

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

EDCD 794.DL1 Internship in School Counseling I  
3 Credits, Fall 2022  
Wednesdays 7:20 – 10:00 PM  
Synchronous Online

**Faculty**

Name: Dr. Sylinda Banks  
Office Hours: By Appointment (email to schedule)  
Office Location: Krug Hall Suite, 202 (Counseling Office)  
Office Phone:  
Email Address:

**Prerequisites/Corequisites**

Completion of all required counseling program coursework with a B or better; permission of advisor; B or better in 751. B or better in all completed counseling coursework except 628, 626, and electives.

**University Catalog Course Description**

Provides supervised practice in a school counseling setting similar to the setting in which the student may work with an emphasis on the counseling process. Develops skills in case conceptualization, assessing needs, and applying counseling knowledge and skills with clients under supervision.

**Course Overview**

This course provides supervised practice for a minimum of 300 hours 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 I 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 in order to effectively design and implement school-based 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 Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

This course will include relevant and emerging topics for Internship I students, and will include time for group discussion. During the semester, students will present, discuss, and conceptualize their counseling work. They will explore culturally specific interventions and applications of social justice to their counseling work. Group supervision will allow students to process and receive feedback on current students they are working with and other professional issues they are experiencing at their sites. Students will have opportunities to discuss specific site-related issues, process personal reactions, and strategize about techniques and interventions.

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 the first day of class.

**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](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](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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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:
  - 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/](http://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 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. essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g)
2. developmentally relevant counseling treatment or intervention plans (CACREP 2.F.5.h)
3. needs assessments (CACREP 2.F.8.c)

**Professional Standards**

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

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

CACREP Standard	Course Objective Coverage	Course Activities
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essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g)	This Standard is part of Course Objective #1, which is addressed in Classes 7, 8, 9, and 10 on “Case Conceptualization Presentations”	Course activities that discuss this Standard include: class-wide discussion on student presentations of individual Case Conceptualization assignment.  Additionally, this Standard is measured as part of the Case Conceptualization Presentation Assignment, which assesses KPI A.5.b.1
developmentally relevant counseling treatment or intervention plans (CACREP 2.F.5.h)	This Standard is part of Course Objective #2, which is addressed in Classes 4, 5, and 6 on “Crisis Management”, “CPS Reporting”, and “Child Study Team”	Course activities that discuss this Standard include: for each of these topics, students discuss the strategies in place at their site with site supervisor and report back to class for class-wide processing.  Additionally, this Standard is measured as part of the Case Conceptualization Presentation Assignment, which assesses KPI A.5.b.1
needs assessments (CACREP 2.F.8.c)	This Standard is part of Course Objective #3, which is addressed in Classes 2 and 14 on “Overview of Targeted Intervention Project” and “Targeted Intervention Project Presentations”	Assigned readings that discuss this Standard include: Blustein et al. (2019), Zyromski & Mariani (2018), Craig et al. (2018), American School Counselor Association (2012)  Course activities that discuss this Standard include: Targeted Intervention Project and Results Paper presentations based on the ASCA National Model

In addition, the following professional standards are addressed in this course:

- This course (along with 795) fulfills the CACREP requirement for 600 hours of counseling internship with at least 240 direct client hours (CACREP 3.J, 3.K). 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.L, 3.M).
- 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

### 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* (4<sup>th</sup> ed.). Author.

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

Blustein, D. L., Kenny, M. E., Autin, K., & Duffy, R. (2019). The psychology of working in practice: A theory of change for a new era. *The Career Development Quarterly*, 67(3), 236–254. <https://doi.org/10.1002/cdq.12193>

Craig, S. L., McInroy, L. B., & Austin, A. (2018). “Someone to have my back”: Exploring the needs of racially and ethnically diverse lesbian, gay, bisexual, and transgender high school students. *Children & Schools*, 40(4), 231–239. <https://doi.org/10.1093/cs/cdy016>

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

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

Kaffenberger, C., & Young, A. (2008). *Making DATA work*. Alexandria, VA: American School Counseling Association.

Zyromski, B., & Mariani, M. (2018). Connect the dots: Using a logic model to connect goals with interventions, evaluation strategies, and outcomes. *Professional School Counseling*, 22(1b). <https://doi.org/10.1177/2156759X19834445>

*Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.*

### **Course Materials**

All Internship materials are located on Blackboard under the Counseling Program Organization page. Click the School Counseling P&I link located on the left-hand side. You should print out copies of the Information for CMHC On-Site Supervisor, Supervision Agreement, and 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).

Each student will:

1. Attend each class and complete all assignments and readings. Per 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.

### **Assignments and/or Examinations**

**A minimum of 300 hours in the field placement.** Hours spent in class or at home preparing GMU assignments may not be counted toward the hour requirement. Final site hours log must be signed by student and on-site supervisor, and submitted **no later than** December 9, 2022. *Achieving the hours required to pass this class is the sole responsibility of the student.*

As part of your hour's requirements, internship students must gain experience leading or co-leading a counseling group.

The Supervision Agreement signed by you and your on-site supervisor is due by **September 14, 2022**. 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 (via phone or Zoom) with the On-site Supervisor University Supervisor, and student will be scheduled around the time of the mid-term evaluation.

**Class Participation.** Students in counseling courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; and demonstrate preparedness for each class meeting. You will be asked to give feedback and discuss each other's case presentations, discuss the course reading(s), and be active in other class discussion.

**Recorded Counseling Sessions.** Students will hand in two audio recordings. Note, you must procure a signed "permission to tape" form [See Required Forms in the School Counseling P&I tab on Bb] and retain a copy for your files. It is important to make sure that your recording quality is of good enough quality for review.

\*\*The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor. \*\*

**Case Conceptualization Presentation.** (Key Assignment: KPI A.5.b.1; CACREP 2.F.5.g, 2.F.5.h / KPI A.9-SC.a.2; CACREP 5.G.2.a) Students will present one student client during group supervision in order to receive feedback and consultation from the group. You are permitted to present a client from one of your required tapings, if desired. The presentation and discussion will provide you the opportunity to discuss your client's concerns, personal reactions, difficulties, etc. Students will have the opportunity to receive feedback peers and the instructor for personal and professional growth.

**Written Narrative:** Students will submit a 1-2-page narrative providing a brief description of your student client and his or her presenting issue. In addition, state the primary focus that you are working on with your student client and the theoretical orientation from which you are working. You should also include a discussion on whether the interventions were effective or ineffective. Note all case-relevant ethical and diversity considerations. Lastly, include an evaluation of your strengths and weaknesses as a counselor.

**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 intern's primary responsibility. Students will collect data on the Unit or small group, and complete a Results Report (ASCA National Model, 4th 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 Practicum class.

**Final Supervisor Evaluation.** Students are required to send a link for their supervisor to fill out the evaluation online. This link will be provided by your instructor at midterm.

## **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. **SC Internship Agreement.** Students are expected to read over and complete the Internship contract with their site supervisor.
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. **Monthly Log of Hours.** Completed and signed each month by Site Supervisor. A final summary log of hours should also be signed by the Site Supervisor at the end of Internship I.

### **Course Expectations**

**APA Format:** Students in Counseling & Development courses are expected to use APA style (7<sup>th</sup> 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 reduction 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 & Development 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**

EDCD 794 is a pass/fail course. Students must achieve a “B” or higher in order to successfully complete/pass the requirements of Internship I and move on to Internship II. Included in the assignments is the requirement that the following must also be met to receive a passing grade:

- Completion of all assignments of acceptable quality, turned in by date due.
- Attendance at all classes and at internship site. 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
- Satisfactory mid-term and final evaluation from on-site supervisor.

### **Summary of Grading System and Course Requirements**

Class Participation	20 points
Case Conceptualization Presentation & Narrative	20 points
Two Tapes	20 points
Targeted Intervention Project	20 points
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 Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
<b>Basic (Pre-Practicum)</b>	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
<b>Intermediate (Practicum)</b>	<i>Core:</i> 608, 660, 628, 619, 610, 797

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 Due & Reminders
8/24 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 with supervisor & report back
8/31 Class 2	Basic Counseling Skills Review; Group Supervision	<b>-Professional Liability Insurance</b>
9/7 Class 3	Counseling Theories Review	Adjusting to work in schools
9/14 Class 4	<i>Emerging Topics</i> Group Supervision	<i>*Case presentations</i> <i>Supervisor Contract</i>
9/21 Class 5	<i>Emerging Topics</i> Group Supervision	<i>* Case presentations</i>
9/28 Class 6	<i>Emerging Topics</i>	<i>Case presentations</i>
10/5 Class 7	<i>Emerging Topics</i> Group Supervision	<i>* Case presentations</i> <b>*Send mid-semester eval link to supervisors</b>
10/12 Class 8	<i>Emerging Topics</i> Group Supervision	<i>Case presentations</i>
10/19 Class 9	Group Supervision	<i>* Case presentations</i> <b>Mid semester evals due</b>
10/26 Class 10	<i>Emerging Topics</i> Group Supervision	<i>* Case presentations</i>
11/2 Class 11	<i>Emerging Topics</i> Group Supervision	<i>* Case presentations</i>
11/9 Class 12	<i>Emerging Topics</i> Group Supervision	<i>* Case presentations</i> <b>Targeted Intervention Project (TIP) Presentations</b>
11/16 Class 13	<i>Emerging Topics</i> Group Supervision	<i>* Case presentations</i> <b>Targeted Intervention Project (TIP) Presentations</b>
11/23	<b>Thanksgiving</b> No Class Meeting	
11/30 Class 14	<b>Targeted Intervention Project Presentations</b> Final Class Meeting Upload all docs to Bb	<b>Targeted Intervention Project (TIP) Presentations</b> 1) Log of hours 2) All Final Evaluations 3) Upload TIP to Bb

12/7	<i>Reflection</i>	
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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/> <http://oai.gmu.edu/the-mason-honor-code/>).
- 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](mailto: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](mailto: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

	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Below Average (1)</b>	<b>Poor (0)</b>
<b>Counseling Skills</b>	-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)

<p style="text-align: center;"><b>Professional Disposition</b></p>	<ul style="list-style-type: none"> <li>-Collegial at all times</li> <li>-On time for all appointments/meetings</li> <li>-Displays effective interpersonal communication at all times</li> <li>-Paperwork is well-written and timely (4)</li> </ul>	<ul style="list-style-type: none"> <li>-Collegial most of the time</li> <li>-On time for most appointments/meetings</li> <li>-Displays effective interpersonal communication most of the time</li> <li>-Paperwork is adequate (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one of the areas (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two of the areas (1)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in three or more of the areas (0)</li> </ul>
<p style="text-align: center;"><b>Utilization of Clinical Supervision</b></p>	<ul style="list-style-type: none"> <li>-Always engaged in supervision</li> <li>-Always prepared for supervision</li> <li>-Always thoughtful and reflective during supervision</li> <li>-Always open to feedback in supervision (4)</li> </ul>	<ul style="list-style-type: none"> <li>-Engaged in supervision most of the time</li> <li>-Prepared for supervision most of the time</li> <li>-Thoughtful and reflective in supervision most of the time</li> <li>-Open to feedback in supervision most of the time (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one of the areas (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two of the areas (1)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in three or more of the areas (0)</li> </ul>
<p style="text-align: center;"><b>Multicultural &amp; Social Justice Competency</b></p>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and integrates culturally appropriate interventions with all clients</li> <li>-Identifies social justice issues and advocates accordingly for all clients (4)</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and integrates culturally appropriate interventions with most clients</li> <li>-Identifies social justice issues and advocates accordingly for most clients (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision</li> <li>-Identifies social justice and advocacy issues with clinical supervision (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions</li> <li>-Some identification of social justice issues, but difficulty advocating for clients (1)</li> </ul>	<ul style="list-style-type: none"> <li>-Unable to identify multicultural issues</li> <li>-Unable to identify social justice and advocacy issues (0)</li> </ul>

<b>Self-Awareness</b>	<ul style="list-style-type: none"> <li>-High levels of self-awareness</li> <li>- Demonstrates insight into impact on others at all times</li> <li>-Ability to clearly articulate strengths and weaknesses at all times (4)</li> </ul>	<ul style="list-style-type: none"> <li>-Good self-awareness</li> <li>-Demonstrates insight into impact on others most the time</li> <li>-Ability to articulate strengths and weaknesses most of the time (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate levels of self-awareness</li> <li>-Some insight into impact on others</li> <li>-Some awareness of strengths and weaknesses (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Limited evidence of self-awareness</li> <li>-Limited evidence of insight into impact on others</li> <li>-Limited evidence of awareness of strengths and weaknesses (1)</li> </ul>	<ul style="list-style-type: none"> <li>-No evidence of self-awareness</li> <li>-No evidence of insight into impact on others</li> <li>-No evidence of awareness of strengths and weaknesses (0)</li> </ul>
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