

George Mason University
College of Education and Human Development
Counseling Program

EDCD 793.DL1 Internship in Mental Health Counseling II
3 Credits, Fall 2022
Mondays, 7:20 – 10:00 PM
Synchronous Online

Faculty

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Prerequisites/Corequisites

Pass EDCE 792 Internship in Mental Health Counseling I; completion of all required coursework.

University Catalog Course Description

Provides supervised practice in a clinical mental health counseling setting similar to the setting in which the student may work with an emphasis on the counseling process. Builds on previous practicum and Internship I experiences.

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 II 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 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 Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

This course will include relevant and emerging topics for Internship II 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 clients 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. 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.

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 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

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.
- 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/

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 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. 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. dynamics associated with group process and development (CACREP 2.F.6.b)
4. characteristics and functions of effective group leaders (CACREP 2.F.6.d)
5. ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g)
6. development of outcome measures for counseling programs (CACREP 2.F.8.d)
7. evaluation of counseling interventions and programs (CACREP 2.F.8.e)
8. designs used in research and program evaluation (CACREP 2.F.8.g)
9. analysis and use of data in counseling (CACREP 2.F.8.i)
10. cultural factors relevant to clinical mental health counseling (CACREP 5.C.2.j)

11. techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.C.3.b)

Professional Standards

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

CACREP Standard	Course Objective Coverage	Course Activities
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 9 and 10 on “Case Processing”	Course activities that discuss this Standard include: presentations of Case Conceptualizations with group discussion Additionally, this Standard is measured as part of the Case Conceptualization Presentation, which assesses KPI A.5.b.2
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 9 and 10 on “Case Processing”	Course activities that discuss this Standard include: presentations of Case Conceptualizations with group discussion Additionally, this Standard is measured as part of the Case Conceptualization Presentation, which assesses KPI A.5.b.2
dynamics associated with group process and development (CACREP 2.F.6.b)	This Standard is part of Course Objective #3, which is addressed in Class 4 on “Case Processing”	Course activities that discuss this Standard include: class-wide processing of the discussion questions: How do you approach group counseling? What theoretical approach do you utilize? What best practices do you consider and where can you improve? Additionally, this Standard is measured as part of the Final Site Supervisor Evaluation, which assesses KPI A.6.a.2
characteristics and functions of effective group leaders (CACREP 2.F.6.d)	This Standard is part of Course Objective #4, which is addressed in Class 4 on “Case Processing”	Course activities that discuss this Standard include: class-wide processing of the discussion questions: How do you approach group counseling? What theoretical approach do you utilize? What best practices do you consider and where can you improve? Additionally, this Standard is measured as part of the Final Site Supervisor Evaluation, which assesses KPI A.6.a.2
ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g)	This Standard is part of Course Objective #5, which is addressed in Class 4 on “Case Processing”	Assigned readings that discuss this Standard include: Thomas & Pender (2008) Additionally, this Standard is measured as part of the Final Site Supervisor Evaluation, which assesses KPI A.6.a.2
development of outcome measures for counseling programs (CACREP 2.F.8.d)	This Standard is part of Course Objective #6, which is addressed in Class 3 on “Prevention Project Workshop”	Assigned readings that discuss this Standard include: Erford et al. (2019) & Peterson et al. (2019)

evaluation of counseling interventions and programs (CACREP 2.F.8.e)	This Standard is part of Course Objective #7, which is addressed in Class 3 on “Prevention Project Workshop”	Assigned readings that discuss this Standard include: Vela et al. (2016)
designs used in research and program evaluation (CACREP 2.F.8.g)	This Standard is part of Course Objective #8, which is addressed in Class 3 on “Prevention Project Workshop”	Course activities that discuss this Standard include: class-wide processing of the discussion question “Does your proposal need modifications?” Additionally, this Standard is measured as part of the Student-Generated Program Evaluation Assignment, which assesses KPI A.8.a.2
analysis and use of data in counseling (CACREP 2.F.8.i)	This Standard is part of Course Objective #9, which is addressed in Class 3 on “Prevention Project Workshop”	Course activities that discuss this Standard include: class-wide processing of the discussion question “How will you evaluate [your proposal’s] effectiveness?” Additionally, this Standard is measured as part of the Student-Generated Program Evaluation Assignment, which assesses KPI A.8.a.2
cultural factors relevant to clinical mental health counseling (CACREP 5.C.2.j)	This Standard is part of Course Objective #10, which is addressed in Class 6 on “Case presentation workshop”	Course activities that discuss this Standard include: the assignment for each student to bring in and share an article on diversity, and the class-wide discussion on Diversity issues in counseling at each particular site. Additionally, this Standard is measured as part of the Student-Generated Program Evaluation Assignment, which assesses KPI A.9-CMHC.b.2
techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.C.3.b)	This Standard is part of Course Objective #11, which is addressed in Class 5 on “Case Processing”	Assigned readings that discuss this Standard include: Chapter 10 in <i>Practicum and internship: Textbook and resource guide for counseling and psychotherapy</i> Additionally, this Standard is measured as part of the Student-Generated Program Evaluation Assignment, which assesses KPI A.9-CMHC.b.2

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

- This course (along with 792) 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 fulfills part of the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for “Supervised internship of at least 600 hours to include 240 hours of face-to-face direct client contact”

Required Texts

Jungers, C. M. & Scott, J. (2019). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy* (6th ed.). New York, NY: Routledge.

Additional Readings

Erford, B. T., Bardhoshi, G., Haecker, P., Shingari, B., Schleichter, J., & Atalay, Z. (2019). Selecting assessment instruments for problem behavior outcome research with youth. *Measurement and Evaluation in Counseling and Development*, 52(1), 52-68.
<https://doi.org/10.1080/07481756.2017.1358063>

Peterson, C. H., Schmid, K., & Kososki, R. (2019). A national survey of counselors’ use of five types of program evaluation. *Counseling Outcome Research and Evaluation*, 11(2), 71-87.
<https://doi.org/10.1080/21501378.2019.1678017>

Thomas, R., & Pender, D. (2008). Association for Specialists in Group Work: Best Practice Guidelines 2007 Revisions. *The Journal for Specialists in Group Work* 33(2): 111-117.
<https://doi.org/10.1080/01933920801971184>

Course Materials

All Internship materials are located on Blackboard under the Counseling and Development Organization page. Click the Clinical Mental Health 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., VIA).

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. If you are planning to pursue licensure as an LPC in the state of VA, you will need to complete 300 site hours per semester, and 120 hours of these hours should be direct (face-to-face) client hours. **If you completed less than 300 hours in Internship I, you must make them up in Internship II.** You must work with at least one group and/or family during the internship. Final site hours log must be signed by

student and on-site supervisor, and submitted **no later than one week after your last class meeting**. *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 **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. A site-visit 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.

Transcripts and Tapes.** Students will hand in two video or audio tapes and accompanying transcripts. Note, you must include a signed "permission to tape" form [See Required Forms in the CMHC P&I tab on Bb]. It is important to make sure your video or audiotape quality is of good enough quality for review. As with the case presentations, videotape is strongly encouraged. I strongly recommend that you begin taping from Week 1 so that taping is an integral part of your counseling process. By taping regularly, you will have plenty of tapes to choose from for this assignment. Choose a 15-20-minute segment of your tape to transcribe.

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

Written Narrative

Student will submit a 1-2-page paper with each tape. Please provide a brief description of your client and his or her presenting issue. In addition, state the primary focus that you are working on with your 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.

Case Conceptualization Presentation. (Key Assignment: KPI A.5.b.2; CACREP 2.F.5.g, 2.F.5.h) Students will present one client during group supervision in order to receive feedback and consultation from the group. An outline to follow for the presentation will be provided in class. For the presentation, you are required to provide a clip of a video or audio recording of your counseling session (approximately 5 minutes) where you would like feedback on your counseling approach and/or interventions. If you choose to use audiotaping, *the recording must be audible and clear*. You are permitted to present a client from one of your required tapings/transcriptions, if desired. The presentation and discussion will provide you the opportunity to discuss your client's concerns, personal reactions,

difficulties, etc. You will have the opportunity to receive feedback and assistance from your peers and instructor for both personal and professional growth. *Presentation dates will be assigned during the first night of class.*

Student-Generated Program Evaluation (Key Assignment: KPI A.8.a.2; CACREP 2.F.8.g, 2.F.8.i / KPA A.9-CMHC.b.2; CACREP 5.C.3.b ,5.C.2.j).

In collaboration with the site and university supervisor, students developed an idea for a Short-term Prevention Program addressing one problem facing their community agency site during their Internship I semester. This assignment was designed to encourage in-depth exploration of a special interest or area needing special attention at your training site. During this semester, you will be implementing the idea you proposed in the previous semester. The proposal outlining the nature of the project is **due on 9/16**. This can be the same as what was already submitted in the previous semester. However, if you are substantially revising the project from what you proposed last semester, a new proposal will be necessary. A 5-7 page final prevention program summary (that includes a proposal summary, the methodology employed, project outcomes, and program evaluation) as well as a presentation about the project will be **due on Dec. 2**.

Final Supervisor Evaluation (Key Assignment KPI A.6.a.2; CACREP 2.F.6.b; 2.F.6.d; and 2.F.6.g). 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. **CMHC Internship Agreement.** Students are expected to review 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. A link to this survey will be emailed to Site Supervisor.
4. **Monthly Log of Hours.** Completed and signed each month by on-site supervisor.
5. **Evaluation of Clinical Field Experience,** to be completed by internship student. A link to surveys will be emailed to the student from the University Supervisor.

Course Expectations

APA Format: Students in Counseling & Development 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 & 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 793 is a pass/fail course. Students must achieve a “B” or higher in order to successfully complete/pass the requirements of the Internship. Students will be evaluated on the course requirements as listed on the previous pages of this syllabus. 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. 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 field experience 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, (total of 600 hours including 240 direct over Internship I & II) **There are no exceptions to this rule. Students must complete all required hours to pass this course.**
- Satisfactory mid-term and final evaluation from on-site supervisor.

Summary of Grading System and Course Requirements

Class Participation	20 points
Case Conceptualization Presentation	20 points
Two Tapes – transcripts, narratives	20 points
Program Evaluation Final 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>
Basic (Pre-Practicum)	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
Intermediate (Practicum)	<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.

Internship verification form reminders:

All students who are planning to pursue licensure should have the Internship II instructor or Counseling Program Clinical Coordinator 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. 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 this semester should apply online for graduation within the first weeks of the semester (See website for deadline dates). Visit <http://registrar.gmu.edu/graduation/index.html> for additional information regarding graduation procedures. You must file the graduation intent form online. 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 Counseling Program faculty/staff towards the end of the semester. All exit interviews will be anonymous.

Class Schedule

Class	Topic	Reading(s) Due Assignment(s) Due	Course Obj. #
1 8/22/22	Welcome/Introductions Review of Syllabus Discussion: What is it like to return to your site? Identify goals to promote your personal and professional development. How have your concerns and needs changed from last semester?	Self-Care and Personal Goals- Plan Due	5
2 8/29/22	Welcome/Introductions. Review Syllabus Check-in/What is it like to return to your site? Identify goals to promote your personal and professional development. Schedule Case Presentations Discussion: Share your ideas for implementing your project proposal at your site. Does it need modification? How will you evaluate its effectiveness?	Petersen, et. al. (2019) Supervision Agreement Due if applicable	
3 9/5/22	Labor Day – No Class		6, 7 8, 9
4 9/12/22	Check-in/Case Processing - Why should counselors care about research? What are your feelings about research? How does that influence the research your us in practice? Discussion: How do you approach group counseling? What theoretical approach do you utilize? What best practices do you consider and where can you improve?	Select a peer-reviewed research journal article and post on BB. Be prepared to discuss the findings in class. Prevention program proposal changes DUE Thomas and Pender (2008)	3, 4, 5, 6, 7, 8, 9
5 9/19/22	Check-in/Case Processing Discussion: TBA- Student Choice	Reading TBA	11
6 9/26/22	Self-Care class- what do you need?		
7 10/3/22	Case presentations 1, 2, & 3	Recording #1 and Session Narrative Due	1,2, 10
8 10/10/22	Case presentations 4, 5, & 6	Mid-semester evaluations	1, 2
9 10/17/22	Individual Supervision with Dr. Carney		
10 10/24/22	Check-in/ Case Processing Discussion: Successes in Counseling. Share a success you've had with a client. Why was your intervention/s successful? How do	Reading TBA	

	you evaluate your success?		
11 10/31/22	No Class – Individual Supervision with Dr. Cunningham		1, 2
12 11/7/22	Check in/Case Processing Discussion: Your career in counseling, future trends in the profession.	Reading TBA Recording #2 Due Post your resume to Blackboard. Be prepared to discuss your future goals with the class	1, 2
13 11/14/22	Check-in/ Termination Processing Discussion: Professional Development Issues (ACA, NBCC, LPC, CACREP, what does it all mean for you?). Review state licensure laws and exams for the state where you intend to practice.	Program Evaluation Papers DUE by 11/21 Practicum and Internship Textbook, Chapter 12	
14 11/21/22	No Class- Individual Supervision with Dr. Cunningham		1, 2
15 11/28/22	Program Evaluation Presentations and Wrap-up	Log of hours, Final supervisor evaluations	

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

- 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/>.

SEMINAR GUIDELINES

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)

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.

	4	3	2	1	N/A
1. The student is able to develop and implement appropriate client/student conceptualizations and treatment plans.					

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.2.1 (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.2.1 (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

Student-Generated Program Evaluation (Key Assignment: KPI A.8.a.2; CACREP 2.F.8.g, 2.F.8.i / KPA A.9-CMHC.b.2; CACREP 5.C.3.b,5.C.2.j)

Area Assessed	%	Exceeds Standards 4	Meets Standards 3	Approaching Standards 2	Below Standards 1
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1. Goals [KPI A.9-CMHC.b.2; CACREP 5.C.3.b]	20	Goal(s) set completely and accurately meet(s) SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound)	Goal(s) set meet(s) SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound) with only a few errors	Goal(s) set meet(s) only some of the SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound); some errors	Goal(s) are not set or do not meet most of the SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound); many errors
2. Activity/ program outline description [KPI A.9-CMHC.b.2; CACREP 5.C.3.b; 5.C.2.j]	20	Entire activity/ program outlined is exceptionally well thought out and researched, relevant to the stated goal, and appropriate to the role of a professional counselor with excellent, sophisticated attention to relevant cultural factors	Most of the activity/ program outlined is well thought out and researched, relevant to the stated goal, and appropriate to the role of a professional counselor with meaningful attention to relevant cultural factors	Some of activity/ program outlined is well thought out and researched, relevant to the stated goal, and appropriate to the role of a professional counselor with some attention to relevant cultural factors	Little or none of the activity/ program outlined is well thought out and researched, relevant to the stated goal, and appropriate to the role of a professional counselor with little or no attention to relevant cultural factors
3. Program implementation [KPI A.9-CMHC.b.2; CACREP 5.C.3.b; 5.C.2.j]	15	All steps of program implementation are clearly described. Strengths and challenges of the program are fully, thoroughly, and meaningfully discussed. Outstanding attention to relevant cultural factors.	Most steps of program implementation are clearly described. Most strengths and challenges of the program are fully discussed. Accurate attention to relevant cultural factors.	Some steps of program implementation are clearly described. Some strengths and challenges of the program are fully discussed. Some attention to relevant cultural factors.	Few or no steps of program implementation are clearly described. Most strengths and challenges of the program are not fully discussed. Little or no attention to relevant cultural factors.
4. Outcome data [KPI A.8.a.2; CACREP 2.F.8.g; 2.F.8.i]	15	Outcome data meet all criteria: appropriately collected, clearly and thoroughly identified, and meaningful and relevant to stated goals.	Outcome data meet all criteria with only a few errors: appropriately collected, clearly and thoroughly identified, and meaningful and relevant to stated goals.	Outcome data meet only 2 criteria and contain some errors: appropriately collected, clearly and thoroughly identified, and meaningful and relevant to stated goals.	Outcome data meet only 1 or 0 criteria and have many errors: appropriately collected, clearly and thoroughly identified, and meaningful and relevant to stated goals.
5. Data analysis [KPI A.8.a.2; CACREP 2.F.8.g; 2.F.8.i]	15	Data accurately and thoughtfully analyzed and provide a unique contribution to the topic	Data accurately and thoughtfully analyzed	Data accurately analyzed with some errors/limitations	Data not accurately analyzed

6. Data-informed recommendations [KPI A.8.a.2; CACREP 2.F.8.g; 2.F.8.i]	15	Recommendations made are exceptionally clear, insightful, related to the data, unique, and useful to improve future efforts to improve client success.	Recommendations made are clear, insightful, related to the data, and useful to improve future efforts to improve client success.	Recommendations made are somewhat related to the data and somewhat useful to improve future efforts to improve client success.	Recommendations not made or not related to the data or useful to improve future efforts to improve client success.
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Case Conceptualization Presentation in 793 (Key Assignment: KPI A.5.b.2; CACREP 2.F.5.g, 2.F.5.h / KPI A.9-CMHC.b.2; CACREP 5.C.1.b, 5.C.1.c)

Area Assessed	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Presenting issues [KPI A.5.b.1; CACREP 2.F.5.g]	20	Client presenting issues are clearly stated and supported by counselor observation and client report	Client presenting issues are stated and partially supported by counselor observation and client report	Client presenting issues are not supported by counselor observation and client report	Client presenting issues are not stated
2. Biopsychosocial case conceptualization [KPI A.9-CMHC.b.2; CACREP 5.C.1.c; 5.C.1.b].	10	Presenting issues description demonstrates an accurate understanding of biopsychosocial case conceptualization.	Presenting issues description demonstrates some understanding of biopsychosocial case conceptualization.	Presenting issues description demonstrates little understanding of biopsychosocial case conceptualization.	Presenting issues description demonstrates no understanding of biopsychosocial case conceptualization.
3. Counseling goals [KPI A.5.b.1; CACREP 2.F.5.g and 2.F.5.h]	10	Appropriate counseling goals are identified and developed collaboratively between counselor and client	Somewhat appropriate counseling goals are identified and developed somewhat collaboratively between counselor and client	Counseling goals are not appropriate nor developed collaboratively between counselor and client	Counseling goals are not identified
4. Contextual factors and diversity [KPI A.5.b.1; CACREP 2.F.5.g]	10	Cultural, familial, and other relevant contextual factors are well considered and incorporated into the case conceptualization of the client	Cultural, familial, and other relevant contextual factors are partially considered and partially incorporated into the case conceptualization of the client	Little consideration for cultural, familial, and other relevant contextual factors; little incorporation into the case conceptualization of the client	No consideration for cultural, familial, and other relevant contextual factors; no incorporation into the case conceptualization of the client
5. Theory [KPI A.5.b.1; CACREP 2.F.5.g and 2.F.5.h]	10	Counselor theoretical approach/ orientation is identified	Counselor theoretical approach/ orientation is identified but lacks clarity	Counselor theoretical approach/ orientation is poorly identified	Counselor theoretical approach/ orientation is not identified

<p>6. Use of theory</p> <p>[KPI A.5.b.1; CACREP 2.F.5.g and 2.F.5.h]</p>	<p>10</p>	<p>Interventions are consistently utilized that meaningful support the theoretical approach</p>	<p>Interventions that support theoretical approach are inconsistently utilized</p>	<p>Few interventions are utilized that support theoretical approach</p>	<p>No interventions are utilized that support theoretical approach</p>
<p>7. Recommendations and goals [KPI A.5.b.1; CACREP 2.F.5.g and 2.F.5.h]</p>	<p>10</p>	<p>Relevant recommendations for client are identified that address counseling goals</p>	<p>Some relevant recommendations for client are identified that address counseling goals</p>	<p>Recommendations for client fail to address counseling goals</p>	<p>Recommendations for client are not identified</p>
<p>8. Biopsychosocial recommendations and theory [KPI A.9-CMHC.b.2; CACREP 5.C.1.c; 5.C.1.b].</p>	<p>20</p>	<p>Most recommendations are well supported by theoretical approach and case conceptualization and demonstrate an accurate understanding of biopsychosocial treatment planning.</p>	<p>Some recommendations are supported by theoretical approach and case conceptualization demonstrate an understanding of biopsychosocial treatment planning.</p>	<p>Few recommendations supported by theoretical approach and case conceptualization and demonstrate some understanding of biopsychosocial treatment planning.</p>	<p>No recommendations supported by theoretical approach and case conceptualization or demonstrate an understanding of biopsychosocial treatment planning.</p>