EDCD 751.DL8 – Practicum in School Counseling
3 Credits, Spring 2021
Thursdays, 7:20 – 10:00 PM – Synchronous Online

Faculty

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Prerequisites/Corequisites
30 Counseling program credit hours completed; B or better in EDCD 608 and in all completed Counseling program coursework; 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. Provides opportunities to practice counseling skills related to ethics, supervision, self-care, decision-making, and professional identity and relationships.

Course Overview
This course provides supervised practice for a minimum of 100 hours in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class or "seminar" with an emphasis on the counseling process.

The Practicum course is an arranged, supervised experience in counseling. The course is designed to serve as an introduction to students' professional work in counseling. This includes an orientation to the clinical mental health setting; the establishment of appropriate and effective relationships with supervisors, colleagues, and clients; and the application of relevant counseling skills. Also, students will gain skills in working towards social justice, developing multicultural counseling intervention skills, developing skills in leadership and advocacy, 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 Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

During the semester, students will present, discuss, and conceptualize their counseling work. 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, 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 blended synchronous and asynchronous format via 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 January 25, 2021.

Under no circumstances, may candidates/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 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.
  o The following software plug-ins for PCs and Macs, respectively, are available for free download:
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 two (2) 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and 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 insure accessibility must be registered with George Mason University Disability Services.

Course Objectives

This course is designed to enable students to do the following:
1. Practice counseling competencies developed throughout the graduate training program.
2. Become familiar with a school counseling setting, including organizational structure, protocols, relationships among staff and clients, and working conditions.
3. Begin forming professional identity and understanding of a counselor's role, including relationships with human service and integrated behavioral health care systems, as well as interagency and interorganizational collaboration and consultation (CACREP 2.F.1.b)
4. Understand the nature of the changing role of the counselor that includes advocacy, leadership, multiculturalism, and social justice.

5. Practice utilizing counseling strategies that are effective for individuals, groups, and families from diverse backgrounds.
6. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP 2.F.2.d.)
7. Understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2.F.2.a.)
8. Internalize high standards of professional ethics of professional counseling organizations and credentialing bodies, and apply ethical decision-making and legal considerations in professional counseling (CACREP 2.F.1.i)
9. Gain self-awareness regarding how counselor characteristics and behaviors influence the counseling process (CACREP 2.F.5.f.)
10. Develop and refine a personal model of counseling (CACREP 2.F.5.n.)
11. Develop personal and professional self-care strategies (CACREP 2.F.1.l)
12. Understand the role of supervision and engage in supervised practice (CACREP 2.F.1.m)
13. Apply legal and ethical considerations specific to school counseling (CACREP 5.G.2.n)

Professional Standards
Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP 2.F.1.b)	This Standard is part of Course Objective #3, which is addressed in Classes 1, 2, and 5 on "Orienting to the School Environment" and "Utilizing supervision"	Assigned readings that discuss this Standard include: Tang (2020), Bledsoe et al. (2019), Akkurt et al. (2018) Additionally, this Standard is measured as part of the Site Supervisor Evaluation, which assesses KPI A.1.a.2
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i)	This Standard is part of Course Objective #8, which is addressed in Class 3 Ethics in Online School Counseling and 4 on "Ethical Concerns"	Assigned readings & activities that discuss this Standard include: Webinar: ASCA Ethical Considerations: School Counseling in a Virtual Setting Reading: Stone, 2017 Additionally, this Standard is measured as part of the Site Supervisor Evaluation, which assesses KPI A.1.a.2
self-care strategies appropriate to the counselor role (CACREP 2.F.1.l)	This Standard is part of Course Objective #11, which is addressed in Class10 on "Maintaining boundaries, self-care, wellness"	Course activities that discuss this Standard include: lecture and class discussion on self-care and counselor burnout, developing a self-care plan, self-care assessment, and goals/self-care assignment. Additional readings include: Nelson et al. (2018), Lee et al. (2018)

the role of counseling supervision in the profession (CACREP 2.F.1.m)	This Standard is part of Course Objective #12, which is addressed in Class 5 on "Utilizing supervision"	Assigned readings that discuss this Standard include: Tang (2020), Bledsoe et al. (2019), Akkurt et al. (2018)
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2.F.2.a)	This Standard is part of Course Objective #7, which is addressed in Class 6 on "Diversity: Racial, cultural, social justice and advocacy issues in schools"	Course activities that discuss this Standard include: lecture, videos and class discussion on diversity and assessing students' experiences with diversity in practicum Additionally, this Standard is measured as part of the Site Supervisor Evaluation, which assesses KPI A.2.a.2
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP 2.F.2.d)	This Standard is part of Course Objective #6, which is addressed in Class 6 on "Diversity: Racial, cultural, social justice and advocacy issues in schools"	Course activities that discuss this Standard include: lecture, videos and class discussion on diversity and assessing students' experiences with differing worldviews in practicum Additionally, this Standard is measured as part of the Site Supervisor Evaluation, which assesses KPI A.2.a.2
processes for aiding students in developing a personal model of counseling (CACREP 2.F.5.n)	This Standard is part of Course Objective #10, which is addressed in Classes 7, 8, 9 on "Developing a personal model of counseling and integrating theory"; "Review: Working with developing brains" and Review: ANS & Autonomic Ladder - Mindful practices in schools, zones of regulation, etc."	Course activities that address this Standard include: lecture, videos and class discussion on brain development, polyvagal theory, and mindfulness practices in schools. Additionally, this Standard is measured as part of the Tape Review Assignment (Key Assignment: KPI A.5.a.2; CACREP 2.F.5.f, 2.F.5.n)
counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f)	This Standard is part of Course Objective #9, which is addressed in Classes 6, and 7 on "Diversity: Racial, cultural, social justice and advocacy issues in schools" and "Developing a personal model of counseling and integrating theory"	Course activities that discuss this Standard include: lecture and class discussion on diversity and on self-care Additionally, this Standard is measured as part of the Tape Review Assignment (Key Assignment: KPI A.5.a.2; CACREP 2.F.5.f, 2.F.5.n)
Apply legal and ethical considerations specific to school counseling (CACREP 5.G.2.n)	This Standard is part of Course Objective #13, which is addressed in Classes 3, 4, and 12 on "Ethics in Online School Counseling"; "Ethical concerns" and "Preparing for termination"	Assigned readings that discuss this Standard include: ASCA ethical standards (2016) and the ASCA National Model (2012)

		Additionally, this Standard is measured as part of the Site Supervisor Evaluation, which assesses KPI A.1.a.2

- This course fulfills the CACREP requirement for a 100-hour practicum over at least 10 weeks, including at least 40 direct client hours (CACREP 3.F, 3.G). During this course, students are provided with individual supervision by the site supervisor averaging one hour per week, as well as group supervision provided by the university supervisor, averaging at least 1.5 hours per week (CACREP 3.H, 3.I).
- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.1, 7.b, 14
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h. 2.i, 7

Suggested Texts

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.

Stone, C.B. (2017). *School counseling principles: Ethics and law* (4th. ed.). Alexandria, VA: American School Counselor Association. ISBN: 978-1-929289-41-7

Additional Readings

Akkurt, M. N., Ng, K.-M., & Kolbert, J. (2018). Multicultural discussion as a moderator of counseling supervision-related constructs. *International Journal for the Advancement of Counselling, 40*(4), 455–468. https://doi-org.mutex.gmu.edu/10.1007/s10447-018-9337-z

American School Counselor Association. (2016). ASCA ethical standards for school counselors. Alexandria, VA.

Bledsoe, K. G., Logan-McKibben, S., McKibben, W. B., & Cook, R. M. (2019). A content analysis of school counseling supervision. *Professional School Counseling, 22*(1).

Dimmitt, C., Carey, J.C., & Hatch, T. (2007). *Evidence-Based school counseling: Making a difference with data-driven practices.* Thousand Oaks, CA: Corwin Press.

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

Jensen, F.E. & Nutt, A.E. (2014). *The teenage brain. A neuroscientist's survival guide to raising adolescents and young adults*. Harper Collins.

Lee, I., Bardhoshi, G., Yoon, E., Sandersfeld, T., Rush, R. D., & Priest, J. B. (2018). Attributional style and burnout of counselors-in-training. *Counselor Education and Supervision, 57*(4), 285–300. https://doi-org.mutex.gmu.edu/10.1002/ceas.12117

Nelson, J. R., Hall, B. S., Anderson, J. L., Birtles, C., & Hemming, L. (2018). Self–compassion as self-care: A simple and effective tool for counselor educators and counseling students. *Journal of Creativity in Mental Health, 13*(1), 121–133. https://doi-org.mutex.gmu.edu/10.1080/15401383.2017.1328292

Sigel, D.J, & Bryson, T.P. (2012). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind.* Bantam Books.

Tang, A. (2020). The impact of school counseling supervision on practicing school counselors' self-efficacy in building a comprehensive school counseling program. *Professional School Counseling, 23*(1). https://doi-org.mutex.gmu.edu/10.1177/2156759X20947723

Course Materials
All Practicum 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, Monthly Log of Hours, Summary Log of Hours, Mid-Term Evaluation and Final Evaluation forms for your site supervisor, and any other relevant materials.

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

- **Assignments and/or Examinations**

A minimum of 100 (school) hours in the field placement. At least forty (40) of these hours must be direct, face-to-face contact with clients. Hours spent in class may be counted toward the hour requirement, it should be recorded as group supervision. *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 **February 11, 2021**. 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. A site-visit with the On-site Supervisor, University Supervisor, and student will be scheduled around the time of the mid-term evaluation.

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 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. 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 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. Using the ASCA National Model (4th 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 practicum student's primary responsibility. Students will collect data on the Unit or small group, and complete a Results Report 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 Site Supervisor Evaluation. Students are required to upload their final supervisor practicum evaluation to VIA found under the "assessment" link in Blackboard.

- **Other Requirements**

  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 Goals/Self Care 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 as well as your plan to engage in self-care throughout the semester.

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.

Course Expectations

APA Format: Students in Counseling courses are expected to use APA style (7th ed.) for written papers.

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance

In accordance with the policies of the Counseling Program, on-time attendance at every class meeting is expected. Late arrival to class will impact class participation grade. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements

Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual

information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

- **Grading**

Course Performance Evaluation Weighting
Students must achieve a "B" or higher in order to move on to Internship I and then Internship II. Included in the assignments is the requirement that the following must also be met to receive an adequate grade:
- Completion of all assignments of acceptable quality, turned in by date due.
- Attendance at all classes and at practicum site. Absences must be pre-arranged, unless due to an emergency. Please notify instructor and on-site supervisor, as appropriate. Two or more unexcused absences will result in course failure. Late arrival will impact class participation grade.
- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Completion of required site hours, recorded and signed on log of hours (no less than 40 direct service hours).
- Satisfactory mid-term and final evaluation from on-site supervisor.

Summary of Grading System and Course Requirements

Two tapes: transcripts, written narrative, and skills	20 points (10 each)
Professional Wellness Project	20 points
Class Participation	20 points
Case Presentation	20 points
Final Practicum Site Supervisor Evaluation	20 points

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

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, 606, 601, 525, 603, 604, 656 654, 652, 658	602, 606, 609, 601, 525, 603, 604, 656 613, 611, 626	2
Intermediate	608, 750, 660, 628, 619, 610, 797	608, 751, 660, 628, 619, 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

Class	Date	Topic	Activity/ Assignments	Course Obj. #
1	1/28	Welcome, Orientation to Class, Expectations, Syllabus Review, Online School Counseling	Review crisis management & response plan, CPS reporting policy, expectations, policies and procedures in online SC with supervisor & report back	2, 3, 4
2	2/4	Orienting to the online school environment Student meetings, groups, classroom lessons, etc. • Review of basic skills	* Case presentations -Professional Liability Insurance Due	1, 2, 3, 4,
3	2/11	**Ethics in Online School Counseling** Asynchronous class meeting	Watch ASCA Ethics Webinar – Bb Supervision Agreement DUE Goals/Self-Care Assignment Due	8, 13
4	2/18	Ethical concerns	* Case presentations Reading: Stone Ch. 1 & 2	8, 13
5	2/25	Utilizing Supervision	* Case presentations Reading: Tang, 2020	2, 3, 12
6	3/4	Diversity: Racial, cultural, social justice and advocacy issues in schools	Watch videos in Bb folder *Send mid-semester eval link to supervisors	4, 5, 6, 7, 9
7	3/11	Developing a personal model of counseling and integrating theory	* Case presentations Midterm evaluation DUE	1, 5, 9, 10
8	3/18	Review: Working with developing brains	Watch: Sigel & Jensen videos (Bb) * Case presentations	1, 5, 10
9	3/25	Review: ANS & Autonomic Ladder Mindful practices in schools, zones of regulation, etc.	* Case presentations	1, 5, 10, 11
10	4/1	Maintaining boundaries, self-care, wellness School Division Spring Break Asynchronous class meeting		9, 11
11	4/8	Targeted Intervention Project check in	* Case presentations Reading: MDW 6&7	2, 4
12	4/15	Preparing for termination	* Case presentations	1, 3, 13
13	4/22	Targeted Intervention Project Presentations	* Case presentations should be complete	2, 4
14	4/29	Targeted Intervention Project Presentations Putting it all together & preparing for internship	All paperwork DUE: Final Supervisor Eval, Log of hours, TIP (upload to Bb)	2, 4

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.

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SEMINAR GUIDELINES

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Privacy and Confidentiality: Seminar Discussions
1. It is expected that fellow students are provided the same level of confidence that is afforded counseling clients.
2. What is discussed within the seminar forum remains within the forum and is NOT discussed outside the seminar. Students need to feel that they are able to freely discuss in seminar both the successes and the trials they experience with their clients and with their newly-developing supervisory relationships.
3. It is expected that all students will honor the privacy of their peers as well as that of their clients.

Privacy and Confidentiality: Taping and Discussion of Cases
When tapes are used:
1. Students must provide the seminar leader with a copy of the client's informed consent for audio/videotaping and/or discussion or individual counseling sessions.
2. Students must always use pseudonyms and make sure that no identifying information is exposed during presentations, in write-ups or on audio or videotapes.
3. Presenters are responsible for ensuring that handouts or other information used in presentations are collected after class and destroyed as soon as practicable.
4. Under no circumstances will students bring to class original material or forms from the client's file at the practicum/internship site.
5. Tapes are not to be played in the presence of other students, professors, friends, relatives, etc., as this violates the client's informed consent. When finished, tapes must be erased completely and promptly. Tapes are never to be left in mailboxes or in public places where they could be lost or be reviewed by others.
6. Students in the seminar are expected to maintain confidence about cases that others present as well as about what other students share about their own experiences. Students need to feel that they are able to discuss freely both successes and trials they experience.

Peer Feedback
Each student brings to the seminar, and to her or his clients, a unique personal style informed by theory, by skills classes, and by their own experience. We also bring with us our insecurities about our abilities, as well as a strong desire to help our clients. What we need in the way of feedback from peers is good active listening, **NOT advice**. We all need to develop a sense of confidence in

our instincts and our ability to interact therapeutically with our clients. As peers, we can facilitate the development of confidence in each other by drawing out each other's best reflective thoughts about the work we do. A good way to do this is to encourage each other to think more deeply or more creatively about our individual clients, to allow us to draw on our own developing resources to problem solve.

Giving advice, such as "I had a client like yours, you should read this great book on working with depression" or "you need to confront the discrepancies in your client's story" or "maybe you should try x or y" do not draw out the counselor's resources, they tell the counselor that we have the solution to their problem with a client. They are a covert way of imposing our own opinion on another. When we give advice, we mean well, but it isn't the most productive feedback.

In reality, when it comes down to it, the counselor is the one in the room with the client; what better support can we give the counselor than to strengthen her or his confidence in her own abilities. Do offer feedback that challenges the counselor to draw out his best. "You seem discouraged about client x. Has it been that way all along" is a good opener. "When did you first feel as though you were at a stuck point?" "What was that like for you?" are open questions that promote self-discovery and can lead the counselor to understanding more about themselves and their clients.

Assessment Rubric(s)

Tape Review Assignment **(Key Assignment: KPI A.5.a.2; CACREP 2.F.5.f, 2.F.5.n)**

Area Assessed	%	Exceeds Standards 4	Meets Standards 3	Approaching Standards 2	Below Standards 1
1. Core conditions [KPI A.5.a.2; CACREP 2.F.5.f; 2.F.5.n]	10	Core conditions including positive regard, empathy, and genuineness are apparent and communicated to the client at all times	Core conditions including positive regard, empathy, and genuineness are apparent and communicated to the client most of the time	Core conditions including positive regard, empathy, and genuineness are apparent and communicated to the client some of the time	Core conditions including positive regard, empathy, and genuineness are not apparent nor communicated to the client most of time
2. Minimal encouragers [KPI A.5.a.2; CACREP 2.F.5.f]	15	Minimal encouragers are utilized appropriately and effectively at all times	Minimal encouragers are utilized appropriately and effectively most of time	Minimal encouragers are utilized appropriately and effectively some of the time	Minimal encouragers are not utilized appropriately or effectively most of the time
3. Counseling relationship [KPI A.5.a.2; CACREP 2.F.5.f; 2.F.5.n]	15	Appropriate and professional counseling relationship with client is established and maintained throughout the entire session	Appropriate and professional counseling relationship with client is established and maintained throughout most of the session	Appropriate and professional counseling relationship with client is established and maintained throughout some of the session	Appropriate and professional counseling relationship with client is not established nor maintained throughout most of the session

4. Counseling skills use	15	Counseling skills (summarization, reflections, confrontations, clarifying, open/closed questioning) are utilized appropriately and effectively throughout the entire session	Counseling skills (summarization, reflections, confrontations, clarifying, open/closed questioning) are utilized appropriately and effectively throughout most of the session	Counseling skills (summarization, reflections, confrontations, clarifying, open/closed questioning) are utilized appropriately and effectively throughout some of the session	Counseling skills (summarization, reflections, confrontations, clarifying, open/closed questioning) are not utilized appropriately or effectively throughout most of the session
5. Intentionality	15	Counseling skills (summarization, reflections, confrontation, clarifying, open/closed questioning) are utilized intentionally and demonstrate exceptional case understanding	Counseling skills (summarization, reflections, confrontation, clarifying, open/closed questioning) are usually utilized intentionally and demonstrate appropriate case understanding	Counseling skills (summarization, reflections, confrontation, clarifying, open/closed questioning) are sometimes utilized intentionally and sometimes demonstrate case understanding	Counseling skills (summarization, reflections, confrontation, clarifying, open/closed questioning) are usually not utilized intentionally and usually don't demonstrate case understanding
6. Diversity	15	Demonstrates an exceptional understanding of the client's background and thorough attention to diversity and between/within group differences and similarities	Demonstrates an understanding of the client's background and attention to diversity and between/within group differences and similarities	Demonstrates some limited understanding of the client's background and some limited attention to diversity and between/within group differences and similarities	Demonstrates little or no understanding of the client's background and little or no attention to diversity and between/within group differences and similarities
7. Self-Awareness [KPI A.5.a.2; CACREP 2.F.5.f]	15	Counselor demonstrates an exceptional ability to recognize and acknowledge their own personal characteristics and behaviors that influence the counseling process	Counselor demonstrates the ability to recognize and acknowledge most of their own personal characteristics and behaviors that influence the counseling process	Counselor demonstrates the ability to recognize and acknowledge some of their own personal characteristics and behaviors that influence the counseling process	Counselor fails to demonstrate the ability to recognize or acknowledge key personal characteristics and/or behaviors that influence the counseling process

Supervisor Evaluation of Student (Midterm and Final; Site and University Supervisors)

4 - Exceeds Expectations – Student counselor consistently exceeds expectations at a developmentally appropriate level

3 - Meets Expectations – Student counselor consistently meets expectations at a developmentally appropriate level

2 – Approaching Expectations – Student counselor does not consistently meet expectations at a developmentally appropriate level

1 - Does not meet expectations – Student counselor does not meet expectations at a developmentally appropriate level

N/A- Not Applicable/Not Observed – This area has not been observed by the supervisor.

1.	The student is able to develop and implement appropriate client/student conceptualizations and treatment plans.	4	3	2	1	N/A
2.	The student integrates theory and research into clinical practice.	4	3	2	1	N/A
3.	The student demonstrates an ability to assess and evaluate clients/students using appropriate methods	4	3	2	1	N/A

4.	The student can justify the assessment/diagnosis based on case information.	**4**	**3**	**2**	**1**	**N/A**
5.	The student is knowledgeable about and capable of practicing within appropriate ethical and legal standards. [*Final Site Supervisor Evaluation in 750/751*: **KPI A.1.a.2; CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.l (CMHC) or 5.G.2.n (SC)**]	**4**	**3**	**2**	**1**	**N/A**
6.	The student seeks supervision regarding any ethical or legal concerns. [*Final Site Supervisor Evaluation in 750/751*: **KPI A.1.a.2; CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.l (CMHC) or 5.G.2.n (SC)**]	**4**	**3**	**2**	**1**	**N/A**
7.	The student engages in supervision appropriately, is open to the process, and asks questions.	**4**	**3**	**2**	**1**	**N/A**
8.	The student is thoughtful and reflective during the supervision process.	**4**	**3**	**2**	**1**	**N/A**
9.	The student demonstrates appropriate self-awareness.	**4**	**3**	**2**	**1**	**N/A**
10.	The student can articulate personal and professional strengths and areas of growth.	**4**	**3**	**2**	**1**	**N/A**
11.	The student is able to articulate multicultural counseling concerns [*Final University Supervisor Evaluation in 750/751*: **KPI A.2.a.2; CACREP 2.F.2.a; 2.F.2.d**]	**4**	**3**	**2**	**1**	**N/A**
12.	The student integrates multicultural counseling issues and appropriate interventions into clinical practice with diverse and culturally different clients/students. [*Final University Supervisor Evaluation in 750/751*: **KPI A.2.a.2; CACREP 2.F.2.a; 2.F.2.d**]	**4**	**3**	**2**	**1**	**N/A**
13.	The student is able to articulate concerns related to social justice.	**4**	**3**	**2**	**1**	**N/A**
14.	The student demonstrates a commitment to social justice and can appropriately advocate for unique aspects of clients/students, including cultural, gender, sexual orientation, disability, and developmental concerns.	**4**	**3**	**2**	**1**	**N/A**
15.	The student is able to use program/school data to identify systemic concerns that impact clients/students.	**4**	**3**	**2**	**1**	**N/A**
16.	The student is able to make recommendations to improve the efficacy of services for clients/students.	**4**	**3**	**2**	**1**	**N/A**
17.	The student exhibits appropriate professional behavior.	**4**	**3**	**2**	**1**	**N/A**
18.	The student meets professional expectations for the work setting including: timeliness, collegiality, interpersonal communication, and paperwork.	**4**	**3**	**2**	**1**	**N/A**
19.	The student demonstrates an understanding of group process and dynamics while co-leading or leading a group. [*Final Site Supervisor Evaluation 793/795:* KPI A.6.a.2; CACREP 2.F.6.b; 2.F.6.d; and 2.F.6.g]	**4**	**3**	**2**	**1**	**N/A**
20.	The student demonstrates characteristics and functions of effective group leaders for leading diverse groups. [*Final Site Supervisor Evaluation 793/795:* KPI A.6.a.2; CACREP 2.F.6.b; 2.F.6.d; and 2.F.6.g]	**4**	**3**	**2**	**1**	**N/A**