future efforts to improve client success	Data are superficially analyzed and recommendations have limited usefulness for future efforts to improve client success	Data are not sufficiently or accurately analyzed; recommendations are missing or not useful in planning future prevention programs	

CA Client Satisfaction Surveys

(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	Item 2: Client satisfaction with progress on counseling goals	Item 3: Client's report of feeling understood by counselor	Item 4: Client satisfaction with counseling relationship	Item 5: Client's report of life improvement as a result of counseling
Client 1					
Client 2					
Client 3					
Average score for each item					