EDCD 755.010 – Practicum in Counseling
3 Credits, Fall 2020
Tuesdays 7:20 – 10:00 PM – Synchronous Online

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 be delivered online (76% or more) using a synchronous format via Zoom. A Zoom link for class will be sent to students via email and posted on Blackboard. Course documents are available in Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 24, 2020.

Under no circumstances may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need to use a headset microphone for use with the Blackboard Collaborate web conferencing tool if situated in an area with a lot of background noise.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player:
      https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- See the detailed Course Schedule for specific meeting and assignment due date information.
- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes
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 Education Programs (CACREP) 2016
Upon completion of this course, students will have met the following professional standards:
EDCD 755 is a culminating course for master's degree students in the Counseling and Development Program. The experience is designed to enhance counseling skills and to provide students with site-based community agency counseling experiences. EDCD 755 fulfills the requirements of the following professional organizations:
- Commonwealth of Virginia Board of Counseling requirement for Supervised internship of 600 hours to include 240 hours of face-to-face direct client contact.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards that require counselor education programs include the study of helping relationships in a multicultural society;
- And CACREP-Section II. Professional Identity and CACREP-Section III. Professional Practice.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Required Texts
None; readings will be assigned by the instructor.

Recommended Texts and Readings
American School Counselor Association (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

Kaffenberger, C., & Young, A. (2018). *Making data work* (4th ed.). Alexandria, VA: American School Counseling Association.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

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 the Counseling 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 200 hours in the field placement. 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.

  <u>Participation.</u> 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)

  <u>Student-Client Presentation.</u> Students will present one student-client presentation during group supervision in order to receive feedback and consultation from the group. For the group supervision case presentation, internship 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.

Two Recorded Counseling Sessions for Review/Feedback. Students will record at least two counseling sessions with students and play the recordings during group supervision in order to receive feedback and consultation from the instructor and peers. Practicum students are required to obtain written parent permission prior to taping sessions with a minor. The original of the parent permission form should be kept in the school with the site supervisor, but the student should keep a copy of the form for his or her records.

Targeted Intervention Project and Results Report. This is a Performance Based Assessment. 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 should 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.

Based on this data analysis and consultation, students will create a simple document that:
   a. Outlines the identified concern found through data analysis (What is the issue?)
   b. Presents a basic needs assessment to address the concern (Who/what is needed to help?)
   c. Details a counseling program/intervention (e.g., training for parents/teachers; classroom lesson; group, etc.) that could address the concern (What we will do about it.)
This document should be presented to your site supervisor and other school stakeholders as well as to your internship class.

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. **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.

2. **School Counseling Internship Agreement 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.

3. **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.

4. **Log of hours.** Completed and signed by on-site supervisor.

- **Grading**

20%   Participation

20%   Student-Client Presentation

20%   Recording of two sessions

20%   Targeted Intervention Project and Results Report

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 2021 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 except 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*
Aug. 25 Class 1	Welcome, Orientation to Class, Expectations, Syllabus Review, Online School Counseling Group Supervision	Review crisis management & response plan, CPS reporting policy, expectations, policies and procedures in online SC with supervisor & report back
Sep. 1 Class 2	Basic Counseling Skills Review; Group Supervision	-Professional Liability Insurance -Contracts
Sep. 8 Class 3	Counseling Theories Review Group Supervision	*Case presentations
Sep. 15 Class 4	*Emerging Topics* Group Supervision	*Case presentations
Sep. 22 Class 5	*Emerging Topics* Group Supervision	* Case presentations
Sep. 29 Class 6	*Emerging Topics* Group Supervision	*Send mid-semester evals to supervisors*
Oct. 6 Class 7	*Emerging Topics* Group Supervision	-Mid-semester evals due to me * Case presentations
Oct. 13 Class 8	*Emerging Topics* Group Supervision	* Case presentations
Oct. 20 Class 9	*Emerging Topics* Group Supervision	* Case presentations
Oct. 27 Class 10	*Emerging Topics* Group Supervision	* Case presentations
Nov. 3	*Election Day Holiday*	* Case presentations
Nov. 10 Class 11	*Emerging Topics* Group Supervision	* All Student/client presentations should be complete by this date
Nov. 17 Class 12	*Targeted Intervention Project Presentations*	* Targeted Intervention Project Presentations Due
Nov. 24	*No Class – Thanksgiving Break*	
Dec. 1 Class 13	*Targeted Intervention Project Presentations* Final Class Meeting Course Wrap Up Group Supervision	1) Log of hours; 2) All Final Evaluations; 3) Evaluation of Clinical Experience 4) Results reports uploaded to TK20 ALL Documents Due
Dec 8 Class 14	*TBD – Class meeting date will be used if needed*	

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

Counseling Program 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	-Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision (4)	-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)	-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)
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)